

Module specification

1. Factual information			
Module title	NC5201: Working Professionally with Parents and Carers		
Module tutor	Tom Parsons	Level	5
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
The professional relationship between a nanny and their employers is complex, and getting this right means children get the very best care and support. Building on learning from NC4201 The Developing Practitioner and the ideas of the professional self, this module establishes how students can work within the benchmark statements for the formation and promotion of mutually respectful relationships with parents and carers in the home environment. Learning in this module will provide a foundation for NC6201 Developing your Nanny Philosophy with respect to facilitating the needs of families. Concepts learned within this module, which focus on partnership working such as professional love, will also assist with the practice focused module NC5202: Practice in the Early Years 2: The Home, as students reflect on the perspectives of parents when inviting practitioners into their home.

3. Aims of the module
This module will highlight potential expectations for parents when employing a nanny and ask students to use their own experiences to establish the key considerations parents use when making that decision. Professional love and communication in this context will be considered in detail, and students will reflect on the necessity of feedback and how this can be used for constructive professional development, whilst considering how conflict resolution techniques can be used to resolve differing opinions. These skills will be reflected upon within the research context as students apply these to interview skills and reflection.

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

Lectures Seminars Formative assessment Online tasks and information searches and research Individual activities

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

1. Analyse potential expectations for parents when considering home-based education and care.
2. Apply experience to examine the ethics of professional love when working with families.
3. Explore and analyse ways to gather information on and from families sensitively and ethically.
4. Critically reflect on the role of feedback in building successful professional relationships.

A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A2; A3	B1	C1	D2

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

Subjects to be explored in this module include:

- What to expect when expecting a nanny? Exploring parents' perceptions of the role of the nanny.
- The ethics of professional love: Discussing the concept of professional love and the potential benefits and challenges of strong nanny-child relationships.
- Reviewing literature: Forming a knowledge base for analysing data.
- Capturing experiences in practice: Gathering information from families effectively and ethically.
- Interviewing parents: Examining interview techniques in the context of the parent-nanny relationship.
- A 'how to': analysing data and writing up a case study
- Communication and feedback: Assessing the role of feedback in building successful parent-nanny relationships.
- Reflecting on experience: Discuss the complexities of the parent-nanny-child working relationship through student experiences.
- Assessment preparation: Constructing and conducting interviews.

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

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

9. Assessment

Assessment rationale

This case study would be formed from the student's placement family and will involve an interview at the beginning of the placement, exploring parental expectations and preferences of the nanny/parent relationship with reference to professional love (Page, 2018). Students will then conduct a final interview with parents in which the nanny-parent relationship can be reflected on together. This provides students with an opportunity to practice research skills whilst reflecting on how relationships can be built with parents. For the first interview, students will be provided with questions and the final interview they will be guided to form their own. The interview transcripts must be included in the submission within the appendix.

Assessment task/s	Weighting	Trimester submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
<i>Case Study Interview:</i> An interview focused case study on working with parents. - 2500 word equivalent (excluding transcript) - Reference list	100%	T1	%	All

10. Teaching staff associated with the module

Name and contact details

Tom Parsons Tom.Parsons@norland.ac.uk

11. Core reading list				
Author	Year	Title	Location	Publisher
Kambouri, M., Wilson, T., Pieridou, M., Flannery Quinn, S. and Liu, J.	2023	'Making partnerships work: proposing a model to support parent-practitioner partnerships in the early years'	pp. 637-659.	<i>European Early Childhood Education Research Journal</i> , 22(5)
Page, J.	2018	'Characterising the principles of professional love in early childhood care and education'	pp. 2-17	<i>International Journal of Early Years Education</i> , 26(2)
Grimmer, T.	2021	<i>Developing a loving pedagogy in the early year – how love fits with professional practice</i>	Oxon	Routledge
Roberts-Holmes, G., Levy R. and Harmey, S.	2023	<i>Doing your early years research project</i>	London	SAGE
Macdonald, C.L.	2011	<i>Shadow mothers: nannies, au pairs, and the micropolitics of mothering</i>	Berkeley	University of California Press

12. Other indicative text (e.g., websites)
Ang, L., Brooker, E. and Stephen, C. (2017). 'A Review of the Research on Childminding: Understanding Children's Experiences in Home-Based Childcare Settings', <i>Early Childhood Education Journal</i>, 45(2), pp. 261–270. BERA. (2024) Ethical Guidelines for Educational Research. 5th edn. Available at: https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024 (Accessed 03/07/26). Cottle, M. and Alexander, E. (2014) 'Parent partnership and "quality" early years services: practitioners' perspectives', <i>European Early Childhood Education Research Journal</i>, 22(5), pp. 637–659.

Sims-Schouten, W. (2016) 'Positioning in relationships between parents and early years practitioners', *Early Child Development and Care*, 186(9), pp. 1392–1405.

Taherdoost, H. (2022) 'How to Conduct an Effective Interview; A Guide to Interview Design in Research Study Authors', *International Journal of Academic Research in Management*, 11(1), pp. 39–51.

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Section 1	Module lead changed from Pollyanna Whitehead to Tom Parsons	20 th March 2025
Section 7	Minor rewording to intended learning outcome 1	20 th March 2025
Section 8	Indicative content reworded.	20 th March 2025
Section 9	Assessments requirements reworded to emphasise role of reflection	20 th March 2025
Section 10	Teaching staff changed to include Tom Parsons	20 th March 2025



Document Control Information	
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