



## Module specification

1. Factual information			
Module title	NC5203: The Baby Years		
Module tutor	Dawn Evans	Level	5
Module type	Taught	Credit value	20
Mode of delivery	100% face-to-face		
Notional learning hours	200 notional hours, made up of: Face-to-face teaching: 20 hours Group work: 20 hours Guest speakers: 4 hours Workshops/Drop-Ins: 6 hours Independent work: 150 hours		

2. Rationale for the module and its links with other modules	
<p>This module focuses on incredible changes that occur from conception; what happens <i>in utero</i>, the impact of birth; and the remarkable learning and development that occurs between birth and one year. Learning here will build on foundational theories and ideas established in NC4204: Learning, Development and Pedagogical Theory and NC4206: Introducing Self-regulation, with consideration of partnership working that begins in NC5201: Working Professionally with Parents and Carers to support new parents.</p>	

3. Aims of the module	
<p>From the moment an egg is fertilised to the end of baby’s first year, an incredible amount of growth, learning and development takes place at a phenomenal rate. This module will examine the wide-ranging growth, learning and development that occurs between conception and the end of baby’s first year from a holistic perspective, as well as considering steps to be taken in the event of atypical development. Students will recognise and articulate the growth, learning and development that takes place, the significance of their role, and identifying and examining the influence of parents/carers and the wider context. They will critically reflect on how practitioners can work with families and the wider ecosystem, to inform and promote the holistic development of babies as they grow, with sensitivity and professionalism.</p>	

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



<b>5. Is the module compensatable?</b>
No.

<b>6. Learning, teaching and assessment strategy for the module</b>
Lectures Seminars Video analysis Group work Research-based learning

**7. Intended learning outcomes** *At the end of the module, learners will be expected to:*

1. Examine development from conception to the end of baby's first year.
2. Identify and analyse the influence of parents/carers on babies *in utero* and throughout the first year.
3. Demonstrate how practitioners can support parents to understand and promote development from the earliest days.
4. Critically reflect on the role of professionals when supporting parents/carers with their baby.

A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A1; A3	B1	C1	D2

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

- Growth and development *in utero* (e.g., stages, tests, check-ups, etc.)
- Birth and what to expect in the first three months
- Physical development and reflexes, what to expect when, and atypical development
- The language of babies
- Routines and transitions within the ecosystem
- Feeding and weaning
- Sleep and sleep training
- New-Born Observation assessment model – attunement and early self-regulation

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

The assessment will require students to create a book chapter aimed at parents based on a particular theme relating to the care and development of babies. This will enable students to demonstrate their knowledge and understanding using an innovative written method of communicating concepts and ideas about baby care and development.

Assessment task/s	Weighting	Trimester submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
<i>1500 words – Parenting Book Chapter</i>  Write a book chapter aimed at informing and supporting parents/carers on a chosen baby topic.	100%	T2	%	All

## 10. Teaching staff associated with the module

### Name and contact details

Dawn Evans [Dawn.Evans@norland.ac.uk](mailto:Dawn.Evans@norland.ac.uk)

## 11. Core reading list

Author	Year	Title	Location	Publisher
Gerhardt, S.	2014	<i>Why Love Matters: How affection shapes a baby's brain</i>	London	Routledge
Maguire-Fong, M. J.	2015	<i>Teaching and Learning with Infants and Toddlers: Where Meaning-Making Begins</i>	New York	Teachers College Press

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Author	Year	Title	Location	Publisher
Murray, L.	2014	<i>The Psychology of Babies: How relationships support development from birth to two</i>	London	Constable & Robinson
Music, G.	2017	<i>Nurturing Natures: Attachment and Children's Emotional, Sociocultural and Brain Development</i>	London	Routledge
Nolan, M. L	2020	<i>Parent education for the critical 1000 days</i>	Abingdon	Routledge
Norman, A.	2019	<i>From conception to two years</i>	Abingdon	Routledge
Nugent, J. K., Keefer, C., Minear, S., Johnson, L. C., and Blanchard, Y.	2007	<i>Understanding Newborn Behaviour and Early Relationships: The Newborn Behavioural Observations (NBO) System Handbook</i>	Maryland	Paul H. Brookes Publishing Co.

12. Other indicative text (e.g., websites)
<p>Gascoyne, S. (2012). <i>Treasure Baskets and Beyond: Realizing the Potential of Sensory-Rich Play</i>. Milton Keynes: Open University Press</p> <p>Leach, P. (2022). <i>Your Baby &amp; Child: From Birth to Age Five</i>. London: Dorling Kindersley.</p> <p>Lullaby Trust (2016). How to reduce the risk of SIDS. Available at: <a href="https://www.lullabytrust.org.uk/safer-sleep-advice/">https://www.lullabytrust.org.uk/safer-sleep-advice/</a> [Accessed: 30 April 2023].</p> <p>NHS (2021) 'Newborn Physical Examination'. Available at: <a href="https://www.nhs.uk/conditions/baby/newborn-screening/physical-examination/">https://www.nhs.uk/conditions/baby/newborn-screening/physical-examination/</a> [Accessed: 9 July 2024].</p> <p>Nugent, K. (2011). <i>Your Baby is Speaking to You: a visual guide to the amazing behaviors of your newborn and growing baby</i>. New York: Houghton Mifflin Harcourt.</p>



13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Section 1	Module leader changed from Pollyanna Whitehead to Dawn Evans	20/03/2025
Section 10	Teaching staff updated to include Dawn Evans	20/03/2025
Section 7	Intended learning outcomes updated	23/07/2025
Section 9	Assessment format & rationale updated	23/07/2025



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Date of effect:	As above
Frequency of review:	Annually
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