

Module specification

1. Factual information			
Module title	NC6208: A Focus on Entrepreneurship for Nannies		
Module tutor	Pollyanna Whitehead	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: 90 hours		

2. Rationale for the module and its links with other modules
A professional nanny will have an in-depth understanding of how children learn, the diversity of family life and of a range of pedagogical approaches. This knowledge means that nannies have a unique and contextual appreciation of what families require for high quality childcare and where there are gaps and needs in society for providing this. This module will prepare students for recognising and affirming their professional pedagogical expertise and will equip them with skills to be an advocate in society for their own practice, and for the needs of children in their care. The module draws upon previous modules concerning practice and leadership, NC4202, NC5202, NC6202 and NC6206. A distinct feature of the module is that students can use emerging findings and recommendations from their work-based project NC6204, as a basis for a creative pitch which forms the employment-focussed assessment for the module.

3. Aims of the module
This module will support students to understand and contextualise their professional expertise to meet the needs of families and children with whom they work. They will draw upon all their learning from Norland and will be able to critically reflect upon their own pedagogy, research and interests. They will be supported to articulate their practice in a creative, engaging and an ethical manner with a view to presenting a mock business pitch.

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 the skills, legislation and frameworks that early years professionals need in self-employment
2. Apply and develop entrepreneurial concepts for problem solving within the sector

A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A2	B2	C1	D2

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

Championing the role of the nanny as an ECEC entrepreneur: expertise, potentiality and connectedness

Investigating current issues for the ECEC sector: proposing ethical, creative and actionable solutions

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

9. Assessment

Assessment rationale

In order to apply their learning, students will identify current issues in the sector and complete a business pitch that meets that need with consideration of the skills, legislation and frameworks that professionals will need to put it in place. This provides them with the opportunity to think about key learning in context and the mechanics of creating their own business.

Assessment task/s	Weighting	Trimester submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
<i>Business Pitch:</i> Mock Business pitch on chosen business - 10 minutes (1500 word equivalent)	100%	T1	%	All

9. Assessment				
-	Reference list			

10. Teaching staff associated with the module				
Name and contact details				
Pollyanna Whitehead Pollyanna.Whitehead@norland.ac.uk				

11. Core reading list				
Author	Year	Title	Location	Publisher
Solvason, C. and Webb, R. (Eds.)	2023	<i>Exploring and Celebrating the Early Childhood Practitioner. An Interrogation of Pedagogy, Professionalism and Practice</i>	London	Routledge
Vandenbroeck, M. and Peeters, J. (Eds.)	2016	<i>Pathways to Professionalism in Early Childhood Education and Care</i>	London	Routledge

12. Other indicative text (e.g., websites)				
N/A				

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.	20/03/2025



Section 10	Teaching staff updated, removing former staff who no longer work at Norland & including Pollyanna Whitehead	20/03/2025
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