

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: 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
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.

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](#).

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
<i>Plan:</i> Activity plan for children's activities to cover the growing cycle	100%	T1	%	All



9. Assessment				
- 1500 words				
- Reference list				

10. Teaching staff associated with the module				
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)				
Chantelle Bayes (2023) <i>Reimagining Urban Nature : Literary Imaginaries for Posthuman Cities</i> . Liverpool: Liverpool University Press.				
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.				
van Tol, R. (2024) ‘The Wild Turn in Sustainability Education: Wild Pedagogies as a Way of Becoming With the World’, <i>Pathways: the Ontario journal of outdoor education</i> , 37(1), pp. 4–7.				



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:	V5.0/TP/03-07-26
Owner:	Tom Parsons
Approving Body:	Programme & Modification Panel
Related Norland Documents:	N/A
Date of approval:	3 rd July 2027
Date of effect:	As above
Frequency of review:	Annually
Date of next review:	July 2027