



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 | 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 | |
|---|--|
| 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 and development 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). | |

| 3. Aims of the module | |
|--|--|
| 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. | |

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

| 5. Is the module compensatable? | |
|---------------------------------|--|
| Yes – at module level. | |



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| 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's 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*

- Sowing the seed: Exploring the developmental benefits that justify the need to provide gardening opportunities for children
- 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 | Trimester submitted | Grading (Pass/Fail or %) | Module Learning Outcome(s) that the assessment task maps to |
|-------------------|-----------|---------------------|--------------------------|---|
|-------------------|-----------|---------------------|--------------------------|---|

| 9. Assessment | | | | |
|---|------|----|---|-----|
| Plan: Activity plan for children's activities to cover the growing cycle - 1500 words - Reference list | 100% | T1 | % | All |

| 10. Teaching staff associated with the module |
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| Name and contact details |
| Tom Parsons tom.parsons@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) |
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| <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 |
| Section 1 | Number of CAT points increased from 5 to 10, notional hours increased from 50 to 100 with removal of the guest speaker session, lectures increased from 5 hours to 10 hours and independent study increased from 43 hours to 90 hours. | 20/03/2025 |



| Document Control Information | |
|------------------------------|--------------------------------|
| Policy Title: | NC6209 Module specification |
| Version number: | V4.0/TP/24-07-25 |
| Owner: | Tom Parsons |
| Approving Body: | Programme & Modification Panel |
| Related Norland Documents: | N/A |
| Date of approval: | 4 th September 2023 |
| Date of effect: | As above |
| Frequency of review: | Annually |
| Date of next review: | February 2026 |