

Module specification

1. Factual information			
Module title	NC5210: A Focus on Siblings		
Module tutor	Tom Parsons	Level	5
Module type	Taught	Credit value	10
Mode of delivery	100% face-to-face		
Notional learning hours	100 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: 90 hours		
2. Rationale for the module and its links with other modules			
This optional module explores the relevance that sibling dynamics play within the wider scope of child development. This module builds upon NC4201: The Developing Professional Practitioner as it encourages continuance in practitioner learning and draws upon personal and professional experiences to develop an additional skillset within a niche realm of early years. In preparation for NC6203: Children’s World’s Today, students begin to learn to organise and communicate key information specific to sibling dynamics and contemporary world issues to effectively support families through a complexity of challenges should they arise.			
3. Aims of the module			
From the moment a sibling bond is forged, the interactions that exist between siblings will impact how each of these unique individuals relate not only within the context of family but within the wider world. The module explores diverse interfamily experiences that are likely to include – but not be limited to – separations and attachment, rivalry and conflict resolution, parent influence, power and protection, with consideration of singletons and multiples throughout. This module aims to encourage students to contemplate their own sibling experiences, whether personal or professional. Through literature, critical analysis, and personal/professional reflections, students will examine various dynamics within families that influence sibling bonds and how these early experiences impact learning and development.			
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 Independent research activity Group tasks



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

1. Critically explore sibling dynamics and the influences on development.
2. Apply concepts to demonstrate ways to promote positive sibling dynamics.

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

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

New baby; parent influence; separation and attachment

Rivalry, power and protection; singletons and multiples; illness/disability

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

9. Assessment

Assessment rationale

Students will contribute to a discussion about a case study that reflects on the multifaceted world of sibling dynamics and how the nanny can promote positive relationships between variably aged children or multiples. 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.

9. Assessment				
Assessment task/s	Weighting	Trimester submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
<i>Annotated self-assessment rubric:</i> Individual contribution to a response to a case study on sibling dynamics - Annotated self-assessment rubric (1500 word equivalent)	100%	T2	%	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
Beffel, J.H., Gerde, Hope, K. and Nuttall, A.K.	2022	‘Siblings and Interventions: How Siblings Influence Development and Why Practitioners Should Consider Including Them in Interventions’ <i>Early Childhood Education Journal</i> , December 2022		Springer
Miller, N.J. and Yavneh, N.	2016	<i>Sibling Relations and Gender in the Early Modern World: Sisters, Brothers and Others</i>	Abingdon	Routledge
Parker, V.	2020	<i>A Group Analytic Exploration of the Sibling Matrix: How Siblings Shape Our Lives</i>	Abingdon	Routledge

12. Other indicative text (e.g., websites)
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Paine, A.L., Karajian, G., Hashimi, S., Persram, R.J. and Howe, N. (2020). “Where’s your bum brain?” Humour, social understanding, and sibling relationship quality in early childhood’. *Social Development*, p. 592-611

Lamb, M.E. and Sutton-Smith, B. (2014). *Sibling Relationships: Their Nature and Significance Across the Lifespan*. New York: Psychology Press

Mark, K. M., Pike, A., Latham, R. M. and Oliver, B. R. (2017). ‘Using Twins to Better Understand Sibling Relationships’ *Behavior Genetics* Vol.47 p.202-214

Toseeb, U. (2022). ‘Sibling Conflict During Covid-19 in families with Special Educational Needs and Disabilities’ *British Journal of Educational Psychology*, p. 319-339

White, N. and Hughes, C. (2018). *Why Siblings Matter: The Role of Brother and Sister Relationships in Development and Wellbeing*. London: Routledge

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 9	Removed time limit on assessment & need for bibliography, added that the assessment should be equivalent to 1500 words & the format should be a ‘Live Practical project’.	23/07/2025



Section 9	Assessment format changed from 'Live Practical Project' to 'Annotated self-assessment rubric'	03/07/2026
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Document Control Information	
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Owner:	Tom Parsons
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