

## Module specification

| 1. Factual information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                            |              |    |
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| 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:<br><br>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.<br><br>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.                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                            |              |    |
| 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<br>Seminars<br>Group work<br>Research-based tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                            |              |    |



Video analysis

| <b>7. Intended learning outcomes</b> <i>At the end of the module, learners will be expected to:</i>                                                                                                                                                                                                         |                            |                                             |                                   |
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| 1. Analyse theoretical perspectives to explain developmental trajectories in the earliest years.<br>2. Reflect upon what informs our care and education of babies and young children.<br>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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>An introduction to classical and contemporary theories of learning and development including Bowlby's attachment theory, Piaget's stages of development, Vygotsky's Zone of Proximal Development, Bruner's scaffolding theory.</p> <ul style="list-style-type: none"> <li>- Developmental trajectories – how children learn and develop in different areas /skills.</li> <li>- The adults role in play and learning including how language and communication is supported in practice.</li> </ul> <p>This module provides opportunities for you to evidence the <a href="#">Early Childhood Graduate Practitioner Competencies</a>.</p> |

| <b>9. Assessment</b>                                                                                                                                                                                                                                                                                                                                                        |                  |                            |                                 |                                                                    |
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| <b>Assessment rationale</b>                                                                                                                                                                                                                                                                                                                                                 |                  |                            |                                 |                                                                    |
| <p>Students will present their knowledge and understanding of theory related to learning and development, Students will have the opportunity to select from a range of classical and contemporary theories to inform their presentation. Students may present live or pre-record their presentation. Students may use suitable resources to support their presentation.</p> |                  |                            |                                 |                                                                    |
| <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                                                                |

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| <p>Demonstrate knowledge and understanding of theories that support children’s development and learning</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> |  |  |  |  |
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**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                   |
|-------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------------|
| 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

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

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| 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.<br>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.<br>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                    |

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| Section 12 | Indicative list updated to reflect new credit weighting.<br>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 |
| Section 9  | Removed resource requirement from assessment submission.                                                                                                          | 03/07/2026 |

| <b>Document Control Information</b> |                                       |
|-------------------------------------|---------------------------------------|
| <b>Policy Title:</b>                | NC4204 Module specification           |
| <b>Version number:</b>              | V5.0/DE/03-07-26                      |
| <b>Owner:</b>                       | Dawn Evans                            |
| <b>Approving Body:</b>              | Programme & Module Modification Panel |
| <b>Related Norland Documents:</b>   | N/A                                   |
| <b>Date of approval:</b>            | 3 <sup>rd</sup> July 2026             |
| <b>Date of effect:</b>              | As above                              |
| <b>Frequency of review:</b>         | Annually                              |
| <b>Date of next review:</b>         | July 2027                             |