NORLAND UNIVERSITY OF EARLY CHILDHOOD

Module specification

1. Factual information			
Module title	NC4210: A Focus on Sustainable Practice		
Module tutor	Tara Nolty	**Level**	4
Module type	Taught	**Credit value**	10
Mode of delivery	100% face-to-face		
Notional learning hours	100 notional hours: 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. 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.

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**	**Trimester submitted**	**Grading (Pass/Fail or %)**	**Module Learning Outcome(s) that the assessment task maps to**

9. Assessment				
Annotated self-assessment rubric: Demonstration of activity/resource related to sustainability - Annotated self-assessment rubric (1000 word equivalent)	100%	T3	%	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	*Teacher Education for Sustainable Development and Global Citizenship: Critical Perspectives on Values, Curriculum and Assessment*	New York	Routledge
The Worldwatch Institute	2017	*EarthEd (State of the World): Rethinking Education on a Changing Planet*	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. Colomer Feliu, J. (2020) Reflective learning in higher education. Basel: Multidisciplinary Digital Publishing Institute.

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. (2019) Learning to unlearn: Moving educators from a charity mentality towards a social justice mentality. In *Teacher Education for Sustainable Development and Global Citizenship* (pp. 40-52). Routledge. Available at: https://www.taylorfrancis.com/reader/download/482ce015-d5a3-4624-b019-525a7bacd649/chapter/pdf?context=ubx

UN (2016) Sustainable Development Goals: 17 Goals to Transform Our World. Available at: 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
Section 9	Changed assessment format from 'Demonstration' to 'Live practical project' & noted that the assessment is due to take place during trimester 3. Included that the assessment should be the equivalent of 1000 words.	23/07/2025
Section 9	Changed assessment format from 'Live Practical Project' to 'Annotated Self-assessment rubric'.	03/07/2026

Document Control Information	
Policy Title:	NC4210 Module specification
Version number:	V5.0/TN/03-07-26
Owner:	Tara Nolty
Approving Body:	Programme & Module Modification Panel
Related Norland Documents:	N/A
Date of approval:	3rd July 2026
Date of effect:	As above
Frequency of review:	Annually
Date of next review:	July 2027