



## Module specification

1. Factual information			
Module title	ND 1.2 Basic Care Skills		
Module tutor	Lucy Krebs	Level	First year
Module type	Taught	Credit value	N/A
Mode of delivery	100% face to face		
Notional learning hours	20 hours		

2. Rationale for the module and its links with other modules
<p>This module will provide the solid foundation of practical skills needed for working with very young children that are fundamental to the role of the nanny. Students will be taught through practical demonstration and will be given time to practise, and to document the processes for their practice handbooks. These will then act as revision guides for the assessments, which will be practical skills demonstrations. Links will be made to ND 1.1 Professional Skills 1 and the BA (Hons) module NC4202 Practice in the Early Years: The Setting. The learning in this module should build confidence for students in practice and will be revisited in Trimester 3 of each year of training.</p>

3. Aims of the module
<p>The aims of this module are to learn the basic care skills required of early years practitioners both in settings (T1) and in family homes (T2). Students will be assessed on following best practice processes when carrying out care routines and ensuring safety both at home and on the move.</p>

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 demonstrations Peer assessment Group activities Workshops



### 7. Intended learning outcomes

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

1. Demonstrate best practice in practical care skills.
2. Compare and contrast appropriate resources for transporting children and demonstrate safe assembly and/or installation.
3. Demonstrate hygienic practice when practising care skills.
4. Identify risks to safety when transporting children and explain how these can be mitigated.

### 7a. Norland diploma programme learning outcomes met

PLO1, PLO3, PLO4, PLO6, PLO7

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

#### Trimester 1

Week 1: Handwashing; topping and tailing, Nappies – newborns, older babies, toddlers, nappy types inc. folds

Week 2: Car-seat training, Prams and travel systems (folding, cleaning and storing) and Safety (at home, on the road, trips, significant information such as next of kin etc.)

#### Trimester 2

Week 1: Nappies and Topping and Tailing Revision

Week 2: Nappies and Topping and Tailing Assessment

#### Trimester 3

Week 1: Car Seat and Travel Systems Revision

Week 2: Car Seat and Travel System Assessment

Assessments will be undertaken in T3 with revision sessions throughout the academic year.

VAC session: Making up bottles and formula feed, winding and techniques, colic and reflux, sterilising bottles

Virtual babies to be taken home during first year



9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
<b>Assessment strategy:</b> Students will be assessed through practical skills demonstrations in session to show competence in carrying out care routines.				
Assessment task	Weighting	Week submitted	Grading (pass/fail/%)	Module learning outcomes the assessment task maps to
<b>Practical skills assessments</b> <b>Topping and tailing and Nappy changing</b> <b>Making up a bottle and sterilising</b> <b>Fitting a car seat and assembling a travel system</b>	100%	Week 2, Trimester 3	Pass/Refer	All

10. Teaching staff associated with the module
Name and contact details
Lucy Krebs, <a href="mailto:lucy.krebs@norland.ac.uk">lucy.krebs@norland.ac.uk</a>

11. Core reading list				
Author	Year	Title	Location	Publisher
Norland	(no date)	<i>Norland Code of Professional Responsibilities</i>	Bath Spa	Norland College

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



CAPT (no date) <i>Child safety in the car</i> . Available at: <a href="https://capt.org.uk/car-safety/">https://capt.org.uk/car-safety/</a> (Accessed: 02 May 2024).
NHS (2019) <i>How to make up baby formula</i> . Available at: <a href="https://www.nhs.uk/conditions/baby/breastfeeding-and-bottle-feeding/bottle-feeding/making-up-baby-formula/">https://www.nhs.uk/conditions/baby/breastfeeding-and-bottle-feeding/bottle-feeding/making-up-baby-formula/</a> (Accessed: 13 May 2023).
Norland (No Date) <i>Norland Code of Professional Responsibilities</i> Norland College
Reality Works (2019) <i>RealCare baby 3 – getting started with baby tutorial</i> . Available at: <a href="https://youtu.be/g8_OSxCP0xl">https://youtu.be/g8_OSxCP0xl</a> (Accessed: 13 May 2023).

