



Module specification

1. Factual information			
Module title	NC4204: An Introduction to Learning and Development Theory		
Module tutor	Dawn Evans	Level	4
Module type	Taught	Credit value	10
Mode of delivery	100% face-to-face		
Notional learning hours	100 notional hours, made up of: Lectures: 10 hours Workshops: 1.5 hours Guest speakers: 1 hour Group Tutorials: 30 mins Independent study: 87 hours		

2. Rationale for the module and its links with other modules
Understanding the importance of how children learn and develop, along with how this is linked to theory, is core to a nanny's work and the Early Childhood Studies benchmark statements. In order to provide appropriate play opportunities, students must firstly understand child development and the theory that frames it. This module will underpin the student's understanding of child development and theory, an essential skill for working with young children and babies. It will also provide a foundation of child development through the exploration of developmental trajectories, the foundational knowledge of attachment, the role of the adult in promoting holistic development and learning theories. Communication and language development will be considered as a focus in the module as it is often instrumental in understanding cognitive development of children and is not presently covered elsewhere in the curriculum. Learning on this module will then be built upon with pedagogies in NC5204 Play: Exploring and Inventing at level 5 and practically in the 1.1 Play Time! Module in the Norland Diploma.

3. Aims of the module
Children's minds work in mysterious ways, and many have sought to explain how they learn and how best adults can support them to do so. This module will explore the core theories of learning from the classical to the contemporary and how to apply these in practice to support those developing brains. These ideas will be used to rationalise and critique resources and get students thinking about the theories that most align with their professional values and practice.

4. Pre-requisite modules or specified entry requirements
None.

5. Is the module compensatable?
No.

6. Learning, teaching and assessment strategy for the module
Face-to-face teaching Seminars Group work



Research-based tasks Video analysis
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7. Intended learning outcomes <i>At the end of the module, learners will be expected to:</i>			
1. Analyse theoretical perspectives to explain developmental trajectories in the earliest years.			
2. Reflect upon what informs our care and education of babies and young children.			
3. Demonstrate an awareness of the importance of communication and language for babies and young childrens' brains			
A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A1	B1	C1	D1; D2

8. Indicative content <i>This should provide an overview of content over the number of weeks of module delivery</i>
Week 1: The Developing Child; Theoretical Frameworks of Developmental Trajectories
Week 2: All you need is Love: Introducing Attachment Theory
Week 3: Let's connect! Communication and Language Development theories
Week 4: I know you! The adult's role in children's play and learning
This module provides opportunities for you to evidence the Early Childhood Graduate Practitioner Competencies https://www.ecsdn.org/wp-content/uploads/2021/09/ECSDN-Booklet-Rev-July-2020.pdf .

9. Assessment				
Assessment rationale				
Students will be given the opportunity to create a resource that can be used later in their practice. They will need to explain how their resource can be used and the purpose of this with relation to child development theory. This will give the students the opportunity to demonstrate the core practices which they will be carrying out as part of their daily work and show link to theoretical perspectives and practical planning for children. Students may use presentation slides or other props and will need to submit their presentation notes and reference list.				
Assessment task/s	Weighting	Week submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
<i>Presentation:</i> Rationalise a resource (physical or digital) that can support children's learning and development	100%	T1, Week 8	%	All



- 10 minutes (1000 word equivalent) (Plus notes)				
- Reference list				

10. Teaching staff associated with the module

Name and contact details

Dawn Evans Dawn.Evans@norland.ac.uk

11. Core reading list

Author	Year	Title	Location	Publisher
Bradbury, A. and Swailes, R.	2022	<i>Early Childhood Theories Today</i>	Los Angeles	Learning Matters
Bruce, T., Elfer, P., Powell, S., and Werth, L.	2019	<i>The Routledge International Handbook of Froebel and Early Childhood Practice: Re-articulating Research and Policy</i>	Abingdon	Routledge
Longstaffe, M.	2020	<i>Provocations for Learning in Early Years Settings: A Practical Guide</i>	London	Jessica Kingsley Publishers
MacBlain, S.	2022	<i>Learning Theories for Early Years Practice</i>	Los Angeles	Sage
Papatheodorou, T. and Moyles, J. R.	2009	<i>Learning Together in the Early Years: Exploring Relational Pedagogy</i>	Abingdon	Routledge

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

Bronfenbrenner, U. (1979). *The Ecology of Human Development*. London: Harvard University Press

Donaldson, M. (1978). *Children's Minds*. London: Harper Perennial



Early Years Coalition (2021). Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage. Available at: <https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf> [Accessed 06/04/23]

Department for Education (2021). Development Matters: Non-statutory curriculum guidance for the early years foundation stage. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf [Accessed 06/04/23]

Department for Education (2023~~1~~). Statutory Framework for the Early Years Foundation Stage. Available at: EYFS statutory framework for childminders [Accessed: 17/12/2024]

Harwood, D., Huang, M. and Somma, M. (2022). “We’re Trying to Find Cool Things in the Forest” – Exploring Children’s Curiosity and Creativity in the Outdoors.’ *International Electronic Journal of Elementary Education* Vol. 15 p.33-42.

Vygotsky, L.S. (1978). *Mind in society: The Development of Higher Psychological Processes*. London: Harvard University Press

Wood, D., Bruner, J. S. and Ross, G. (1976). ‘The Role of Tutoring in Problem Solving.’ *Journal of Psychology and Psychiatry and Allied Disciplines* Vol.17 pp. 89-100

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Section 1	Change from ‘Learning, Development and Pedagogical Theory’ to ‘NC4204: An Introduction to Learning and Development Theory’	18/03/2025
Section 1	From 20 Cat Points to 10 Cat Points. Removal of pedagogy focused teaching.	18/03/2025
Section 2	Elaboration of rationale for module & links to NC5204 & ND 1.1 made more explicit.	18/03/2025
Section 3	Removal of reference to pedagogy.	18/03/2025



Section 7	Removal of: LO1. Demonstrate an awareness of the influence of different pedagogies on practice. Adjustment of LO3 to read: Demonstrate and awareness of the importance of communication and language for babies and young children's brains	18/03/2025
Section 8	Removal of course content for week 5-8 as course is no longer being delivered over 8 weeks & to reflect credit weighting.	18/03/2025
Section 9	Reference to individual presentation removed and emphasis placed on student needing to rationalise choice of resource. Additionally removed reference to 500-word limit for presentation notes to simply 'plus notes'	18/03/2025
Section 12	Indicative list updated to reflect new credit weighting. Comment included from External Examiner around their thoughts on the length of the module (see below)	18/03/2025
Section 1	Module leader changed from Lucy Krebs to Dawn Evans	20/03/2025
Section 10	Teaching staff updated to Dawn Evans	20/03/2025

Comment from the external examiner: I can see how these changes may support, but reducing such a crucial module which underpins the core aspects of children I feel a staged approach with 8 weeks teaching is not enough, reducing this to 4 I would question the rigour of how much of this would be discussed, Unless you can show me how or where these are supported in other modules. I also found the module confusing as there are so many track changes. My advice would be to keep it as an 8 week teaching programme.

External Examiner Aaron Bradbury



Document Control Information	
Policy Title:	NC4204 Module specification
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