

Module specification

1. Factual information			
Module title	ND 2.4 Transitions 2		
Module tutor	Lucy Krebs	Level	Second year
Module type	Taught	Credit value	N/A
Mode of delivery	100% face to face		
Notional learning hours	10 hours of face-to-face teaching		

2. Rationale for the module and its links with other modules
Building on learning from ND 1.4 Transitions 1, students will explore practical strategies for supporting children in the transitions from cot to bed and from nappies to potty to toilet. These are both transitions that students are likely to experience in placement and in future practice. The learning in this module links closely with ND 2.1 Professional Skills, ND 2.2 Intermediate Care Skills and the BA (Hons) module NC5206 Making Sense of Children's 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. 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 transitions.
2. Demonstrate strategies for supporting children with sleep and toileting transitions.
3. Explore how partnership with parents can be upheld during transition processes.

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)

Week 1: Cot to bed strategies

Week 2: Strategies for successful potty training

Week 3: Cues that children are ready for transition

Week 4: Supporting parents with transitions

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

Assessment strategy: In order that information may be applied to practice, students will create a short written submission in response to a case study, with a viva assessment explaining the processes involved to a parent.

Assessment task	Weighting	Week submitted	Grading (pass/fail/%)	Module learning outcomes the assessment task maps to
Viva (10 minutes with support from written notes)	100%	Week 12	Pass/Merit/ Distinction	All

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
Cross, C.	2015	<i>Potty training: a practical guide for parents</i>	London	Dorling Kindersley

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



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