

## Module specification

1. Factual information			
<b>Module title</b>	NC4210: A Focus on Sustainable Practice		
<b>Module tutor</b>	Tom Parsons	<b>Level</b>	4
<b>Module type</b>	Taught	<b>Credit value</b>	5
<b>Mode of delivery</b>	100% face-to-face		
<b>Notional learning hours</b>	50 notional hours, made up of: Lectures: 5 hours Guest speakers: 2 hours Independent study: 43 hours		

2. Rationale for the module and its links with other modules
Sustainability has risen as a society-wide focus and as part of the Subject Benchmarks for Early Childhood Studies (2022), so students are challenged to establish sustainable practice in children's learning and play. This module will build on the knowledge gained in NC4204: Learning, Development and Pedagogical Theory and consider how learning opportunities can promote environmental sustainability education in early childhood.

3. Aims of the module
The module aims to engage students in conversation about environmental sustainability education and challenge early years educators – nannies specifically – to consider how principles and practices of sustainability can be embedded into their practice. The module will encourage students to actively seek ways to promote and engage children in environmental education for a sustainable future.

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

5. Is the module compensatable?
No.

6. Learning, teaching and assessment strategy for the module
Lectures



<b>6. Learning, teaching and assessment strategy for the module</b>
Seminar
Independent research activity



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

1. Explain the value of sustainability in practice in the early years.
2. Demonstrate practices in play that promote sustainability.

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

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

Week 1: The important conversation: Rethinking education on a changing planet.

Week 2: The important actions: Exploring ways to embed environmental sustainability education into practice.

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 demonstrate the application of knowledge to an activity or resource that promotes sustainability focused play and learning and present their rationale for how the activity or resource engages children in environmental education for a sustainable future. Students must submit referenced notes to support their ideas.

Assessment task/s	Weighting	Week submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to

9. Assessment				
<i>Demonstration:</i> Demonstration of activity/resource related to sustainability	100%	T3, Week 5	%	All
- 5 mins (300 words equivalent)				
- Notes (200 words equivalent)				
- Reference list				

10. Teaching staff associated with the module
Name and contact details
Tom Parsons <a href="mailto:tom.parsons@norland.ac.uk">tom.parsons@norland.ac.uk</a>

11. Core reading list				
Author	Year	Title	Location	Publisher
Bamber, P.	2020	<i>Teacher Education for Sustainable Development and Global Citizenship: Critical Perspectives on Values, Curriculum and Assessment</i>	New York	Routledge
Colomer Feliu, J.	2020	<i>Reflective Learning in Higher Education</i>	Basel	MDPI - Multidisciplinary Digital Publishing Institute
The Worldwatch Institute	2017	<i>EarthEd (State of the World): Rethinking Education on a Changing Planet</i>	Washington, DC	Island Press

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



Bautista, A., Moreno-Nunez, A., Ng, S.C. and Bull, R. (2018) 'Preschool educators' interactions with children about sustainable development: Planned and incidental conversations', *International Journal of Early Childhood*, 50, pp. 15-32.

Madden, L. and Liang, J. (2017) 'Young children's ideas about environment: perspectives from three early childhood educational settings', *Environmental Education Research*, 23(8), pp. 1055–1071.

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed



<b>Document Control Information</b>	
<b>Policy Title:</b>	NC4210 Module specification
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