

1. Factual information

Module title	F&N 3.2 Let's Celebrate		
Module tutor	Penny Bullion-Peters	Level	Third year
Module type	Taught	Credit value	N/A
Mode of delivery	70% face to face, 30% online teaching		
Notional learning hours	21 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

Let's Celebrate consolidates all prior learning, emphasizing event planning, budgeting, and waste management. Includes a creative element with tasks like themed party planning. It challenges learners to integrate multiple skills—nutrition, budgeting, time management, and childcare—into practical scenarios. It reflects the multi-faceted nature of nanny roles, where creativity, resource management, and efficiency are as vital as nutritional knowledge. It links with the Diploma module ND3.3 Playful environments and also the optional degree module NC4210: A focus on sustainable practice.

3. Aims of the module

Develop students' understanding of nutrition, food hygiene, and safety in the context of planning and preparing meals for groups, including those with specific dietary needs.

Enhance students' ability to manage time effectively when balancing cooking tasks with direct childcare responsibilities.

Encourage creative and inclusive approaches to meal preparation that actively involve children in safe and meaningful ways.

Introduce principles of sustainable practice in food planning, waste reduction, and ethical sourcing.

Enable students to design and justify a themed event plan that incorporates menu development, budgeting, risk management, and family-centred planning.



Build students' practical competence and confidence through hands-on cooking challenges, including the preparation of nutritious meals, sustainable dishes, and a celebration cake.

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. Choose strategies to reduce food waste when planning for events.
2. Design a menu suitable for a range of dietary requirements.
3. Discuss why children's interests and preferences should be considered when planning activities.
4. Plan an event that meets identified requirements given.

Practical

1. Demonstrate safe and hygienic food preparation practices.
2. Prepare food suitable for an event
3. Prepare a decorated celebration cake.

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:

- Planning / Event food safety considerations/ Assessment details
- Budgeting
- Involving Children in planning/cooking
- Sustainability/ Assessment Recap
- Open Session – Bake Off/Birthday Cake planning / NQN Q&A

- Open Session – NQN Q&A

Theory Assessment: 5th Birthday Party.

- Plan a themed lunch party menu including food costings, prep timings, storage, and service for a party for your charge and 10 friends. Which include, 1 vegan, 2 vegetarians, and 1 dairy allergy.
- Justify your choices in terms of nutrition, food hygiene, food safety, visual appeal.
- Pick a season and incorporate this in your answer.
- Include children's involvement, contingency planning, invites, risk assessment and activities.

Practical

- —Party Platter (savoury):
- —Party Platter (sweet):
- Focus on child involvement
- Creating sustainable dishes from staples and scraps – Ready, Steady, Cook - savoury
- —Bake Off Cooking – Theme - 5-year-olds Birthday Cake.
- Creating sustainable dishes from staples and scraps – Ready, Steady, Cook- sweet

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

The assessment strategy for this module has been designed to reflect real-world tasks and expectations of childcare professionals, particularly Newly Qualified Nannies (NQNs) and early years practitioners. The assessment integrates both theoretical planning and practical execution, ensuring that students can apply their knowledge in meaningful, practice-based contexts.

Assessment task	Weighting	Trimester submitted	Grading (pass/fail/%)	Module learning outcomes the assessment task maps to
001: Practical skills, planning and theory assessment: Students will plan a themed party for a child aged 5 years and 10 guests including given dietary parameters. The plan should include: • menu • dietary requirement considerations • costings • food waste reduction strategies • sustainability • preparation and service arrangements • venue and risk assessment • supervision and transitions • seasonal considerations • contingency planning (Theory LO1, LO4) <u>Practical Session</u>	100%	T2	Pass/Refer/Fail	LO1, LO2, LO3, LO4, LO5

During the final practical session, students will prepare a dish suitable for a celebration event and will be assessed on safe and hygienic food preparation practices, presentation, organisation, and the quality of the finished dish. Students must submit a photo of the completed dish and completed practical rubric as evidence. (<i>Practical LO1, Practical LO2, Practical LO3</i>) <u>Professional Discussion</u> Students will participate in a recorded professional discussion to demonstrate understanding of: why children's interests and preferences can be considered when planning food-related activities. (Theory LO3) The feedback from the above will be presented as evidence to Turnitin, alongside the plan and picture of the finished dish.				
--	--	--	--	--

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
More, J.	2021	Infant, Child and Adolescent Nutrition. A Practical Handbook 2nd Ed.	GB	CRC Press

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	Change unit leader to Penny Bullion-Peters	20/03/2025
Section 10	Change teaching staff to remove former staff no longer working at Norland and include Penny Bullion-Peters	20/03/2025
Section 7	Learning outcomes updated	24/07/2025
Section 9	Assessment rationale updated & written submission removed	24/07/2025

Section 1	Notional hours clarified	03/07/2026
Section 7	Learning outcomes 1 & 3 (theory) updated Learning outcome 4 clarified	03/07/2026
Section 9	Assessment rationale clarified	03/07/2026

Document Control Information	
Policy Title:	F&N 3.2 module specification
Version number:	V5.0/PBP/03-07-26
Owner:	Penny Bullion-Peters
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