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Grading	Change from pass/merit/distinction to pass/refer, removal of how-to guide and witness statements.	19/06/2024
Section 9	Assessment date to be moved closer to start of associated placement, preventing such a long period of time between teaching and assessment points	19/06/2024



<b>Document Control Information</b>	
<b>Policy Title:</b>	ND 1.2 module specification
<b>Version number:</b>	V3.1/RD/20-06-24
<b>Owner:</b>	Head of Learning, Teaching & Research
<b>Approving Body:</b>	Academic Board
<b>Related Norland Documents:</b>	N/A
<b>Date of approval:</b>	4 <sup>th</sup> September 2023
<b>Date of effect:</b>	As above
<b>Frequency of review:</b>	Annually
<b>Date of next review:</b>	August 2024



Appendix 2a: 2.2 Intermediate Care Skills Module Specification

**Module specification**

<b>1. Factual information</b>			
<b>Module title</b>	ND 2.2 Intermediate Care Skills		
<b>Module tutor</b>	Lucy Krebs	<b>Level</b>	Second year
<b>Module type</b>	Taught	<b>Credit value</b>	N/A
<b>Mode of delivery</b>	100% face to face		
<b>Notional learning hours</b>	10 hours of face-to-face teaching		

<b>2. Rationale for the module and its links with other modules</b>
<p>Building on ND 1.2 Basic Care Skills and integrating learning from the BA (Hons) modules NC4205 Principles of Equality, Diversity and Inclusion, and NC5205 Promoting Health in Practice, students will take their practical skills knowledge into the home and explore how they can meet a range of individual needs. Nannies need to know that not all hair requires the same care. In this module, students will learn what to do when headlice appear and the best tools for dealing with this. They will also learn how to ensure nails are trimmed and ears cleaned, how to support dental care, and how to manage that first trip to the dentist, all of which are fundamental to their practice. In the second half of the module, students will look at the practicality of sleep routines, bath times and mealtimes, with a view to promoting autonomy, choice and respectful behaviour.</p>

<b>3. Aims of the module</b>
<p>This module aims to give students the skills to carry out the intermediate care skills required as a nanny, such as caring for hair, skin and teeth and maintaining a calm environment for promoting autonomy throughout a child's daily routine. Students will explore tips and tricks for mealtimes and bedtimes and how to support parents in this.</p>

<b>4. Prerequisite modules or specified entry requirements</b>
1.2 Basic Care Skills must be completed and passed before beginning this module.

<b>5. Does the module permit compensation?</b>
No

<b>6. Learning, teaching and assessment strategy for the module</b>
Face-to-face lectures Practical workshops Formative assessment Peer assessment



**7. Intended learning outcomes**

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

1. Compare and contrast the care skills required for maintaining the health of skin, hair and teeth with respect for individual needs.
2. Explain how sleep, bath times and mealtimes contribute to holistic wellbeing and the practical processes that should be employed to ensure these.
3. Explore opportunities for promoting autonomy, independence and choice within care routines.

**7a. Norland diploma programme learning outcomes met**

PLO1, PLO3, PLO4, PLO5, PLO6

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

T2

Week 5: Hair care (hair types, styling, cleaning, tools and products, headlice, hairdressing visits) and Skin care (skin types, products, nail trimming, allergies, common conditions) (LO1; LO3)  
 Week 6: Blissful Bathtimes (Safety, fun, products, nail trimming) and Sleep (sleep hygiene, practical routines, making up a cot, safety, lighting, products, safe sleep and SIDs) (LO2; LO3)  
 Week 7: Tooth care (cleaning, tooth loss, stages, products, dentist visits) and Mealtimes (eating together, using cutlery, promoting choice and autonomy, products) (LO1; LO2; LO3)

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

**Assessment strategy:** Students will be expected to create ‘how-to’ guides for care routines that they can use as a reference in practice. This is because they may not immediately be experiencing different hair or skin types or be responding to selective eaters, and so having the information available to them and knowing it is reliable will be valuable as professional nannies. This assessment offers students the choice of submitting either written guides or video guides.

Assessment task	Weighting	Week submitted	Grading (pass/fail/%)	Module learning outcomes the
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				assessment task maps to
<b>A How-to guide covering:</b> Hair care Skin Care Tooth care Mealtimes Bath times Sleep and bedtime  Written- up to 1500 words with pictures or Video up to 15 minutes)	100%	T2 Week 8	Pass/Refer	All

10. Teaching staff associated with the module
<b>Name and contact details</b>
Elizabeth Harvey, <a href="mailto:elizabeth@norland.ac.uk">elizabeth@norland.ac.uk</a>
Lucy Krebs, <a href="mailto:lucy.krebs@norland.ac.uk">lucy.krebs@norland.ac.uk</a>

11. Core reading list				
Author	Year	Title	Location	Publisher
Norland	(no date)	<i>Norland Code of Professional Responsibilities</i>	Bath Spa	Norland College

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





CHFD (no date) *Hair, teeth and nail care*. Available at: <https://childrenandfamilyhealthdevon.nhs.uk/occupational-therapy/toolkits/self-help-toolkits/hair-teeth-nail-care/> (Accessed: 13 May 2023).

