

1. Factual information

Module title	F&N 2.2 Baby to Toddler – Weaning and Feeding		
Module tutor	Tori Eardley-Ford	Level	Second year
Module type	Taught	Credit value	N/A
Mode of delivery	70% practical face to face, 30% 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

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.

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.

3. Aims of the module

Develop students' understanding of complementary feeding practices from 6 months onwards, including nutritional requirements and safe food preparation.

Explore the developmental stages of weaning and feeding, enabling students to adapt meals to suit individual needs and progressions.

Build awareness of food safety, hygiene, and allergy management, ensuring students can respond confidently to feeding-related risks.

Enhance students' ability to prepare a variety of age-appropriate meals for babies, toddlers, and siblings, reflecting real-life family dynamics.

Strengthen practical skills in kitchen safety, hygiene, time management, and recipe adaptation for early years settings.

Support students in applying theoretical knowledge to family-based scenarios, preparing them for professional responsibilities in infant care.

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. Outline the stages of introducing solid foods to babies typically from 6–12 months
2. Explore suitable methods for preparing foods for infants. including roasting, steaming and baking.
3. Discuss safe approaches to introducing allergenic foods during weaning.
4. Compare and contrast different feeding styles including puree and baby lead weaning

Practical

1. Demonstrate safe and hygienic food preparation practices during weaning meal preparation.
2. Prepare age-appropriate weaning meals using suitable textures and ingredients.
3. Prepare a nutritious meal suitable for weaning and early childhood stages.
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 adoptions/ 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

Practical

- Fruit, Vegetable and protein-based purees suitable for early weaning
- Weaning foods for dietary requirements
- Family meals adapted for weaning
- Finger foods promoting self-feeding
- Child-friendly baking activity
- 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 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 one day nutritious menu plan for a weaning infant, 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 tutor selected recipes. 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
001: Practical skills assessment: Safe and hygienic practice while cooking using techniques in session <u>Meal Plan</u> Students will create a one day weaning plan including how foods change for a typical 6, 9 and 12-month-old. The plan must show how ingredients, textures, and feeding approaches change across the different development levels during weaning. Students should include: - suitable meals and snacks for each stage, - changes in texture and portion size,	100%	T2	Pass/Refer/ Fail	TLO1, TLO2, TLO3, TLO4 PLO1, PLO2, PL03, PL04

<i>(Theory LO1)</i> <u>Practical Session</u> During the final practical session, students will prepare a repeat weaning dish and will be assessed on safe and hygienic food preparation practices, organisation skills, and preparation of age-appropriate textures and ingredients. Students must submit a photo of the completed dish and completed practical rubric as evidence. <i>(Practical LO1, Practical LO2, Practical LO3, Practical LO3)</i> <u>Oral Discussion</u> Students will participate in a recorded professional discussion using pre-issued oral questions to demonstrate understanding of food preparation methods for weaning foods, different <u>feeding styles</u> and safe approaches to introducing allergenic foods during weaning. <i>(Theory LO2, Theory LO3, Theory LO4)</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
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
Section 1	Notional hours changed from 50 hours to 24	03/07/2026
Section 7	Learning outcomes clarified	03/07/2026
Section 9	Assessment criteria clarified	03/07/2026

Document Control Information	
Policy Title:	F&N 2.2 unit specification
Version number:	V5.0/TEF/03-07-26
Owner:	Tori Eardley-Ford
Approving Body:	Programme & Module Modification Panel
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