



Programme specification

1. OVERVIEW/FACTUAL INFORMATION

Programme/award title(s)	Norland diploma
Teaching institution	Norland
Awarding institution	Norland College
Date of first Norland validation	1892
Date of latest Norland (re)validation	March 2019
Next revalidation	tbc
Credit points for the award	N/A
UCAS code	N/A
HECoS code	N/A
Programme start date	September 2023
Underpinning QAA subject benchmark(s)	Early Childhood Studies 2022
Other external and internal reference points used to inform programme outcomes	Norland BA ECEC
Mode(s) of study (PT, FT, DL, mix of DL and face to face)	Full time face to face Online for one hour a week (F&N)
Duration of the programme for each mode of study	Four years
Date of production/revision of this specification	May 2023



Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, the content and the teaching, learning and assessment methods for each module can be found in the student module handbooks.

The accuracy of the information contained in this document is reviewed by Norland at programme validation and revalidation.

1.1 Educational aims and objectives

1. Support students to work safely and skilfully in a variety of early years environments, including home-based education and care.
2. Support students to engage fully with the Code of Professional Responsibilities and demonstrate the attributes required to uphold the professionalism expected of a Norlander.
3. Equip students with the practical skills to work effectively and confidently with babies, infants and children aged 0–8 and their families, with a specialism in 0- to 36-month-olds.
4. Support students to provide high-quality education and care for babies, infants, children and their families with an ethos of mutual respect, adaptability, understanding and professional love.
5. Equip students with a respect and appreciation of different early childhood experiences and the way these can shape the lives of babies, infants and children.
6. Support students to successfully regulate their own wellbeing as a professional practitioner.
7. Provide students with the skills to support the babies, infants, children and families with whom they interact to co- and self-regulate across the many transitions they experience.

1.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)



The BA Hons in Early Childhood Education and Care is a co-requisite qualification for the Norland diploma. Students must achieve their degree with a minimum of 360 credits for an Honours degree and 300 for an ordinary degree to be able to progress to their Newly Qualified Nanny (NQN) year and complete their diploma. The Norland diploma is a four-year course. Students in year four of the diploma will enter into paid employment as an NQN while undergoing a year of support and assessment. Students who do not complete the Norland diploma can be awarded with their degree.

Academic progression will be in accordance with the Norland diploma assessment regulations. Progression between levels of the award will be confirmed by award and progression boards of examiners, which will be convened as appropriate and before the end of each academic year. Progression will also be monitored through frequent tutorials with your personal tutor and, as appropriate, with the Head of Learning, Teaching and Research.

1.3 List of all exit awards

The Norland diploma does not facilitate any pre-completion exit awards. The only award is the full award of the Norland diploma.



2. PROGRAMME STRUCTURE AND LEARNING OUTCOMES

(The structure for any part-time delivery should be presented separately in this section. Complete for each level of the award separately, duplicating the tables if necessary.)

Programme structure					
Year 1					
Compulsory modules	Credit points N/A	Prerequisites	Credit points N/A	Does the module permit compensation?	Trimester runs in
ND 1.1: Professional Skills 1	N/A			No modules permit compensation	1
ND 1.2: Basic Care Skills	N/A	This module is a prerequisite to ND 2.2 Intermediate Care Skills			1, 2
ND 1.3: Let's Play!	N/A				2
ND 1.4: Transitions 1	N/A				1
F&N 1.1: Foundation Cooking Skills	N/A				1
F&N 1.2: Cooking for and with Babies and Children	N/A				2
Sewing 1.1: Machine and Hand Sewing	N/A				1
Sewing 1.2: Children's Apron	N/A				2



Programme structure					
Year 2					
Compulsory modules	Credit points	Prerequisites	Credit points	Does the module permit compensation?	Trimester runs in
ND 2.1: Professional Skills 2	N/A			No modules permit compensation	1
ND 2.2: Intermediate Care Skills	N/A	ND 1.2 Basic Care Skills			1, 2
ND 2.3: Playful Learning	N/A				2
ND 2.4: Transitions 2	N/A				2
F&N 2.1: Managing Family Cooking	N/A				1
F&N 2.2: Cooking for Dietary Needs	N/A				2
Sewing 2.1: Children's Appliqued Learning Resource	N/A				1
Sewing 2.2: Fabric Friend	N/A				2