Clifford, G. P. (2021) *Baby sleep solution: 2021 edition: gentle ways to help your baby sleep through the night, the No Cry Sleep Solution for newborn and toddler, the advanced guide for parents*. Independently published.

GOSH (2019) *Mealtime strategies and food exploration*. Available at: <https://www.gosh.nhs.uk/conditions-and-treatments/procedures-and-treatments/mealtime-strategies-and-food-exploration/> (Accessed: 13 May 2023).

NHS (2022) *Children's teeth*. Available at: <https://www.nhs.uk/live-well/healthy-teeth-and-gums/taking-care-of-childrens-teeth/#:~:text=Brush%20teeth%20twice%20daily%20for,ppm%20and%201%2C500ppm%20fluoride> (Accessed: 13 May 2023).

Sleep Foundation (2023) *Sleep hygiene: what it is, why it matters, and how to revamp your habits to get better nightly sleep*. Available at: <https://www.sleepfoundation.org/sleep-hygiene> (Accessed: 13 May 2023).

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
Choice for Submission offered between written or video	How to guides have been merged into one entity, offering students the choice of producing a 1500 word written 'how-to' guide or a video one.	



Appendix 2b: 2.2 Intermediate Care Skills Module Handbook

Appendix 1b: 1.2 Basic Care Skills Module Handbook



# ND2.2 Intermediate Care Skills

## Year 2

### Trimester 2



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**About the Module**

**Module Introduction:**

Building on ND 1.2 Basic Care Skills and integrating learning from the BA (Hons) modules NC4205 Principles of Equality, Diversity and Inclusion, and NC5205 Promoting Health in Practice, students will take their practical skills knowledge into the home and explore how they can meet a range of individual needs. Nannies need to know that not all hair requires the same care. In this module, students will learn what to do when headlice appear and the best tools for dealing with this. They will also learn how to ensure nails are trimmed and ears cleaned, how to support dental care, and how to manage that first trip to the dentist, all of which are fundamental to their practice. Later, students will look at the practicality of sleep routines, bath times and mealtimes, with a view to promoting autonomy, choice and respectful behaviour.

**Meet the Team:**

<p><b>Module Team</b></p>		<p><b>Lucy Krebs, Norland diploma, BA (Hons), MA Deputy Head of Learning and Teaching and Student Engagement Manager</b></p> <p>As a Norlander, I have experience as a nanny and an early years practitioner in a free-flow nursery and use these experiences to inform my lectures, bringing theory into practice. I love working alongside children to understand what they are thinking and love to capture their voices and ideas in a way that matters to them, as I did for my Master’s dissertation. I also value the relationship between nanny and parents and the complexity that this holds when providing the best for children. I have presented research on recognising students as professionals and my theory of mutual scaffolding at conferences, and I have papers published on student engagement and understanding the perspectives of fathers. I am currently an external examiner for New College Durham on their FdA Early Childhood Studies course.</p>
		<p>TBC</p>
		<p><b>Elizabeth Harvey</b></p>



**Module evaluation**

This is a new module. This page will become active following feedback on the first run of the module.

**In the last run of the module, these comments were discussed:**

N/A

**The course team response:**

N/A



### Module Learning Outcomes:

1. Compare and contrast the care skills required for maintaining the health of skin, hair and teeth with respect for individual needs.
2. Explain how sleep, bath times and mealtimes contribute to holistic wellbeing and the practical processes that should be employed to ensure these.
3. Explore opportunities for promoting autonomy, independence, and choice within care routines.

### Scheme of Work (Mapped to LOs)

#### Trimester 2

Week 5: Hair care (hair types, styling, cleaning, tools and products, headlice, hairdressing visits) and Skin care (skin types, products, nail trimming, allergies, common conditions) (LO1; LO3)

Week 6: Blissful Bathtimes (Safety, fun, products, nail trimming) and Sleep (sleep hygiene, practical routines, making up a cot, safety, lighting, products, safe sleep and SIDs) (LO2; LO3)

Week 7: Tooth care (cleaning, tooth loss, stages, products, dentist visits) and Mealtimes (eating together, using cutlery, promoting choice and autonomy, products) (LO1; LO2; LO3)

#### Formative Assessment:

A formative assessment is not marked, but checks that students are meeting the learning outcomes.

