

Module specification

1. Factual information			
Module title	NC6205: Embedding Self-regulation into Practice through play		
Module tutor	Tamsin Grimmer	Level	6
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: 85 hours		

2. Rationale for the module and its links with other modules
Cognitive self-regulation or executive functioning provides adults and children with the fundamental skills and core competencies that enable them to become resilient and support their wellbeing. A nanny will use executive functioning skills on a daily basis to facilitate their role and they can also promote children’s executive functioning skills through play experiences, given that play acts as a powerful medium for promoting children’s executive functioning. This module is the final module of a three-part spiral across the three years of taught study at Norland, building on the foundation of NC4206: Introducing self-regulation and NC5206: Supporting children to regulate behaviour.

3. Aims of the module
This module will build on students’ knowledge and understanding about self-regulation, with a particular focus on cognition and executive functioning. This is explored through the lens of play and examines how play promotes the development of core life skills, including the characteristics of effective learning. By the end of the module, students will understand how play supports children’s brain development and learning. They will experience play opportunities that promote self-regulation and executive functioning and consider how to communicate effectively with families to support the needs of the child.

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
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 Reflective account

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

1. Have a critical understanding of the role of executive functioning in self-regulation
2. Critically reflect and analyse how play supports the development of children's executive functioning skills
3. Rationalise and articulate how to support families to recognise the importance of self-regulation and its promotion through play

A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A1; A2; A3	B1	C1	D1; D2

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

- Executive functioning – what is it, why we need it and how it helps resilience in the nanny role
- The neuroscience of play – how play supports children's brain development and learning (executive functioning)
- Critiquing theory and practice in relation to executive functioning, including metacognition
- Supporting parents to recognise the value of play and how it promotes children's self-regulation, particularly in relation to executive functioning, plus support for assessment/Assessment week

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

9. Assessment

Assessment rationale

Students need to be confident in both their own self-regulation and how to promote this in practice when supporting children within a family. Students will write a 1500 word critical reflection which considers the role of play and how it can promote executive functioning and self-regulation. This is an opportunity for students to present an argument, justify practice and support their thinking with theory and research. Students will need to submit their written reflective

9. Assessment				
account with full reference list.				
Assessment task/s	Weighting	Trimester submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
<i>Report:</i> Critical reflection on the role of play in practice that promotes executive functioning and self-regulation - 1500 words - Reference list	100%	T1	%	All

10. Teaching staff associated with the module
Name and contact details
Tamsin Grimmer Tamsin.Grimmer@norland.ac.uk
Viki Bennet Kane Viki.BennettKane@norland.ac.uk

11. Core reading list				
Author	Year	Title	Location	Publisher
Bodrova, E. et al	2013	'Play and Self-Regulation: Lessons from Vygotsky.' <i>American Journal of Play</i> , 6.1, 111-123.	Online	American Journal of Play
Grimmer, T. & Geens, W.	2023	<i>Nurturing Self-regulation in early childhood: Adopting an ethos and approach</i>	London	Routledge
Jana, L.	2017	<i>The Toddler Brain</i>	London	De Kapo
Warren, C.	2025	Neurodiversity in the Early Years: Practical and Proven Strategies to Enable Neurodivergent Children to Thrive	Abingdon	Routledge

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

Center on the Developing Child at Harvard University - <https://developingchild.harvard.edu/>

American Journal of Play (2010). Science of the Brain as a Gateway to Understanding Play: Interview with Jaap Panksepp (2010), *American Journal of Play*, 245-277. Available at: <https://www.journalofplay.org/sites/www.journalofplay.org/files/pdf-articles/2-3-interview-science-of-brain-jaak-panksepp.pdf>

Best, J. et al (2011). Relations between Executive Function and Academic Achievement from Ages 5 to 17, *Journal of Learning and Individual Differences*, 21.4, 327-336

Flavell, J. H. (1979) Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry. *American Psychologist*, 34(10), 906–911.
<https://doi.org/10.1037/0003-066X.34.10.906>

Fonagy, P., and Target, M. (1997) Attachment and reflective function: Their role in self-organization. *DEV PSYCHOPATHOL*, 9 (4) 679 - 700. Not available at Doi DOI: <https://doi.org/10.1017/S0954579497001399> Lego Foundation – The scientific case for learning through play - <https://learningthroughplay.com/explore-the-research/the-scientific-case-for-learning-through-play>

Liu, C. et al (2017). *Neuroscience and learning through play: a review of the evidence*. DK: Lego Foundation.

Kestly, T. & Badenoch, B. (2018). *The Interpersonal Neurobiology of Play: Brain-Building Interventions for Emotional Well-Being*. New York: Norton.

Hamilton, L. and Rose, J. (2021). *The Neuroscience of Play*. Literature Review Report. Bath: Norland.

Harding, J. (2023). *The Brain that Loves to Play: A Visual Guide to Child Development, Play and Brain Growth*. Routledge.

Murphy, K. (2024) *50 Fantastic Ideas for Co-Regulation*, London: Bloomsbury Education

Neale, D., Clackson, K., Georgieva, S., Dedetas, H., Scarpate, M., Wass, S. and Leong, V. (2018). 'Toward a Neuroscientific Understanding of Play: A Dimensional Coding Framework for Analyzing Infant-Adult Play Patterns.' *Frontiers in Psychology*.

Panksepp, J. (2007). 'Can PLAY Diminish ADHD and Facilitate the Construction of the Social Brain?' *Journal of the Canadian Academy of Child and Adolescent Psychiatry*, 57-66.

Rushton, S. et al (2010). Neuroscience, play and early childhood education: Connections, implications and assessment. *Early Childhood Education Journal*, 37.5, 351–361.

Rushton, S. (2011). Neuroscience, Early Childhood Education and Play: We are Doing it Right! *Early Childhood Education Journal* 39, 89–94.

Wood, E. (2013) *Play, Learning and the Early Childhood Curriculum*. London, UK: Sage.

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Section 10	Updated list of teaching staff, removing names of former staff no longer working at Norland	20 th March 2025
Section 7	Changed LO 2 from 'Critically reflect how play supports the development of children's executive functioning skills' to 'Critically reflect and analyse how play supports the development of children's executive functioning skills'	3 rd July 2026

Document Control Information

Policy Title:	NC6205 Module specification
Version number:	V5.0/TG/03-07-26



Owner:	Tamsin Grimmer
Approving Body:	Programme & Module Modification Panel
Related Norland Documents:	N/A
Date of approval:	7 th July 2025
Date of effect:	As above
Frequency of review:	Annually
Date of next review:	July 2026