Programme structure					
Year 3					
Compulsory modules	Credit points	Prerequisites	Credit points	Does the module permit compensation?	Trimester runs in
ND 3.1: Professional Skills 3	N/A			No modules permit compensation	1
ND 3.2: Advanced Care Skills	N/A	ND 2.2 Intermediate Care Skills			1
ND 3.3 Playful Environments	N/A				2
ND 3.4: Transitions 3	N/A				2
F&N 3.1: Celebration Cookery	N/A				1
F&N 3.2: Preparing for NQN	N/A				2
Sewing 3.1: Fancy Dress	N/A				1
Sewing 3.2: Children's Quilted Blanket	N/A				2

Programme structure					
Year 4					
Compulsory modules	Credit points	Optional modules	Credit points	Does the module permit compensation?	Trimester runs in
ND Newly Qualified Nanny (NQN) Year – one year in employment	N/A		N/A		1, 2, 3



Programme structure					
Year 4					
Compulsory modules	Credit points	Optional modules	Credit points	Does the module permit compensation?	Trimester runs in

Intended learning outcomes are listed below:

Learning outcomes	
A: Knowledge and understanding	
Learning outcomes	Learning and teaching strategy/assessment methods
<p>LO3 Understand and uphold the Code of Professional Responsibilities and demonstrate the attributes required to uphold the professionalism expected of a Norlander.</p> <p>LO5 Be able to apply the knowledge and skills necessary to support all babies, infants, children and families with their own wellbeing.</p>	<p>The teaching, learning and assessment prioritises the following themes:</p> <ul style="list-style-type: none"> • independent and collaborative learning • learning for life and employment • learning for the future • research-led, practice-informed learning and teaching • promotion of a supportive and inclusive learning experience • actively encouraging student engagement and participation in the design, delivery and quality enhancement of their courses • enhancing students' experiences



Learning outcomes	
A: Knowledge and understanding	
	<ul style="list-style-type: none"> • teaching that is informed by pedagogy and research • assessment for learning is key to learning and development • integration of theory and practice whereby lectures, group work and seminars on the BA are supported by practical application of knowledge through Norland diploma sessions.
B. Cognitive skills	
Learning outcomes	Learning and teaching strategy/assessment methods
LO4 Be confident and knowledgeable in the care and development of babies, infants and children.	<p>The teaching, learning and assessment prioritises the following themes:</p> <ul style="list-style-type: none"> • independent and collaborative learning • learning for life and employment • learning for the future • research-led, practice-informed learning and teaching • promotion of a supportive and inclusive learning experience • actively encouraging student engagement and participation in the design, delivery and quality enhancement of their courses • enhancing students' experiences • teaching that is informed by pedagogy and research



B. Cognitive skills	
	<ul style="list-style-type: none"> • assessment for learning is key to learning and development • integration of theory and practice whereby lectures, group work and seminars on the BA are supported by practical application of knowledge through Norland diploma sessions.
C. Practical and professional skills	
Learning outcomes	Learning and teaching strategy/assessment methods
<p>LO1 Have the professional leadership and management and practical skills, including sewing, cooking and nursery duties, to work successfully in partnership with babies, infants and children, and their families.</p> <p>LO2 Be able to apply effective communication and practical tools to ensure safety in all early childhood contexts.</p> <p>LO6 Respect the rights of babies, infants, children and families to privacy and confidentiality and work within appropriate professional boundaries.</p>	<p>The teaching, learning and assessment prioritises the following themes:</p> <ul style="list-style-type: none"> • independent and collaborative learning • learning for life and employment • learning for the future • research-led, practice-informed learning and teaching • promotion of a supportive and inclusive learning experience • actively encouraging student engagement and participation in the design, delivery and quality enhancement of their courses • enhancing students' experiences • teaching that is informed by pedagogy and research • assessment for learning is key to learning and development • integration of theory and practice whereby lectures, group work and seminars on the BA are supported by practical application of knowledge through Norland diploma sessions.