Task: Practical Skills Peer Assessment of hair, skin and teeth, with explanation of individual needs.

#### Objectives:

1. Compare and contrast the care skills required for maintaining the health of skin, hair and teeth with respect for individual needs.

#### Useful resources:

CHFD (no date) *Hair washing for children - tips and advice*. Available at: <https://childrenandfamilyhealthdevon.nhs.uk/resources/hairwashing-for-children-tips-and-advice/> (Accessed: 02 May 2024).

Clifford, G. P. (2021) *Baby sleep solution: 2021 edition: gentle ways to help your baby sleep through the night, the No Cry Sleep Solution for newborn and toddler, the advanced guide for parents*. Independently published.

GOSH (2019) *Mealtime strategies and food exploration*. Available at: <https://www.gosh.nhs.uk/conditions-and-treatments/procedures-and-treatments/mealtime-strategies-and-food-exploration/> (Accessed: 02 May 2023).



NHS (2022) *Children's teeth*. Available at: <https://www.nhs.uk/live-well/healthy-teeth-and-gums/taking-care-of-childrens-teeth/#:~:text=Brush%20teeth%20twice%20daily%20for,ppm%20and%201%2C500ppm%20fluoride> (Accessed: 02 May 2024).

Sleep Foundation (2023) *Sleep hygiene: what it is, why it matters, and how to revamp your habits to get better nightly sleep*. Available at: <https://www.sleepfoundation.org/sleep-hygiene> (Accessed: 02 May 2024).



## Summative Assessment

### Assessment Title:

**How-to guide:** Covering: Hair care, skin care, tooth care, mealtimes, bath times, sleep and bedtime

### Assessed Learning Outcomes:

1. Compare and contrast the care skills required for maintaining the health of skin, hair and teeth with respect for individual needs.
2. Explain how sleep, bath times and mealtimes contribute to holistic wellbeing and the practical processes that should be employed to ensure these.
3. Explore opportunities for promoting autonomy, independence, and choice within care routines.

### Submission Deadlines:

Standard Time:

Extra Time:

**Specific requirements:** Students can decide whether they will submit:

- A Written How-to Guide: 1500 words with pictures.
- A Video Recorded How-to Guide 15 minutes.

### Submission instructions:

#### Written How-to Guides:

**Whole submission is by the Turnitin link on Moodle:**

- If you are unable to upload to Turnitin, you must send the assessment to [turnitin@norland.ac.uk](mailto:turnitin@norland.ac.uk) before the deadline, **copying in the module lead**.
- Submissions for assessment **must** include an assessment cover-sheet declaration.
- **Your four-digit student number MUST be used as the title when uploading your submission.** It is also advised to add this information to the header section of your submitted document.
- **All files must be submitted as MS Word, PDF or MS PowerPoint.** Apple files cannot be read by Turnitin and will be considered late or not submitted.
- Please ensure that there is a similarity report when uploaded to Turnitin.
- It is the student's responsibility to make sure the right file has been uploaded and in the correct format.

### Style guide:

- 3cm margins
- 1.5 or double line spacing
- 12-point Arial or Calibri font
- Page numbers in the page footer
- Accurate word count on cover sheet (excluding title and end-text reference list)





### **Video How-to Guides**

Video element of the submission is to be submitted by YouTube:

- It is advised to **submit work at least one hour before the deadline**, in case of technical difficulties with the uploading of your assessment.
- Submissions must include a video submitted unlisted to Youtube and a reference list submitted to Turnitin. A 'How-to' guide is available on the course information page.
- If there are complications with the upload of the Video then IT support will need to be sought. Only once this has been done can the video be submitted via alternative means.
- **Student name and number MUST be used as the title when uploading the video.** It is also advised to add this information to the video.
- **Once uploaded, the link must be emailed to [vlog@norland.ac.uk](mailto:vlog@norland.ac.uk)**

End-Text reference list element of the submission is by Turnitin link on Moodle:

- If unable to upload to Turnitin, it is recommended to send the assessment to [turnitin@norland.ac.uk](mailto:turnitin@norland.ac.uk) before the deadline, copying in the module lead.
- Submissions for assessment **must** include an assessment coversheet declaration
- **4 digit Student number MUST be used as the title when uploading your essay.** It is also advised to add this information to the header section of your submitted document.
- **All files must be submitted as MS Word or PDF.** Apple files cannot be read by Turnitin and will be considered late or not submitted.
- Please ensure that there is a similarity report when uploaded to Turnitin. It is the student's responsibility to make sure the right file has been uploaded and in the correct format.

