



## 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 and learning theories which will then be built upon with pedagogies in NC5204 Play Exploring and Inventing at level 5.			
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?			
Yes – at module level.			
6. Learning, teaching and assessment strategy for the module			
Face-to-face teaching Seminars Group work Research-based tasks Video analysis			



<b>7. Intended learning outcomes</b> <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 children's brains			
<b>A: Knowledge and understanding</b>	<b>B: Cognitive skills</b>	<b>C: Practical and professional skills</b>	<b>D: Key transferable skills</b>
A1	B1	C1	D1; D2

<b>8. Indicative content</b> <i>This should provide an overview of content over the number of weeks of module delivery</i>
<ul style="list-style-type: none"> <li>The Developing Child; Theoretical Frameworks of Developmental Trajectories</li> <li>All you need is Love: Introducing Attachment Theory</li> <li>Let's connect! Communication and Language Development theories</li> <li>I know you! The adult's role in children's play and learning</li> </ul> <p>This module provides opportunities for you to evidence the Early Childhood Graduate Practitioner Competencies <a href="https://www.ecsdn.org/wp-content/uploads/2021/09/ECSDN-Booklet-Rev-July-2020.pdf">https://www.ecsdn.org/wp-content/uploads/2021/09/ECSDN-Booklet-Rev-July-2020.pdf</a>.</p>

<b>9. Assessment</b>				
<b>Assessment rationale</b> 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 slides or other props to support their presentation.				
<b>Assessment task/s</b>	<b>Weighting</b>	<b>Trimester submitted</b>	<b>Grading (Pass/Fail or %)</b>	<b>Module Learning Outcome(s) that the assessment task maps to</b>
<i>Presentation:</i> 10 mins, 1000 word equivalent plus notes and a reference list.	100%	T1	%	All



<p>Rationalise a resource (physical or digital) that can support children's learning and development.</p> <p><b><u>Submit notes and reference list</u></b></p> <p><u>Assessment size:</u></p> <ul style="list-style-type: none"> <li>a) Presentation – live</li> <li>b) Presentation – pre recorded</li> </ul> <p>10 mins/1000 word equivalent</p> <p><b><u>Specific requirements:</u></b></p> <p>Students will choose one of the following:</p> <ul style="list-style-type: none"> <li>a) Presentation: Live to peers/tutors. Students will prepare and present their presentation live to a small group of peers / marking tutors.</li> <li>b) Presentation : Pre recorded. Students will prepare and record their presentation digitally and upload to Moodle.</li> </ul>				
--	--	--	--	--

<b>10. Teaching staff associated with the module</b>
<b>Name and contact details</b>
Dawn Evans <a href="mailto:Dawn.Evans@norland.ac.uk">Dawn.Evans@norland.ac.uk</a>

<b>11. Core reading list</b>
------------------------------



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](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). 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
Section 7	Intended learning outcomes updated to remove LO 1 and change LO 4.	23/07/2025
Section 9	Assessment rationale altered & made explicit that students can choose between two types of presentation.	23/07/2025



Document Control Information	
Policy Title:	NC4204 Module specification
Version number:	V4.0/DE/24-07-25
Owner:	Dawn Evans
Approving Body:	Programme & Module Modification Panel
Related Norland Documents:	N/A
Date of approval:	7 <sup>th</sup> July 2025
Date of effect:	As above
Frequency of review:	Annually
Date of next review:	July 2026