

Module specification

1. Factual information			
Module title	NC6206: A Focus on Management and Leadership Skills in a Formal Household		
Module tutor	Lucy Krebs	Level	6
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			
Nannies are frequently called to undertake emergent leadership roles which incorporate the organisation and management of households, application of routines and the completion of evidence that document children’s development and learning. In their efforts to implement and embed changes and support their charges and families, they are called to collaborate with teams or individuals and develop the theoretical knowledge and practical expertise to establish effective working partnerships. Leadership in the early years is idiosyncratic and steeped in nurturing and caring. This module builds upon practice modules NC4202, NC5202 and NC6202, with a focus on effective communication that extends beyond parental partnerships and considers formal and informal hierarchical working relationships.			
3. Aims of the module			
This module aims to equip students with the theoretical knowledge and practical skills that underpin the leadership and management of teams and individuals. The exploration of specific early years leadership styles as well as situational, contingency and team leadership models will be contextualised within the scope of formal household practice. Enabling factors and challenges to the application of changes will be considered and strategies to overcome barriers will be evaluated through relevant organisational models.			
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 evaluate management skills in formal households.
2. Develop and apply leadership and collaborative skills when working with others within formal households.

A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A2	B1	C2	D2

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

- Leadership theories and their contextualisation into practice
- Resistance to change: Removing barriers and applying leadership skills in practice

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

9. Assessment

Assessment rationale

Students will create a plan in response to a case study that balances the needs of the family with the professionals in the home. This will provide students with the opportunity to critically analyse how a home-based team can work together and the necessity of communicating plans to others.

Assessment task/s	Weighting	Trimester submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
<i>Plan:</i> Plan with critical analysis in response to case study related to working collaboratively	100%	T1	%	All

9. Assessment

- 1500 words				
- Reference list				

10. Teaching staff associated with the module

Name and contact details

Lucy Krebs lucy.krebs@norland.ac.uk

11. Core reading list

Author	Year	Title	Location	Publisher
Campbell-Barr, V. and Leeson, C.	2016	<i>Quality and leadership in the Early Years: research, theory and practice</i>		Sage
Clark, R. M. and Murray, J.	2012	<i>Reconceptualizing leadership in the Early Years</i>		Open University Press
Lindon, J., Lindon, L. and Beckley, P.	2016	<i>Leadership in Early Years</i>	London	Hodder Education

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

Clark, R.M. (2012). “‘I’ve never thought of myself as a leader but...’: the Early Years Professional and catalytic leadership”, *European Early Childhood Education Research Journal*, 20, (3), pp. 391-401.

Ho, D. (2012). ‘The Paradox of Power in Leadership in Early Childhood Education’, *Peabody Journal of Education*, 87, (2), pp. 253-266

Northouse, P.G. (2013). *Leadership: theory and practice*, 6th edn, Sage, Calif; London: Thousand Oaks



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

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed
Section 1	Number of CAT points increased from 5 to 10, notional hours increased from 50 to 100 with removal of the guest speaker session, lectures increased from 5 hours to 10 hours and independent study increased from 43 hours to 90 hours.	19/03/2025



Document Control Information	
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Programme & Module Modification Panel	Programme & Module Modification Panel
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