

Module specification

1. Factual information			
Module title	NC4201: The Developing Professional Practitioner		
Module tutor	Kate Gingles	Level	4
Module type	Taught	Credit value	20
Mode of delivery	100% face-to-face		
Notional learning hours	200 notional hours. Module contact hours include lectures and scheduled support sessions, and may include individual and group tutorials, support sessions, workshops and value-added curriculum activities such as external speakers and trips. Independent study: 174 hours		

2. Rationale for the module and its links with other modules
This module will instil the knowledge required by students embarking on a career in the early years industry, in order to develop their reflective skills and establish their professional identities. This is a process of lifelong learning, and as such the module will support students to develop their observation skills, their ability to reflect on practice and feedback to establish aims for their future practice. This module is the first module of a three-part spiral across the three years of taught study at Norland, acting as a foundation for NC5201: Working Professionally with Parents and Carers and then NC6201: Developing Your Nanny Philosophy and provides the introduction to ethical practice and research skills for NC6204: Work Based Project.

3. Aims of the module
The aims of this module are to develop students' professional skills in observation and reflection in practice, embedding knowledge of good ethical practices. These skills will be used to develop professional research skills in support of lifelong learning and will involve respecting children as central to professional practice. Reflecting on professional communication and partnership working will help students to identify where their strengths lie, challenges that may arise and where improvements can be made to their personal practice. By the end of the module, students will have established a

3. Aims of the module

narrative of these elements through reflections on ethical practices and a child observation study. This will assist students in developing the generic skills set out in the QAA subject benchmark statements 3.4, alongside the specific skill of effective teamworking with parents/carers and other professionals, ethical practice, and research skills, as well as a range of graduate competencies.
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4. Pre-requisite modules or specified entry requirements

None.

5. Is the module compensatable?
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No.

6. Learning, teaching and assessment strategy for the module

Face-to-face lectures Tutor-led and student-led seminars and tutorials Self-directed study Formative assessment Collaboration through group work Independent research project
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7. Intended learning outcomes *At the end of the module, learners will be expected to:*

1. Demonstrate knowledge of appropriate professional practices including ethical principles that underpin professional responsibilities in the early years.
2. Identify and analyse potential ethical challenges that may arise in working with children and families.
3. Use skills of observation and analysis in relation to aspects of the lives of babies and young children with consideration of individual needs.
4. Explore ways to capture personal and professional experiences to demonstrate life-long learning.

A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A2	B1; B2	C1; C2	D1; D2

8. Indicative content *This should provide an overview of content over the number of weeks of module delivery*

Trimester 1

- Explore what has shaped your already developing professional identity and what has influenced your understanding of professional practice. (LO1, LO2, LO4).
- Introduce the core ethical principles and codes of ethics that underpin practice (LO1, LO2).
- Capturing the moment: Examining methods of observation for recording experience and transforming them into knowledge (LO1, LO2, LO3, LO4).
- Consider how ethical codes of practice inform the way practitioners work with parents, colleagues and children (LO1, LO2, LO3, LO4).

Trimester 2

- Conduct research through observing children: Exploring ways to analyse observations to understand children in their play and learning (LO3).
- Explore reflective frameworks to reflect on practice through academic inquiry. (LO4).

This module provides opportunities for you to evidence the [Early Childhood Graduate Practitioner Competencies](#).

9. Assessment

Assessment rationale

Working ethically with children is fundamental to early years practice, and in the first assessment of this module, students will explore this in detail and evidence their understanding of how ethical principles define practice in an Early Years setting by applying ethical principles to observation practices. Through this assessment, students will demonstrate their knowledge of effective and safe practices in a context relevant to assessment 002 and for future practice.

The second assessment requires students to practise objective observation skills, which are vital for reflecting on practice and monitoring children's development and learning. Students will evidence skills of enquiry through demonstrating ethical practices in observation and engaging in the process of transforming experience into knowledge.

Assessment task/s	Weighting	Trimester submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
<i>001 Report:</i> Discuss ways in which ethical principles underpin observation practices in an Early Years setting - 500 words - Reference list	30%	T1	%	LO1; LO2
<i>002 Research Project:</i> Child Observation Study - 1000 words (excluding observation) - Reference list	70%	T2	%	LO3; LO4

10. Teaching staff associated with the module

Name and contact details

Kate Gingles Kate.Gingles@norland.ac.uk

11. Core reading list

Author	Year	Title	Location	Publisher
Arnold, C.	2017	<i>Doing your Child Observation Case Study</i>	London	Routledge
Early Education		<i>Code of Ethics</i>		
Neaum, S.	2019	<i>Chapter 9: Reflecting on learning</i> <i>Child Development for early years students and practitioners (4th Edition)</i>		Sage
Sharman, C., Cross, W. and Vennis, D.	2022	<i>Observing Children from Birth to 6: A Practical Guide for Early Childhood Students and Practitioners</i>	London	Bloomsbury Academic
Yates, E., Twigg, E and Wall, S.	2021	<i>The emerging practitioner. In: Oates, R. The student practitioner in early childhood studies – an essential guide to working with children (second edition)</i>		Routledge

12. Other indicative text (e.g., websites)

Lindon, J. & Trodd, L. (2016) Reflective practice and early years professionalism. (3rd Edition). Hodder Education

Palaiologou, I. (2016) Child observation – a guide for students of early childhood (3rd Edition). Sage

Papatheodorou, T., Gill, J. and Luff, P. (2013) *Child observation for learning and research*. ~~Hoboken:~~ Routledge.

UNCRC

Wain, A. (2017) 'Learning through reflection', *British Journal of Midwifery*, 25(10), pp. 662–666.

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed
Sections 8 & 9	Given the substantial gap between the end of teaching for this module and assessment 002, it was approved that half of the teaching happens in trimester 1 (particular focus on ethical practice, support with placement 1.1 and assessment 001) with the remainder in trimester 2 (research & knowledge to support placement 1.2 & assessment 002).	19/06/2024
Section 5	Noted that this module is no longer compensatable.	03/07/2026



Section 7	Learning Outcomes remain the same but have been reordered so that LO1 & LO2 are assessed in assessment 001 whilst LO3 & LO4 are assessed in assessment 002.	03/07/2026
Section 9	Assessment 001 now takes place in trimester 1 and assessment 002 now takes place in trimester 2.	03/07/2026
Section 1 & 10	Noted Kate Gingles as module leader (previously Tom Parsons)	03/07/2026



Document Control Information	
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Date of approval:	3 rd July 2026
Date of effect:	As above
Frequency of review:	Annually



Date of next review:	July 2026
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