

1. Factual information			
Module title	ND 2.1 Transitions		
Module tutor	Lucy Krebs	Level	Second year
Module type	Taught	Credit value	N/A
Mode of delivery	100% face to face		
Notional learning hours	23 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: 6 hours.		
2. Rationale for the module and its links with other modules			
Children experience a range of transitions throughout childhood and a nanny should be there at every step to support and guide them through. The purpose of this module is to explore what a child may think, feel and experience when change occurs and the practical steps a nanny can take to support them and their families through multiple transitions. These include when a child is starting at a new setting such as a nursery or school, cot to bed, from nappies to potty to toilet, moving house, new siblings and the short-term transition of travelling with children. This module will build upon learning from ND1.1 Play Time! on the Norland diploma, and the two BA (Hons) modules NC5202 Practice in the Early Years 2: The Home and ND5206- Supporting Children to Regulate Behaviour.			
3. Aims of the module			
The aims of this module are to explore the key transitions and the strategies that support them in children's homes. Students will learn the practical steps to take in supporting children from cot to bed and during toilet training, alongside the indicators that children are ready to make the change alongside preparing children for temporary and permanent life transitions. Supporting parents with these transitions and managing conversations around these topics will also be explored and practised in the assessment.			
4. Prerequisite modules or specified entry requirements			
None			
5. Does the module permit compensation?			
No			
6. Learning, teaching and assessment strategy for the module			
Face-to-face lectures Practical workshops Tutor-directed study and self-directed study			



Formative assessment
Peer assessment

7. Intended learning outcomes

At the end of the module, learners will be expected to:

1. Identify and examine behaviours that may indicate children are ready for physiological transitions.
2. Explain the impact of transitions on children's wellbeing and how this might be represented in children's behaviour.
3. Demonstrate strategies for practically supporting children's transitions.
4. Explore how partnership with parents can be upheld during transition processes.
5. Explain the requirements for travelling with children and families and the preparation that may be needed.

7a. Norland diploma programme learning outcomes met

PLO1, PLO2, PLO3, PLO4, PLO5, PLO6

8. Indicative content (this should provide an overview of content over the number of weeks of module delivery)

- Starting School and Moving House; Preparing for a new setting
- The New Sibling; Preparing for new arrivals
- Cues that children are ready for transition; Potty Training and Cot to Bed
- Formative Assessment and adjusting oral dependency (thumb sucking and dummies)
- Medical transitions: Supporting children with medical appointments
- Temporary transitions; travelling with children
- Assessment

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment strategy: Students will discuss a response to a video case study, identifying behaviours that a child is ready for transition, potential behaviours that may arise, strategies for effective support, and how parents would be involved.

Assessment task	Weighting	Trimester submitted	Grading (pass/fail/%)	Module learning outcomes the assessment task maps to
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Professional Discussion on how students would support a child with a transition.	100%	T1	Pass/Refer/ Fail	All
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10. Teaching staff associated with the module

Name and contact details

Lucy Krebs, lucy.krebs@norland.ac.uk

Tom Parsons, tom.parsons@norland.ac.uk

11. Core reading list

Author	Year	Title	Location	Publisher
Allingham, S.	2015	<i>Transitions in the early years: a practical guide to supporting transitions between early years settings and into key stage one</i>	London	Practical Preschool Books
Cross, C.	2015	<i>Potty training: a practical guide for parents</i>	London	Dorling Kindersley
Hedegaard, M. and Fleer, M.	2019	<i>Children's transitions in everyday life and institutions</i>	London	Bloomsbury Academic
Mainstone-Cotton, S.	2020	<i>Supporting young children through change and everyday transitions: practical strategies for practitioners and parents</i>	London	Jessica Kingsley Publishers

12. Other indicative text (e.g., websites)

Conkbayir, M. (2020) *Building the toddler brain*. Available at: <https://www.pacey.org.uk/working-in-childcare/spotlight-on/2-year-olds/building-the-toddler-brain/> (Accessed: 2 May 2023).

PACEY (2023) <i>Preparing your child for starting school</i> . Available at: https://www.pacey.org.uk/Pacey/media/Website-files/school%20ready/PACEY_preparingforschool_guide.pdf (Accessed: 2 May 2023).
Sands, M. M. and Meaden, H. (2022) 'A successful kindergarten transition for children with disabilities: collaboration throughout the process', <i>Early Childhood Education Journal</i> , 50(70), pp. 1,133–1,141.
Tommee Tippee (2023) <i>When should you switch to a toddler bed?</i> Available at: https://www.tommeetippee.com/en-gb/parent-room/transition-from-cot-to-bed (Accessed: 13 May 2023).

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Section 1	Notional hours changed from 50 to 23	03/07/2026



Document Control Information	
Policy Title:	ND 2.1 unit specification
Version number:	V4.0/LK/03-07-26
Owner:	Lucy Krebs
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