

## Module specification

| 1. Factual information         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                     |    |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----|
| <b>Module title</b>            | NC6202: Practice in the Early Years 3: Supporting Families through Leadership                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                     |    |
| <b>Module tutor</b>            | Pollyanna Whitehead                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Level</b>        | 6  |
| <b>Module type</b>             | Taught; Practical; Graduate Practitioner Competencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Credit value</b> | 20 |
| <b>Mode of delivery</b>        | Face-to-face teaching: 3.3%<br>Work-based learning: 96.7%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                     |    |
| <b>Notional learning hours</b> | <p>352 notional hours:</p> <p>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.</p> <p><u>Placements:</u></p> <p><u>Trimester 1:</u></p> <p>Placement 3.1 – 4 weeks/128 hours in a Home Setting or Specialist Setting, Daily/Live in Family (including visit from placement officer)</p> <p><u>Trimester 2:</u></p> <p>Placement 3.2 – 4 weeks/204 hours in a Home Setting, Residential Family (including visit from placement officer):</p> |                     |    |

| 2. Rationale for the module and its links with other modules                                                                                                                                                                                                                                                                                                                                                  |
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| Working in the home environment can present a multitude of practical challenges for the child's education and care network. This module emphasises the role of the nanny within the network by working in partnership with parents/carers and potentially a wider team to ensure the holistic needs of the child are met. This module builds on learning from NC5202 Practice in the Early Years 2: The Home. |

| 3. Aims of the module                                                                                                                                                                                                                                                                                                                                                                                        |
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| This module aims to develop students' leadership skills to enable them to form professional partnerships. The taught aspect of this module will link with placement experiences to fully establish the nanny role within the home environment as part of the child's education and care network, supporting families through challenges, taking on a leadership role and implementing theoretical knowledge. |



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| <b>4. Pre-requisite modules or specified entry requirements</b> |
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| To access placement and complete this module, students must first achieve a grade of 40% in module NC5202: Practice in the Early Years 2: The Home and 4203 Keeping Children Safe: Safeguarding and Child Protection. |
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| <b>5. Is the module compensatable?</b> |
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| No |
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| <b>6. Learning, teaching and assessment strategy for the module</b> |
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| Work-based learning. |
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| Lectures |
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| Formative assessment (Observation in practice). |
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**7. Intended learning outcomes** *At the end of the module, learners will be expected to:*

1. Articulate the significance of the nanny's leadership role as part of the child's education and care network
2. Critically evaluate strategies to form successful, respectful professional relationships with key influencers in families' lives
3. Critically evaluate, select and demonstrate ways to support families to overcome practical challenges
4. Work autonomously and as part of a team to evaluate own and others' needs and manage wellbeing within a variety of professional contexts
5. Apply theoretical knowledge demonstrating in-depth awareness of best practice

Graduate Practitioner Competencies: All

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

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

- Module introduction, revisit Graduate Practitioner Competency Portfolios and Placement paperwork
- The role of the leader: working together
- Placement preparation
- Supporting families to overcome practical challenges
- Managing own and others' wellbeing
- Exploring the concept of 'best practice' for EYPs
- Working collaboratively with practice: what this looks like in practice
- Preparing for the Viva

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



## 9. Assessment

### Assessment rationale

This module is focused on placement experience and the skills which are required to be successful in fulfilling the role of early years practitioner in supporting families through leadership. Students will be assessed in placements, all of which must be passed. Students will be assessed on their practical skills and knowledge and assessment will include formative professional observation from assessors. Summative assessment will include a completed Graduate Practitioner Competency Portfolio which will provide the foundation for the professional discussion in Trimester 2. Students will receive formative feedback on their portfolios throughout the year.

| Assessment task/s                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Weighting | Trimester submitted | Grading (Pass/Fail or %) | Module Learning Outcome(s) that the assessment task maps to |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------|--------------------------|-------------------------------------------------------------|
| 001: Successful completion of:<br>Placement 3.1: 4 weeks/128 hours with <ul style="list-style-type: none"><li>evidence of progress towards the learning outcomes and Graduate Practitioner Competencies (GPCS) 1-9 for modules NC6202-20 as documented on the Placement Visit Form and end of placement Appraisal Form, which are uploaded to the GPC OneDrive folder by the published deadlines;</li><li>achievement of the required minimum of 85% attendance. Students should always strive to achieve 100% attendance where possible.</li></ul> | Pass/Fail | T1                  | Pass/Fail                | All<br>Competencies: All                                    |

