



Module specification

1. Factual information			
Module title	NC4210: A Focus on Sustainable Practice		
Module tutor	Tara Noltz	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 Independent study: 90 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?	
Yes – at module level.	

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

The important conversation: Rethinking education on a changing planet. 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 practice that promotes sustainability focused play and learning and explain their rationale for how this practice engages children in environmental education for a sustainable future. Examples include: an idea for an activity; a project or initiative; a resource; a curriculum; or, a setting.

Students will explain their rationale by applying knowledge from the taught content and independent reading evidenced by the submission of a bibliography. The submission will include an annotated self-assessment rubric that is completed by the student within lectures.

Assessment task/s	Weighting	Week submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
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9. Assessment				
<i>Demonstration:</i> Demonstration of activity/resource related to sustainability - 10 mins (1000 words equivalent) - Bibliography - Annotated self-assessment rubric	100%	In class	%	All

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

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)
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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. 1,055–1,071.

Simpson, J. (2016). A Study to Investigate, Explore and Identify Successful 'Interventions' to Support Teachers in a Transformative Move from Charity Mentality to a Social Justice Mentality. London: Global Learning Programme England and Development Education Research Centre. Available at: https://drive.globaldimension.org.uk/wp-content/uploads/glp/GLP_pdfs/Research/Jen_Simpson_study.pdf

UN (2016) Sustainable Development Goals: 17 Goals to Transform Our World.
<http://www.un.org/sustainabledevelopment/development-agenda/>

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Section 1	Increase of credit value to 10 from 5, notional hours to 100 from 50 with appropriate changes to proportion of time in lectures & independent study reflected accordingly. Also removed the guest speaker session.	19/03/2025
Section 8	Indicative content elaborated upon.	19/03/2025
Section 9	Further detail provided on assessment rationale & reference list replaced with bibliography & annotated self assessment rubric on assessment criteria. Time permitted for presentation increased to 10 minutes from 5, now equivalent to 1000 words rather than 500.	19/03/2025



Document Control Information	
Policy Title:	NC4210 Module specification
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Owner:	Tara Nolty
Approving Body:	Assessment Scrutiny Panel
Related Norland Documents:	N/A
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Date of effect:	As above
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Date of next review:	February 2026