C. Practical and professional skills	
D. Key/transferable skills	
Learning outcomes	Learning and teaching strategy/assessment methods
<p>LO7 Engage with the latest best practice guidance to successfully facilitate the education, care and safety of the babies, infants and children in their care.</p>	<p>The teaching, learning and assessment prioritises the following themes:</p> <ul style="list-style-type: none"> • independent and collaborative learning • learning for life and employment • learning for the future • research-led, practice-informed learning and teaching • promotion of a supportive and inclusive learning experience • actively encouraging student engagement and participation in the design, delivery and quality enhancement of their courses • enhancing students' experiences • teaching that is informed by pedagogy and research • assessment for learning is key to learning and development • integration of theory and practice whereby lectures, group work and seminars on the BA are supported by practical application of knowledge through Norland diploma sessions.



D. Key/transferable skills	



3. DISTINCTIVE FEATURES OF THE PROGRAMME STRUCTURE

Where applicable, this section provides details on distinctive features such as:

- any restrictions regarding the availability of elective modules
- where in the programme structure students must make a choice of pathway/route.

The aim of the Norland diploma is to prepare learners for the practical aspects of the care and development of children in the early years. Students will demonstrate throughout their training:

- the commitment and enthusiasm to ultimately embrace the professionalism expected of a Norlander
- an ability to provide safe and nurturing care for children in their early years
- confidence and competence to be able to provide an inclusive environment which considers the needs of both the child and the family
- an ability to consistently produce age- and stage-appropriate activities according to individual needs and interests.

There are several elements to the Norland diploma, all centred on supporting the care and holistic development of children and families. The diploma modules are integrated and aligned with the degree modules to provide students with a holistic learning experience. The diploma also includes practical care and learning skills, food and nutrition (theoretical and practical), and sewing.

4. SUPPORT FOR STUDENTS AND THEIR LEARNING

On joining the course, all students are allocated a personal tutor. The role of the personal tutor is to monitor students' progress in all aspects of the course and offer guidance in meeting deadlines and course requirements. Tutors will support students in target-setting in relation to placement experiences and their 'learning journey'. They will also signpost students to academic support systems.

The role of the Student Support Manager is to offer you help with any of your worries, concerns or academic needs throughout your time here at Norland. Whether you would like support with developing your study skills, wish to apply for reasonable adjustments such as extra time or perhaps want to arrange a counselling appointment, the student support team will be happy to help.

Student support

Studying for a degree can be a richly rewarding experience, yet it can also give rise to feelings of stress and anxiety.

You can obtain help with your work from your personal tutor, other lecturers and the student support team. The different types of help that the student support officers can provide are detailed below.



Reasonable adjustments

Students with a specific learning difficulty or disability are eligible for reasonable adjustments to help them fulfil their potential. The student support team will arrange to meet all students who request access to reasonable adjustments on a one-to-one basis.

Norland will endeavour to implement any agreed reasonable adjustments within the time frame set out in the Reasonable Adjustments Policy.

Coursework review service (coursework review policy)

As a student at Norland, you can submit up to 10% of any given assignment for review to the academic team. In addition to this, you can also request the student support team to review another 10% of your work to check for grammatical, spelling or referencing errors. They will then check for any referencing, spelling and grammatical errors and summarise their findings for your benefit. Students who use this service may also submit 10% of their assignment to members of the lecturing team for further feedback.

Disabled Students' Allowances

Students with a specific learning difficulty or disability can access additional support through the Student Loans Company. This support is made available in the form of Disabled Students' Allowances. These enable students who make a successful application to obtain access to a range of additional services and specialist support external to that supplied by Norland. This can include a financial contribution towards a new computer, specialist software and other assistive technology, or additional one-to-one skills tuition from a qualified support worker. To apply for a Disabled Students' Allowance, you must be in possession of an assessment carried out by an educational psychologist or other qualified individual.

