

Module specification

1. Factual information			
Module title	F&N 2.2 Baby to Toddler – Weaning and Feeding		
Module tutor	Penny Bullion-Peters & Tori Eardley-Ford	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
<p>This module focuses on the critical early stages of infant nutrition, introducing students to the principles of safe feeding, the introduction of solid foods, and the preparation of developmentally appropriate meals. It directly supports and builds on content delivered in NC5203: The Baby Years, reinforcing knowledge of infant care with a focus on feeding and nutrition. It also links closely with NC5210: A Focus on Siblings, by exploring how meals can be adapted to suit both babies and older children within the same household—an essential skill for nannies working in family-based settings.</p> <p>The practical and theoretical components help students develop confidence in planning and preparing nutritious meals, while promoting safe practices, allergen awareness, and an understanding of food as part of a child’s overall development. This module prepares students for the realities of working with families during a pivotal stage in child development, ensuring they can support healthy eating habits and developmental needs with professional competence.</p>

3. Aims of the module
<p>Develop students’ understanding of complementary feeding practices from 6 months onwards, including nutritional requirements and safe food preparation.</p> <p>Explore the developmental stages of weaning and feeding, enabling students to adapt meals to suit individual needs and progressions.</p> <p>Build awareness of food safety, hygiene, and allergy management, ensuring students can respond confidently to feeding-related risks.</p> <p>Enhance students’ ability to prepare a variety of age-appropriate meals for babies, toddlers, and siblings, reflecting real-life family dynamics.</p> <p>Strengthen practical skills in kitchen safety, hygiene, time management, and recipe adaptation for early years settings.</p>

Support students in applying theoretical knowledge to family-based scenarios, preparing them for professional responsibilities in infant care.
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4. Prerequisite modules or specified entry requirements
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None

5. Does the module permit compensation?
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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. Examine the process and nutrition of introducing solid foods to babies.
2. Propose correct cooking techniques in order to prepare nutritious balanced meals for children and weaning babies.
3. Demonstrate an awareness of food safety, allergies and discuss appropriate responses.

Practical

1. Demonstrate safe, hygienic processes during preparation and cooking of meals for weaning
2. Adapt recipes to accommodate various developmental stages
3. Prepare a variety of nutritious meals for weaning, baby led feeding and older siblings
4. 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

- Complementary Feeding from 6months and sibling adaptations/ Assessment details
- Allergy and Added Sugar/Salt awareness in weaning
- 9-12 months/tracking growth
- Allergy cooking for toddlers
- Food and Play – child led feeding/ Assessment Recap

- Food and Play – child led cooking
- Recap
Theory Assessment: Plan a nutritious menu plan for 2 days for a weaning toddler. Justify your choices in terms of nutrition, food hygiene and food safety.

Practical

- 6m - Fruit puree (apple) and applesauce cookies (1+)
Pureed potato and carrot, and pureed white fish (little pie for 1+)
- Baby porridge
Allergy free flax seed porridge
Baby banana bread
- 9-12m – Pea Omelette
Rice pudding with cinnamon and pear slices
Macaroni cheese with sliced tomatoes
- 1+ Fish fingers, cauliflower cheese cakes, broccoli
Lentil and sweet potato with yogurt.
- Gingerbread people
Flatbread pizzas
- Practical Assessment: Repeat Pea Omelette and Rice pudding, and Mac and Cheese

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 module is assessed through a single, integrated assessment that combines both theoretical understanding and practical application, reflecting the real-world nature of infant feeding in professional childcare settings. The structure ensures that students can not only plan appropriate meals but also demonstrate the ability to prepare them safely and effectively.

The assessment task requires students to design a two-day nutritious menu plan for a weaning toddler, considering key factors such as nutrition, food hygiene, allergy awareness, and developmental suitability. This element demonstrates students' ability to apply theoretical knowledge to practical meal planning and justify their decisions in line with best practice.

The second component involves the practical preparation of selected meals from the planned menu. Students are assessed on their ability to follow food safety and hygiene protocols, adapt recipes to different weaning stages, and manage time effectively in the kitchen. Standardised practical tasks (e.g., pea omelette, rice pudding, and macaroni cheese) ensure consistency and fairness in grading, while still allowing students to demonstrate key skills.

By combining theory and practice in a single assessment, the module reflects the integrated nature of early years feeding responsibilities and supports the development of holistic competence. This approach ensures alignment with programme-level learning outcomes and prepares students for professional roles requiring both planning and hands-on delivery of age-appropriate meals.

Assessment tasks	Weighting	Trimester submitted	Grading (pass/fail/%)	Module learning outcomes the assessment task maps to
<p>001: Practical skills assessment: Safe and hygienic practice while cooking using techniques in session</p> <p>Plan a nutritious menu plan for 2 days for a weaning toddler. Justify your choices in terms of nutrition, food hygiene and food safety.</p> <p>During the final practical session students will cook this dish providing their meal plan, recipe and a time plan for the session . Student will be assessed on safe, accurate and hygienic processes and organisation. The students will justify their dish orally (recorded via Mediasite) exploring the nutritional content, food safety, where children can be involved, how to record and document consumption.</p>	100%	T2	Pass/Refer/ Fail	All

The feedback from the above will be presented as evidence to Turnitin, alongside the meal plan, recipe, time plan and picture of the finished dish.				
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10. Teaching staff associated with the module
Name and contact details
Penny Bullion-Peters Penny.Bullion-Peters@norland.ac.uk
Tori Eardley-Ford tori.eardley-ford@norland.ac.uk

11. Core reading list				
Author	Year	Title	Location	Publisher
Wythe, J.	2022	<i>Healthy living</i>	London	Headline Home
Caspero, A. and English, W.	2021	<i>The plant-based baby and toddler</i>	New York	Avery
More, J.	2021	<i>Infant, Child and Adolescent Nutrition. A Practical Handbook 2nd Ed.</i>	GB	CRC Press

12. Other indicative text (e.g., websites)
British Nutritional Foundation (no date) Introducing Solid Foods to your baby Available at: https://www.nutrition.org.uk/nutrition-for/baby/introducing-solid-foods-to-your-baby/ (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	Changed module leaders from Penny Lukins & Jenny Tang to Penny Bullion-Peters	20/03/2025
Section 10	Updated teaching staff to include Penny Bullion-Peters	20/03/2025
Section 1	Unit title changed	24/07/2025
Section 7	Learning outcomes updated	24/07/2025
Section 9	Assessment rationale update and removed written assessment	24/07/2025



Document Control Information	
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Related Norland Documents:	N/A
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Date of next review:	July 2026