

Module specification

1. Factual information			
Module title	NC6209: A Focus on Growing with Children		
Module tutor	Tom Parsons	Level	6
Module type	Taught	Credit value	5
Mode of delivery	100% face-to-face		
Notional learning hours	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
<p>As an enabling environment for children’s development, the garden provides unique opportunities and experiences for children. Whether children have access to a flourishing garden, a courtyard, or even a window ledge, there are ways and means of engaging in gardening and cultivation activities that provide a range of developmental opportunities including; fostering understanding of the natural world and sustainability, promoting health and wellbeing, and developing gross and fine motor skills. As such, the module encourages students to consider learning, development and pedagogical theory (NC4204) in the context of the garden setting and consider ways in which the garden environment empowers a child in their own individuality and curiosity in nature (NC5204).</p>

3. Aims of the module
<p>The module aims to engage students in critical discussion about the value and purpose of embedding gardening with children into practice. The module will explore the holistic benefits of gardening for development and learning, in addition to contribution gardening makes to the contemporary movement towards sustainable values and practices. The module will seek to equip students with ideas for how to incorporate gardening into their professional practice with children in a home-based setting.</p>

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 Independent research activity Group tasks



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

1. Critically evaluate a range of theoretical perspectives that highlight the benefits of gardening for children
2. Apply and develop planning skills that enhance ownership and engagement for children gardening

A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A1; A2		C1	D2

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

Week 1: Sowing the seed: Exploring the developmental benefits that justify the need to provide gardening opportunities for children

Week 2: Growth! Facilitating practice that grows the profile of gardening with children

This module provides opportunities for you to evidence the Early Childhood Graduate Practitioner Competencies <https://www.ecsdn.org/wp-content/uploads/2021/09/ECSDN-Booket-Rev-July-2020.pdf>.

9. Assessment

Assessment rationale

This assessment will require all students to apply theory to practice in creating a set of activities that cover the growing cycle using theory to support their justifications and facilitate ownership of this for children. This provides an opportunity for students to consider how they might implement this within the home in their future careers.

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

9. Assessment				
<i>Plan:</i> Activity plan for children’s activities to cover the growing cycle - 1000 words - Reference list	100%	TBC	%	All

10. Teaching staff associated with the module
Name and contact details
Tom Parsons tom.parsons@norland.ac.uk
Tara Nolty tara.nolty@norland.ac.uk

11. Core reading list				
Author	Year	Title	Location	Publisher
Christopher, K.	2019	<i>The School Garden Curriculum: An Integrated K-8 Guide for Discovering Science, Ecology, and Whole-Systems Thinking</i>	Gabriola, BC	New Society Publishers
Ward, S. and Hughes, C.	2010	<i>The Early Years: Gardening Handbook</i>	London	Andrews UK

12. Other indicative text (e.g., websites)
<p>Almers, E., Askerlund, P. and Kjellström, S. (2018). ‘Why Forest gardening for children? Swedish forest garden educators’ ideas, purposes, and experiences’, <i>Journal of Environmental Education</i>, 49(3), pp. 242–259.</p> <p>Sarti, A. et al. (2017). “‘I Eat the Vegetables because I Have Grown them with My Own Hands’: Children’s Perspectives on School Gardening and Vegetable Consumption’, <i>Children & Society</i>, 31(6), pp. 429–440.</p>



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



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