

Module specification

1. Factual information			
Module title	NC5208: A Focus on Trauma		
Module tutor	Alex Morfaki	Level	5
Module type	Taught	Credit value	10
Mode of delivery	100% face-to-face		
Notional learning hours	100 notional hours, made up of: 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: 90 hours		
2. Rationale for the module and its links with other modules			
Trauma can be experienced by any child, and thus it is important that a nanny is equipped with the skills to respond and support children and families. Building on learning from NC4203: Keeping Children Safe: Safeguarding and Child Protection, NC4205: Principles of Equality, Diversity, and Inclusion and NC5205: Promoting Health in Practice, this module will provide an opportunity to look more closely at what constitutes trauma and the impact that this will have on families.			
3. Aims of the module			
The purpose of this module is to explore the impact of adverse childhood experiences in detail, applying theory and understanding of trauma and its impacts. Students will also consider how they might -within a nanny role - support children who may have experienced trauma.			
4. Pre-requisite modules or specified entry requirements			
None.			
5. Is the module compensatable?			
Yes – at module level.			
6. Learning, teaching and assessment strategy for the module			
Lectures			



6. Learning, teaching and assessment strategy for the module
Independent research activity Group tasks

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

1. Critically explore childhood trauma and its impact.
 2. Apply concepts to demonstrate how children who have experienced trauma can be supported effectively
- This module provides opportunities for you to evidence the [Early Childhood Graduate Practitioner Competencies](#).

A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A1; A2; A3	B1	C1	D2

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

Adversity, childhood experiences and trauma: physiological, neurological and psychological implications

Fostering security, attachments and resilience through practice: supporting children and families

9. Assessment

Assessment rationale

Students will contribute to a discussion about a case study of a child who has experienced trauma and how the child within the case study can be supported. By applying theoretical understanding, students will collaborate in discussion to build knowledge that can be taken into future practice.

Students will be provided with a scenario-based case study and will discuss the unique challenges and consideration for practice, applying knowledge from the taught content and independent reading evidenced by the submission of a bibliography. The submission will include an annotated self-assessment rubric that is completed by the student following the discussion.

Assessment task/s	Weighting	Trimester submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
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9. Assessment				
<i>Annotated self-assessment rubric:</i> Individual contribution to a response to case study related to trauma - Annotated self-assessment rubric (1500 word equivalent)	100%	T2	%	All

10. Teaching staff associated with the module
Name and contact details
Alex Morfaki alex.morfaki@norland.ac.uk

11. Core reading list				
Author	Year	Title	Location	Publisher
Brooks, R.	2020	<i>The trauma and attachment-aware classroom: a practical guide to supporting children who have encountered trauma and adverse childhood experiences.</i>	London	Jessica Kingsley publishers
Colker, L.J, Erdman, S. & Winter, E.	2020	<i>Trauma and Young Children: Teaching Strategies to Support and Empower.</i> Available at: https://research.ebsco.com/linkprocessor/plink?id=87310ca2-6ed8-3b50-8e96-09f59f5b0ef5 (Accessed: 19 July 2024).	Washington DC	The National Association for the Education of Young Children
Rose, J., Gilbert, L., & Richards, V.	2016	<i>Health and well-being in early childhood.</i>	London	SAGE Publications

11. Core reading list				
Author	Year	Title	Location	Publisher
Rose, J., McGuire-Snieckus, R., Gilbert, L., & McInnes, K.	2019	Attachment Aware Schools: the impact of a targeted and collaborative intervention.		Pastoral Care in Education, 37(2), 162-184

12. Other indicative text (e.g., websites)
Appleyard, K. and Osofsky, J. D. (2003). 'Parenting after trauma: Supporting parents and caregivers in the treatment of children impacted by violence.' <i>Infant mental health journal</i>. [Online] 24 (2), 111–125 Blackwood, L. and Farrow, B. (2023). "'He knows he is safe; you are the safety net". Key adult intervention with children with attachment difficulties: the TAs perspective'. 38(1), pp. 37–50. doi:10.1111/1467-9604.12436. <i>Support for Learning</i> Bürgin, D., Anagnostopoulos, D., the Board and Policy Division of ESCAP, Doyle, M., Eliez, S., Fegert, J., Fuentes, J., Hebebrand, J., Hillegers, M., Karwautz, A., Kiss, E., Kotsis, K., Pejovic-Milovancevic, M., Råberg Christensen, A. M., Raynaud, J.-P., Crommen, S., Çetin, F. Ç., Boricevic, V. M., Kehoe, L., & Radobuljac, M. D. (2022). Impact of war and forced displacement on children's mental health—multilevel, needs-oriented, and trauma-informed approaches. <i>European Child & Adolescent Psychiatry</i>, 31(6), 845–853. https://doi.org/10.1007/s00787-022-01974-z [Accessed: 18 May 2023] Capo, K. et al. (2019). Creating safe spaces for children's voices to be heard: supporting the psychosocial needs of children in times of trauma. <i>Journal of early childhood teacher education</i>. [Online] 40 (1), 19–30. Dye, H. (2018). The impact and long-term effects of childhood trauma. <i>Journal of Human Behavior in the Social Environment</i>, 28(3), 381–392. https://doi.org/10.1080/10911359.2018.1435328 [Accessed: 18 May 2023] Glazer, D. (2023). An experience beyond words: Trauma-informed ideas for Child and Adolescent services supporting Ukrainian refugees. <i>Clinical child psychology and psychiatry</i>. [Online] 28 (1), 15–20.



Leiffield, L. (2022). 'Relationship Anchors to Support Young Children's Resilience', Dimensions of Early Childhood, 50(3), pp. 6–12. Available at: <https://research.ebsco.com/linkprocessor/plink?id=a7e97cc6-ae33-35f2-9885-19ca0d4f4fb1> (Accessed: 19 July 2024).

Margolius, M., Pufall Jones, E., & Hynes, M. (2020). Creating Cultures of Care: Supporting the Whole Child through Trauma-Informed Practice. America's Promise Alliance Report.

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Section 1	Increase of credit value to 10 from 5, notional hours to 100 from 50 with appropriate changes to proportion of time in lectures & independent study reflected accordingly. Also removed the guest speaker session.	19/03/2025
Section 8	Indicative content elaborated upon.	19/03/2025
Section 9	Further detail provided on assessment rationale & reference list replaced with bibliography & annotated self-assessment rubric on assessment criteria. Assessment format changed from blog post to discussion.	19/03/2025
Section 7	Changed LO1 from "Critically explore adverse childhood experiences and their impact" to "Critically explore childhood trauma and its impact."	21/07/2025
Section 9	Assessment changed from "Discussion" to "Live Practical Project". Removed bibliography & time limit & noted the assessment should be equivalent to 1500 words.	21/07/2025



Section 9	Changed assessment format from “Live Practical Project” to “Annotated self-assessment rubric”.	03/07/2026
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Document Control Information	
Policy Title:	NC5208 Module specification
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Owner:	Alex Morfaki
Approving Body:	Programme & Module Modification Panel
Related Norland Documents:	N/A
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