| 9. Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |    |   |                        |
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| <p>002: Successful completion of:<br/>Placement 3.2: 4 weeks/204 hours with</p> <ul style="list-style-type: none"> <li>evidence of progress towards the learning outcomes and Graduate Practitioner Competencies (GPCS) 1-9 for modules NC6202-20 as documented on the Placement Visit Form and end of placement Appraisal Form, which are uploaded to the GPC OneDrive folder by the published deadlines;</li> <li>achievement of the required minimum of 85% attendance. Students should always strive to achieve 100% attendance where possible.</li> </ul> | Pass/Fail | T2 |   |                        |
| <p>003: Viva<br/>Professional discussion and reflection</p> <ul style="list-style-type: none"> <li>15 minutes</li> <li>Completed Graduate Practitioner Competency Portfolio</li> </ul>                                                                                                                                                                                                                                                                                                                                                                         | 100%      | T3 | % | All Competencies - all |



#### 10. Teaching staff associated with the module

##### Name and contact details

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#### 11. Core reading list

| Author                                                                       | Year | Title                                                                                                   | Location      | Publisher                                                    |
|------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------|
| Bradbury, A., Musgrave, J. and Perkins H.                                    | 2023 | <i>A Practical Guide to Early Childhood Studies Graduate Practitioner Competencies</i>                  | London        | Sage                                                         |
| Koralek, D., Nemeth, K. and Ramsey, K.                                       | 2019 | <i>Families and Educators Together: Building Great Relationships That Support Young Children</i>        | Washington DC | The National Association for the Education of Young Children |
| Harrison, J., Heather, M., Thistle, R., Harris, D., Atkins, L. and Whale, L. | 2022 | <i>Leadership in Early Childhood: Challenges and Complexities</i>                                       | London        | Sage Publications                                            |
| MacBlain, S.                                                                 | 2022 | <i>Learning Theories for Early Years Practice</i>                                                       | London        | Sage Publications                                            |
| Solvason, C. and Cliffe, J.                                                  | 2022 | <i>Creating Authentic Relationships with Parents of Young Children: A Practical guide for educators</i> | London        | Routledge                                                    |

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

Bradbury, A. and Swailes, R. (2022). *Early Childhood Theories Today*. Los Angeles: Learning Matters

Dyer, M. and McMahon, S. (2022). *Professionalism and Leadership in Early Childhood Education and Care*. London: Routledge.

Kambouri, M., Wilson, T., Pieridou, M., Quinn, S. F. and Liu, J. (2021). 'Making Partnerships Work: Proposing a Model to Support Parent-Practitioner Partnerships in the Early Years.' *Early Childhood Education Journal*. Vol. 50 p.639-661.

McKibben, L. (2017). 'Conflict management: importance and implications.' *British Journal Of Nursing*. 26 (2), pp.100-103.

Nicholson, J., Driscoll, P., Kurts, J., Márquez, D. and Wesley, L. (2019). *Culturally Responsive Self-Care Practices for Early Childhood Educators*. New York: Routledge.

Silberfeld, C. (2023). *The Early Childhood Graduate Practitioner Competencies: A Guide for Professional Practice*. London: Sage

Siraj-Blatchford, I. and Hallet, E. (2014). *Effective and Caring Leadership in the Early Years*. London: Sage

### 13. List of amendments since last (re)validation

| Area amended | Details                                                                                                                                                                | Date Central Quality informed |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Section 10   | Teaching staff updated to include Jo Brimble                                                                                                                           | 20/03/2025                    |
| Section 5    | Update to show the module is not eligible for compensation                                                                                                             | 24/07/2025                    |
| Section 9    | Reordered assessments as part of module so viva (assessment 003) now appears following completion of placements 3.1 & 3.1.                                             | 28/07/2025                    |
| Section 9    | Assessment rationale clarified.<br>Made explicit that progress towards GPC is required to pass each placement.<br>2500 written submission removed from assessment 003. | 03/07/2026                    |

### Document Control Information

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| <b>Policy Title:</b> | NC6202 Module specification |
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|                                   |                                       |
| <b>Version number:</b>            | V5.0/PW/03-07-26                      |
| <b>Owner:</b>                     | Pollyanna Whitehead                   |
| <b>Approving Body:</b>            | Programme & Module Modification Panel |
| <b>Related Norland Documents:</b> | N/A                                   |
| <b>Date of approval:</b>          | 3 <sup>rd</sup> July 2026             |
| <b>Date of effect:</b>            | As above                              |
| <b>Frequency of review:</b>       | Annually                              |
| <b>Date of next review:</b>       | July 2027                             |