



**NORLAND
UNIVERSITY**
OF EARLY CHILDHOOD

Module 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	24 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: 3 hours.		

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. Propose meal adaptations to support pregnant, nursing or dietary nutritional needs.
2. Discuss the nutritional impact of including or excluding key food groups in the diet.
3. Provide suitable sources of further information and guidance.

Practical

1. Demonstrate safe, hygienic food practices when producing meals for specific dietary needs.
2. Prepare a meal suitable for a dietary requirement such as allergies or pregnancy-related needs.
3. Manage time effectively during meal preparation

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: Fake Away style cooking
- Theory: Preparing meals for children with special health concerns (e.g., diabetes/coeliacs)
Practical: Dishes for special health concerns
- Theory: Vegan / GF Baking
Practical: Student inspired free from baking
- Theory: Neurodiverse, Tactile defensive, Additional Needs

- Practical: Texture based cooking
 - Theory - Cooking for Pregnancy and Nursing/ Assessment Recap
 - Practical: Dishes for Pregnant or Nursing Mothers
- Theory: Emergency nutrition – cooking for common illnesses
 - Practical: Dishes suitable for common illness
- 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: <u>Written Assessment</u>	100%	T1	Pass/Refer/Fail	Theory LO2,LO3,LO4 Practical LO1, LO3

Students will be given meal plan scenarios linked to pregnancy, or nursing mothers, or dietary needs. Students must identify suitable meal adaptations and suggest alternative foods where ingredients or food groups need to be avoided or replaced. <i>(Theory LO1, Theory LO3)</i> <u>Practical Session</u> During the final practical session, students will prepare a repeat dish suitable for specific dietary requirements and will be assessed on safe and hygienic food preparation practices, organisation skills, and effective time management. Students must submit a photo of the completed dish and completed practical rubric as evidence. <i>(Practical LO1, Practical LO2, Practical LO3)</i> <u>Oral Discussion</u> Students will participate in a recorded professional discussion using pre-issued oral questions to explain the potential nutritional impact of dietary requirements. <i>(Theory LO2)</i> The feedback from the above will be presented as evidence to Turnitin alongside coversheet, the meal 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
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)

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
Section 1	Unit tutor changed from Penny Bullion-Peters to Victoria Eardley-Ford Notional hours changed from 21 to 24	03/07/2026

Section 7	Intended learning hours clarified	03/07/2026
Section 9	Assessment criteria clarified. Theory noted as being assessed against theory LOs 1, 2 & 3. Practical noted as being assessed against practical LOs 1, 2 & 3.	03/07/2026

Document Control Information	
Policy Title:	F&N 2.1 unit specification
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Related Norland Documents:	N/A
Date of approval:	3 rd July 2026
Date of effect:	As above
Frequency of review:	Annually



Date of next review:	July 2027
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