Counselling and wellbeing

Many students will have times when they feel extra support could be helpful, and if you feel that you would like to talk things over, the student support officers are there to offer that support. Students are welcome to drop by their office or get in touch to arrange a time to meet. Our approach is non-judgemental, empathic and confidential.

The role of the NQN team is to provide employment training during the third year of the diploma, provide support during the student's 12-month NQN placement and assess the quality of professional documentation provided by the nanny, offering advice and guidance.

Other student support available includes:

- a specialist counsellor available by appointment
- a college chaplain
- financial assistance, which may be available on discussion with the finance team and/or the Benevolent Fund.

5. CRITERIA FOR ADMISSION

Enrolment at Norland on the BA (Hons) Early Childhood Education and Care (ECEC)

6. LANGUAGE OF STUDY



English

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Quality assurance is undertaken as close as possible to the point of delivery. There is a route from the module level to courses and through to faculty and university levels so that issues can be addressed, and delivery enhanced in the appropriate arena.

Students are encouraged to feedback on their teaching and learning experience within modules in a variety of ways. This includes regular informal dialogue and end of module evaluations. There are also opportunities for feedback via student engagement representatives, the Staff and Student Liaison Committee, the Programme Committee and the National Student Survey.

Programme Committees, Academic Boards and Examination Boards

The primary responsibility for quality assurance of the course lies with the Academic Board. The Academic Board will consider several sources of input in fulfilling its role, including reports from the Programme Committees and Examination Boards. All members of the board will be expected to contribute fully to discussions, bringing staff, student and practitioner perspectives to bear on topics under discussion. All module evaluations will be fully discussed at Programme Committees and any issues being identified and addressed.

Student evaluation and representation

Student views about individual modules will be communicated through the Staff and Student Liaison Committee using a range of evaluation strategies. Student evaluation will be a key source of information for quality management of the course. Module tutors identify and record points for action. Results of final evaluations are presented at Programme Committees, and any issues raised are discussed by the Academic Board and presented in the Annual Report. Student engagement representatives provide further evaluative input.

Monitoring of placements

All placements are sourced, visited and monitored by the Norland Placement Manager. This role is well established and ensures effective communication between placements, students and Norland.

8. CHANGES MADE TO THE PROGRAMME SINCE LAST (RE)VALIDATION



ANNEX 1 – CURRICULUM MAP

This table indicates which modules assume responsibility for delivering and assessing particular programme learning outcomes (x).

Level 4 module titles	LO1	LO2	LO3	LO4	LO5	LO6	LO7	Links to BA learning on modules
ND 1.1 Professional Skills 1	x	x	x		x	x	x	4201, 4202, 4203
ND 1.2 Basic Care Skills	x		x	x	x	x	x	4201, 4202, 4203, 4204, 4205, 4206
ND 1.3 Let's Play!	x	x	x	x	x	x	x	4201, 4202, 4204, 4205, 4206, 4207, 4208, 4209, 4210
ND 1.4 Transitions 1	x	x	x	x	x	x	x	4201, 4206
Food and Nutrition								
F&N 1.1 Foundation Cooking Skills	x	x		x	x		x	
F&N 1.2 Cooking for and with Babies, Infants and Children	x	x		x	x		x	4203, 4204
Sewing								
Sewing 1.1 Machine and Hand Sewing	x	x		x			x	4204, 4206, 4207, 4208, 4209, 4210
Sewing 1.2 Child's Apron	x	x		x			x	4204, 4206, 4207, 4208, 4209, 4210
Level 5 module titles								
ND2.1 Professional Skills 2	x	x	x		x	x	x	5201, 5202, 5206
ND2.2 Intermediate Care Skills	x		x	x	x	x	x	5201, 5202, 5204, 5205, 5206
ND2.3 Playful Learning	x	x	x	x	x	x	x	5201, 5202, 5203, 5204, 5205, 5207, 5208, 5209
ND2.4 Transitions 2	x	x	x	x	x	x	x	5205, 5206, 5207



