



Unit Specification

1. Factual information			
Module title	F&N 2.1 Adaptive Nutrition		
Module tutor	Penny Bullion-Peters	Level	Second year
Module type	Taught	Credit value	N/A
Mode of delivery	67% practical face to face, 33% online teaching		
Notional learning hours	14 hours face to face 7 hours online		

2. Rationale for the module and its links with other modules
The adaptive nutrition module extends students' knowledge of specialised dietary requirements, including pregnancy and breast feeding, medical needs, and alternative diets. It addresses the complexity of accommodating diverse nutritional needs, adapting meals for health concerns and dietary restrictions and ensures nannies can provide tailored nutrition in diverse family contexts, critical for families with specific health or dietary needs vital for placements, NQN and their future careers. Linked to NC5205: Promoting Health in Practice and NC4205: Principles of Equality, Diversity and Inclusion

3. Aims of the module
To give students an understanding of the unique nutritional requirements and considerations for pregnant and nursing mothers, as well as for individuals experiencing illness or specific medical conditions including nutritional implications.
Review and extend core nutrition principles from 1.1 and 1.2—including strategies for managing childhood obesity and promoting healthy weight—to establish a strong foundation for adaptive meal planning.
Develop consistency in practical skills through repeated application to reinforce learned techniques.

4. Prerequisite modules or specified entry requirements
None

5. Does the module permit compensation?
No

6. Learning, teaching and assessment strategy for the module
Practical cooking Demonstration/videos Online theory sessions



Discussion and questioning
Self-assessment and evaluation
Quizzes and questionnaires



7. Intended learning outcomes

At the end of the module, learners will be expected to:

Theory

1. Discuss and explain the considerations and nutritional needs when cooking for pregnant and nursing mothers
2. Examine the considerations when cooking for medical concerns and illness
3. Propose meal adaptations for dietary restrictions and explain the nutrition impact
4. Illustrate how children can be involved in preparing their meals safely.

Practical

1. Demonstrate safe, hygienic processes during preparation and cooking of meals for specific dietary requirements.
2. Prepare a variety of nutritious meals to suit pregnant and nursing mothers, and health and dietary needs
3. Demonstrate efficient time management in the kitchen

7a. Norland diploma programme learning outcomes met

PLO1, PLO2, PLO4, PLO5, PLO7

8. Indicative content (this should provide an overview of content over the number of weeks of module delivery)

- Theory: Basic Nutrition Recap/Dealing with childhood obesity and promoting healthy weight/ Assessment detail
Practical: Spring rolls, egg fried rice, Crispy sesame chicken
- Theory: Preparing meals for children with special health concerns (e.g., diabetes/coeliacs)
Practical: Sticky lemon polenta cake, Chicken, squash and coriander pilaf
- Theory: Vegan / GF Baking
Practical: Tofu buckwheat pancakes, “Depression” cake
- Theory: Neurodiverse, Tactile defensive, Additional Needs
Practical: VGF (tactile exposure) millionaires shortbread
- Theory: Cooking for Pregnancy and Nursing/ Assessment Recap



- Practical: Pan-seared salmon with lentils and leeks, Grilled chicken with pumpkin seed pesto and mashed sweet potato
- Theory: Emergency nutrition – cooking for common illnesses
Practical: Chicken and vegetable soup, Scrambled egg and spinach wraps
 - Theory: Recap
Practical: Practical Assessment.

Recipes are a guide and can vary to manage ingredient availability, student suggestions, programme improvement and further choice options.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment rationale

This assessment is designed to holistically evaluate competencies in planning, practical application, and theoretical understanding at a second-year level —critical components for effective professional practice. The structure integrates three distinct but interrelated tasks: meal planning, practical cooking, and oral justification, each aimed at reinforcing both technical and reflective skills. This task mirrors a real-world scenario that the students may face on placement.

Assessment tasks	Weighting	Trimester submitted	Grading (pass/fail/%)	Module learning outcomes the assessment task maps to
001: Practical skills assessment: Practical skills, planning and knowledge assessment: Students to create a nutritious allergy free 1-day meal plan for a 5 year old (including the practical dish below) including nutrition content and reasoning. Practical skills: during the final practical session students will cook a Chicken dish. Student will be assessed on safe, accurate and hygienic processes and organisation.	100%	T1	Pass/Refer/Fail	All Practical and Theory LOs



<p>Theory: The students will discuss their dish orally (recorded via Mediasite) exploring the nutritional content, food safety, and where children can be involved.</p> <p>The feedback from the above will be presented as evidence to Turnitin, alongside the meal plan, recipe, and picture of the finished dish.</p>				
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10. Teaching staff associated with the module
Name and contact details
Penny Bullion-Peters penny.bullion-peters@norland.ac.uk

11. Core reading list				
Author	Year	Title	Location	Publisher
Caspero, A. and English, W.	2021	<i>The plant-based baby and toddler</i>	New York	Avery
More, J.	2021	Infant, Child and Adolescent Nutrition. A Practical Handbook 2 nd Ed.	GB	CRC Press

12. Other indicative text (e.g., websites)
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British Nutritional Foundation (no date) Vegetarian and Vegan Diets. Available at: <https://www.nutrition.org.uk/creating-a-healthy-diet/vegetarians-and-vegans/> (Accessed 24 February 2025)

NHS (no date) Food allergies in Babies and Young Children. Available at: <https://www.nhs.uk/conditions/baby/weaning-and-feeding/food-allergies-in-babies-and-young-children/> (Accessed 24 February 2025)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Section 1	Update made to unit leader & title of unit	18/03/2025
Section 2	Change to rationale of unit to explain taught content	18/03/2025
Section 3	Elaboration to aims of unit to better explain what the outcomes should be	18/03/2025
Section 7	Further detail provided around the intended learning outcomes for both theoretical & practical elements	18/03/2025
Section 8	Rewrote indicative content	18/03/2025
Section 9	Rewrote assessment rationale, adjusted weighting for unit mark to 100% practical, adjusted submission period to week 7 instead of week 6 and provided further detail on assessment.	18/03/2025
Section 10	Updated teaching staff associated with unit	18/03/2025
Section 11	Changes made to core reading list	18/03/2025



Section 12	Change made to indicative text list	18/03/2025
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Document Control Information	
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Owner:	Penny Bullion-Peters
Approving Body:	Programme & Module Modification 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