

Module specification

1. Factual information			
Module title	NC4206: Introducing Self-regulation		
Module tutor	Tamsin Grimmer	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. Self-directed learning: 175 hours		

2. Rationale for the module and its links with other modules
Self-regulation is essential for healthy development. It lays the foundation for resilience and wellbeing, and enables us to regulate our feelings, our behaviour, our sleep, our eating and our thinking. It is vital that students understand the theory and research behind children's development of self-regulation, including what we can learn from the neuroscientific evidence, and the adult's role as a co-regulator within the ecosystem. The module will also enable students to understand the importance of their own self-regulation and its impact on their wellbeing and role as a nanny. This module is the first of three modules that focus on the development of self-regulation. It acts as a foundation for NC5206: Supporting Children to Regulate Behaviour and then NC6205: Embedding Self-regulation into Practice through Play.

3. Aims of the module
This module will introduce self-regulation and explore how self-regulation permeates all aspects of development. By the end of the module, students will understand that behaviours communicate the needs of children and that the development of self-regulation is a cumulative process. Students will learn about self-regulation theory from a holistic perspective, including the impact of the ecological system. They will begin to understand the neuroscience behind self-regulation, including the importance of children feeling safe and secure in their environments and relationships. In addition,

3. Aims of the module

they will recognise the role of the adult as co-regulator and begin to employ strategies to support children in developing self-regulation. They will also begin to explore their own self-regulation and the implications for their role as a nanny.

4. Pre-requisite modules or specified entry requirements

None.

5. Is the module compensatable?

No.

6. Learning, teaching and assessment strategy for the module

Face-to-face teaching

Tutor-led and student-led seminars and tutorials, supported by direct research of texts and journals

Self-directed study

Collaboration through group work

Research-based tasks and online information searches

Optional assessment:

Students choose between a written assignment, spoken assessment or practical demonstration.



7. Intended learning outcomes *At the end of the module, learners will be expected to:*

1. Recognise and understand the concept of self-regulation and how it lays the foundation for resilience and wellbeing.
2. Explore the development of self-regulation through theoretical frameworks and neuroscientific research.
3. Identify strategies that support children's self-regulation and wellbeing.

A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A1; A3	B1	C1	D1; D2

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

- Introduction to self-regulation and exploration of the importance of children feeling safe and secure in their environment.
- Exploration of communication and the reasons behind children's behaviours.
- Application of theoretical frameworks to self-regulation in terms of both cognitive and emotional regulation.
- Introduction to brain development and the ideas from neuroscience that underpin self-regulation.
- Exploration of how self-regulation affects every aspect of the nanny role as well as a child's life (holistic impact), its development over time and link with wellbeing and resilience (including students' own self-regulation).
- Identification of the role of the adult in developing strategies for co-regulation, including developing a supporting environment and attuning to the child; plus tutorials (drop-in sessions).
- Introduction to emotion coaching and how children move from co-regulation with adults to self-regulation.
- Support for assessment/assessment week.

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

9. Assessment

Assessment rationale

Self-regulation is a developmental, cumulative process which relies upon the role of the adult as co-regulator. This assessment provides students with an opportunity to demonstrate their understanding of this process. Students will choose between three types of assessment: written essay, oral assessment or practical demonstration to show their understanding of how children develop self-regulation.

Assessment task/s	Weighting	Trimester submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
<i>Essay:</i> The development of self-regulation - 1500 words - Reference list	100%	T2	%	All
<i>Oral Assessment:</i> Structured around questions 15 minute pre-recorded audio				
<i>Practical Demonstration</i> - E.g. Artefact, created image, provocation, resources, presentation etc.				

10. Teaching staff associated with the module

Name and contact details

Tamsin Grimmer – Tamsin.Grimmer@norland.ac.uk

11. Core reading list

Author	Year	Title	Location	Publisher
Conkbayir, M.	2021	<i>Early Childhood and Neuroscience: Theory, Research and Implications for Practice</i>	London	Bloomsbury
Gilbert, L., Gus, L., & Rose, J.	2021	<i>Emotion Coaching with Children and Young People in Schools: Promoting Positive Behaviour, Wellbeing and Resilience</i>	London	Jessica Kingsley
Grimmer, T. and Geens, W.	2022	<i>Nurturing Self-regulation in Early Childhood: Adopting an Ethos and Approach</i>	London	Routledge
Robson, S. and Zachariou, A.	2020	<i>Self-regulation in the Early Years</i>	London	Sage

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

Asquith, S. (2020) *Self-regulation Skills in Young Children: Activities and Strategies for Practitioners and Parents*. London: Jessica Kingsley

Center on the Developing Child at Harvard University (2024) *A Guide to Executive Function*. Available at: <https://developingchild.harvard.edu/guide/a-guide-to-executive-function/>

Center on the Developing Child at Harvard University (2024) *Brain Architecture*. Available at <https://developingchild.harvard.edu/science/key-concepts/brain-architecture/>

Cozolino, L. (2014) *The neuroscience of human relationships*. London: Norton and Co.

Garvey, D. (2023) *Little brains matter: a practical guide to brain development and neuroscience in early childhood*. London: Taylor and Francis

Emerson, A. (2022) The case for trauma-informed behaviour policies, *Pastoral Care in Education*, 40(3), pp. 352–359.

- Featherstone, S. (2017) *Making sense of neuroscience in the early years*. London: Bloomsbury.
- Gopnik, A. (2016) *The gardener and the carpenter*. New York: MacMillan.
- Gopnik, A., Melzoff, A. and Kuhl, P. (2003) *The scientist in the crib*. New York: Harper Collins.
- Gottman, J. (with DeClaire, J.) (1997) *The heart of parenting*. New York: Simon & Shuster.
- Grimmer, T. (2022) *Supporting Behaviour and Emotions in the Early Years*. Abingdon: Routledge
- Lieberman, M. (2013) *Social: Why our brains are wired to connect*. Oxford: OUP.
- Rose, J. and Wood, F. (2016) 'Child development', in D. Wyse and S. Rogers (eds) *A guide to early years and primary teaching*. London: Sage.
- Rose, J., Gilbert, L. and Richards, V. (2016) *Health and wellbeing in early childhood*. London: Sage.
- Siegel, D. (2013) *The developing mind*. New York: Guildford Press.
- The Mehrit Centre (2023) Available at: <https://self-reg.ca/>
- Vandenbroeck, M., De Vos, J., Fias, W., Olsson, L., Penn, H., Wastell, D. and White, S. (2017) *Constructions of neuroscience in early childhood education*. London: Routledge.

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed
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Section 1	Housekeeping change as only the title of the module was altered, not the course content	19/06/2024
Section 6	Changed assessment format to indicate students can choose between a written assignment, oral discussion or practical demonstration.	18/07/2025
Section 9	Changed assessment format to indicate students can choose between a written assignment, oral discussion or practical demonstration.	18/07/2025



Document Control Information	
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