Food and Nutrition								
F&N 2.1 Managing Family Cooking	x	x		x	x		x	5201, 5202, 5205
F&N 2.2 Cooking for Dietary Needs	x	x		x	x	x	x	5201, 5202, 5205
Sewing								
Sewing 2.1 Children's Appliqued Learning Resource	x	x		x			x	5202, 5203, 5204, 5208, 5209
Sewing 2.2 Fabric Friend	x	x		x			x	5202, 5203, 5204, 5208, 5209
Level 6 module titles								
ND 3.1 Professional Skills 3	x	x	x		x	x	x	6201, 6202, 6203, 6205, 6206, 6207, 6209
ND 3.2 Advanced Care Skills	x	x	x	x		x	x	6201, 6202, 6205, 6206, 6207, 6209
ND 3.3 Playful Environments	x	x	x	x	x	x	x	6201, 6202, 6203
ND 3.4 Transitions 3	x	x	x	x	x	x	x	6201, 6202, 6207
Food and Nutrition								
F&N 3.1 Celebration Cookery	x	x		x	x		x	6202, 6205
F&N 3.2 Preparing for NQN	x	x		x	x		x	6201, 6202
Sewing								
Sewing 3.1 Fancy Dress	x	x		x			x	6201, 6202
Sewing 3.2 Children's Quilted Blanket	x	x		x			x	6201, 6202
Fourth year								
ND 4.0 Newly Qualified Nanny Year	x	x	x	x	x	x	x	6201, 6202



ANNEX 2 – ASSESSMENT MAP

This map indicates the range of assessment types used across each level and the whole programme. Please add columns as necessary. Please duplicate the table so that there is one for each year.

Year	Assessment type	Module number	Module number	Module number	Module number	Module number
Year 1	Progression viva	ND 1.1	ND 1.3			
	Practical demonstration	F&N 1.1	F&N 1.2	Sewing 1.1	Sewing 1.2	ND 1.2
	Guidance pamphlet	ND 1.4				
	Reflective report	F&N 1.1	F&N 1.2	Sewing 1.1	Sewing 1.2	
	Formative assessment portfolio					ND 1.2
Year 2	Progression viva	ND 2.1	ND 2.4			
	Practical demonstration	F&N 2.1	F&N 2.2	Sewing 2.1	Sewing 2.2	ND 2.3
	Guidance pamphlet	ND 2.2				
	Reflective report	F&N 2.1	F&N 2.2	Sewing 2.1	Sewing 2.2	
	Formative assessment portfolio	ND 2.1				
	Progression viva					ND 3.1
	Practical demonstration	F&N 3.1	F&N 3.2	Sewing 3.1	Sewing 3.2	ND 3.2



Year 3	Guidance pamphlet	ND 3.3	ND 3.4			ND 3.2
	Reflective report	F&N 3.1	F&N 3.2	Sewing 3.1	Sewing 3.2	
	Formative assessment portfolio					ND 3.1
Year 4	Practical demonstration of practice	ND 4.0				
	Portfolio of evidence	ND 4.0				



ANNEX 3: NOTES ON COMPLETING PROGRAMME SPECIFICATION TEMPLATES

1. This programme specification should be mapped against the learning outcomes detailed in module specifications.
2. The expectations regarding student achievement and attributes described by the learning outcomes in section 3 must be appropriate to the level of the award within the QAA frameworks for HE qualifications: <https://www.qaa.ac.uk/quality-code/qualifications-frameworks>
3. Learning outcomes must also build on and extend the detailed statements of graduate attributes set out in QAA subject benchmark statements for early childhood studies: <https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/early-childhood-studies>
4. In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
5. Where the programme contains validated exit awards (e.g., CertHE, DipHE, BAO, PGCert, PGDip), learning outcomes must be clearly specified for each award.