

1. Factual information			
Module title	ND 3.2 Advanced Care Skills		
Module tutor	Lucy Krebs	Level	Third year
Module type	Taught	Credit value	N/A
Mode of delivery	100% face to face		
Notional learning hours	18 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: 3 hours.		

2. Rationale for the module and its links with other modules
Building on previous learning and assessment from ND 1.2 Basic Care Skills and ND 2.2 Intermediate Care Skills, students will explore the advanced care skills required as a nanny, including taking temperatures and the steps to take in response to identifying childhood illness; storing, administering and documenting medicine; how to respond in an accident; and how to keep parents in the loop with sensitivity. Preparing for change will also be explored, both in the view of supporting families and in ensuring the wellbeing of the nanny. In the second half of the module, students will explore deep-cleaning routines, toy rotation and how to incorporate this into a weekly plan. Learning in the module will link closely with ND 3.3 Playful Environments and BA (Hons) modules NC6201 Developing Your Nanny Philosophy, NC6202 Practice in the Early Years 3: Supporting Families through Leadership, and NC6205 Promoting Health and Respecting Families.

3. Aims of the module
The aims of this module are to revisit care skills and apply them to keeping children well. Practical actions to take when children are ill or injured will be examined with consideration of how this should be documented. In trimester 2, students will practise cleaning and household management as they prepare for their roles as nannies.

4. Prerequisite modules or specified entry requirements
ND 2.2 Intermediate Care Skills must be completed and passed before undertaking this module.

5. Does the module permit compensation?
No

6. Learning, teaching and assessment strategy for the module
Face-to-face lectures Practical workshops



Tutor-directed study and self-directed study Formative assessment Peer assessment

7. Intended learning outcomes

At the end of the module, learners will be expected to:

1. Identify childhood illnesses and demonstrate how nannies can support children who are unwell.
2. Explain how medicine should be stored, administered and documented.
3. Examine steps to be taken in the event of an emergency and the nanny's role in keeping parents/carers informed.
4. Explore the role of cleaning routines in keeping children well and how these can be established alongside weekly planning that meets the needs of families.
5. Examine how children can be prepared for change, and the steps a nanny can take to support the family in this process.

7a. Norland diploma programme learning outcomes met

PLO1, PLO3, PLO4, PLO6, PLO7

8. Indicative content (this should provide an overview of content over the number of weeks of module delivery)

Trimester 1

- Temperatures and medicine (storage, administration and documentation)
- Recognising and responding to childhood illnesses, Accidents and A&E visits
- Preparing for Change; relocation and preparing for a new baby- negotiating the needs of the family and nanny.
- Formative assessment: Revisit basic care skills relating this to new learning

Trimester 2

- Deep-cleaning routines (scheduling and technique)
- Maintaining the environment (storage, cleaning prams, laundry, clothes and toy rotation, craft storage)
- Planning the week
- Formative assessment: Revisit intermediate care skills relating this to new learning

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes



Assessment tasks	Weighting	Trimester submitted	Grading (pass/fail/%)	Module learning outcomes the assessment task maps to
In class Professional discussion containing information on: -Identifying and responding to common childhood illnesses -Taking temperatures; storing and administering medicine, and documenting medicine intake -What to do in an emergency -Steps to take when planning for change	100%	T1	Pass/Refer/Fail	All
Practical skills assessments Deep-cleaning routines Laundry processes		T2		

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Author	Year	Title	Location	Publisher
Norland	(no date)	Norland Code of Professional Responsibilities	Bath Spa	Norland

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

Good Housekeeping (2021) *How to do laundry: a step-by-step guide on the right way to sort, wash and dry*. Available at: <https://www.goodhousekeeping.com/home/cleaning/a35650891/how-to-do-laundry/> (Accessed: 13 May 2023).

NHS (2020) *How to take your baby's temperature*. Available at: <https://www.nhs.uk/conditions/baby/health/how-to-take-your-babys-temperature/> (Accessed: 13 May 2023).

NHS (2021) *Is my child too ill for school?* Available at: <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/> (Accessed: 13 May 2023).

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed
Section 2	Minor addition made to unit rationale	18/03/2025
Section 7	Addition to intended learning outcome (number 7)	18/03/2025
Section 8	Addition made to indicative content for week 3	18/03/2025
Section 9	Minor changes made to assessment task and noting the assessment is no longer pass/merit/distinction	18/03/2025
Section 10	Updates made to reflect staffing changes	18/03/2025
Section 9	Assessment rationale & format clarified	24/07/2025
Section 1	Notional hours changed from 50 to 18	03/07/2026



Document Control Information	
Policy Title:	ND 3.2 unit specification
Version number:	V5.0/LK/03-07-26
Owner:	Lucy Krebs
Approving Body:	Programme & Module Modification Panel
Related Norland Documents:	N/A
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Date of effect:	As above
Frequency of review:	Annually
Date of next review:	July 2027

