



Module specification

1. Factual information			
Module title	F&N 3.1 NQN Preparation		
Module tutor	Penny Bullion-Peters	Level	Third year
Module type	Taught	Credit value	N/A
Mode of delivery	67% 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 prepares learners for the Newly Qualified Nanny (NQN) role with an emphasis on family meal planning and special dietary considerations. It aims to bridge foundational knowledge with advanced skills, focusing on practical challenges like efficient meal prep for families, outings, and creating cohesive nutritional weekly meal plans. Equipping nannies with the confidence and expertise to independently manage household meal planning, an integral part of the NQN role. At this level it aims to challenge learners to synthesize knowledge into real-life nannying tasks, emphasising independence, creativity, and comprehensive planning. Each practical session is underpinned during the online lectures. This new module design links with NC5201: Working Professionally with Parents and Carers, and with ND: NQN Year.</p>

3. Aims of the module
<p>Enhance understanding of the core principles of nutrition, health and safety, and food hygiene, with an emphasis on their application in family meal planning and cooking and considerations needed for special dietary requirements.</p> <p>Provide strategies for involving children in meal preparation safely. Reinforce safe practices and builds confidence in managing family dynamics</p> <p>Practical skill progression to meet the real-world challenges of creating cohesive weekly meal plans while considering the constraints and demands of family cooking.</p>

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. Understand the principles of Nutrition, Health and Safety and Food Hygiene in meal preparation for outings and lunch boxes
2. Identify and support the nutritional, budgetary and time management considerations when cooking for families
3. Propose how children can be involved in preparing their meals safely.

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: Nutrition Recap/ Homemade lunch box ideas/outings and travel/ Assessment details
Practical: Sweet potato, feta and spinach tortilla, mini quiche
- Theory: One Pot meals
Practical: Baked tomato Orzo bake, Vegetable Lasagne
- Theory: Family Favourites – Cultural differences
Practical: Bonfire bangers and beans, Hasselback potatoes,
- Theory: Family Favourites – Alternative Provision/ Assessment Recap
Practical: Allergy-free, vegan “butter chicken” curry and GF flat breads
- Theory: Shellfish/Seafood Nutrition for Children
Practical: Paella and cornbread
- Theory: Roast dinner
Practical: Roast pork, potatoes, parsnips, greens, Yorkshire, applesauce, gravy
- Theory: Recap
Practical: Practical Assessment: Basic ingredient list given in advance – to come up with and cook a dish for a family dinner.



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 final 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 will face during their NQN year.

Assessment task	Weighting	Trimester submitted	Grading (pass/fail/%)	Module learning outcomes the assessment task maps to
<p>001: Practical skills, planning and theory assessment Planning: Basic ingredient list given in advance – Students to create a nutritious 5-day meal plan including a dish they have created from the ingredients list given suitable for a family dinner,</p> <p>Practical skills: 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.</p> <p>Theory: 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%	T1	Pass/Refer/ Fail	LO1, LO2, LO3, LO4, LO5



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

11. Core reading list				
Author	Year	Title	Location	Publisher
More, J.	2021	Infant, Child and Adolescent Nutrition. A Practical Handbook 2 nd Ed.	GB	CRC Press
Colton, A	2025	How to talk to Children about Food.	GB	Bonnier
Veverka, Y. Ramage, S. Baker, C. Milne, K. Dupont, E.	2024	<i>Meaningful Mealtimes: Practical Strategies for All Young Eaters</i>	GB	Brookes Publishing Company



12. Other indicative text (e.g., websites)
Public Health England (no date) <i>Start for life</i> . Available at: Start for Life (www.nhs.uk) (Accessed: 14 May 2023).
British Nutritional Foundation (no date) Nutrition for Children. Available at: https://www.nutrition.org.uk/nutrition-for/children/ (Accessed: 24 February 2025)

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Section 1	Minor changes made to unit title & unit leader	18/03/2025
Section 2	Changes made to rational for unit	18/03/2025
Section 3	Changes made to aims for the unit	18/03/2025
Section 7	Minor alterations made to the intended learning outcomes for the unit	18/03/2025
Section 8	Changes made to 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



Document Control Information	
Policy Title:	F&N 3.1 unit specification
Version number:	V4.0/PBP/24-07/25
Owner:	Penny Bullion-Peters
Approving Body:	Programme & Module Modification Panel
Related Norland Documents:	N/A
Date of approval:	7 th July 2025
Date of effect:	As above
Frequency of review:	Annually
Date of next review:	July 2026