### **Support Available:**

Support is available from your module tutors who can answer queries via email or schedule revision sessions for students in the Nursery. This must be at least seven working days before the assessment deadline.

Make sure you have read through the module handbook before asking for further guidance.

Revisiting the teaching on Moodle will also help you. Please make a note of questions before coming to meetings, and tutors will answer them.

Student support officers are your first point of contact and offer a completely free, confidential and supportive service that is designed to fit in with your needs. You can ask them about anything from registering with local GP surgeries to how to plan and write essays or to request to speak to a counsellor. There is a wide range of support for students with specific educational needs and/or disabilities. If you are worried about your assessment or need some academic support, please go and see them.



### Exceptional assessment circumstances

Exceptional assessment circumstances are unforeseen factors affecting your ability to complete an assessment to the normal schedule. To apply to have your exceptional assessment circumstances considered for an extension to a deadline, you must complete the Exceptional Assessment Circumstances form at the back of the policy or follow the link below. It is the responsibility of the student to submit evidence to support their claim/s, following the published procedures and before the specified deadline of a module. Normally, where a claim for exceptional assessment circumstances affecting coursework has been approved, the student will be offered an extension for completion of their work.

Exclusions to exceptional assessment circumstances (EACs):

Foreseeable difficulties associated with undertaking a higher education course (such as working alongside studying) would not be considered an EAC. Please see the full policy for more guidance on this.

Other specific exclusions include:

- problems associated with printing or binding or other presentational issues, for which you should always allow time in your preparation of the work
- problems with backup or corruption of computer data – you should always store a backup copy of your work and ensure that you take prints on a regular basis
- minor illnesses such as coughs and colds
- unspecified short-term anxiety, mild depression or examination stress.

(For the full list of exemptions, please refer to the policy through the link below.)

**The Application for Exceptional Assessment Circumstances form can be found by following this link:**

[https://forms.office.com/Pages/ResponsePage.aspx?id=u\\_rpRljEfUOIQykyQKhYSVNIAUiPhKBMs7\\_0gtbSjwJUQTU0UUDiRUFGSUdVQU1UTkhTWkc1SEEyQy4u](https://forms.office.com/Pages/ResponsePage.aspx?id=u_rpRljEfUOIQykyQKhYSVNIAUiPhKBMs7_0gtbSjwJUQTU0UUDiRUFGSUdVQU1UTkhTWkc1SEEyQy4u)

Please complete the form and email any evidence to [eac@norland.ac.uk](mailto:eac@norland.ac.uk).

The full policy can be found by following this link: [Exceptional-Assessment-Circumstances-policy.pdf \(norland.ac.uk\)](#)

Document Control Information	
Policy Title:	2.2 Intermediate Care Skills Module Handbook
Version number:	V1.1/LK/02-05-24
Owner:	Lucy Krebs
Approving Body:	
Related Norland Documents:	
Date of approval:	
Date of effect:	
Frequency of review:	Annual
Date of next review:	May 2025



## Appendix 3: 3.2 Advanced Care Skills Module Specification

### Module specification

1. Factual information			
<b>Module title</b>	ND 3.2 Advanced Care Skills		
<b>Module tutor</b>	Lucy Krebs	<b>Level</b>	Third year
<b>Module type</b>	Taught	<b>Credit value</b>	N/A
<b>Mode of delivery</b>	100% face to face		
<b>Notional learning hours</b>	20 hours of face-to-face teaching		

2. Rationale for the module and its links with other modules
Building on previous learning and assessment from ND 1.2 Basic Care Skills and ND 2.2 Intermediate Care Skills, students will explore the advanced care skills required as a nanny, including taking temperatures and the steps to take in response to identifying childhood illness; storing, administering and documenting medicine; how to respond in an accident; and how to keep parents in the loop with sensitivity. In the second half of the module, students will explore deep-cleaning routines, toy rotation and how to incorporate this into a weekly plan. Learning in the module will link closely with ND 3.3 Playful Environments and BA (Hons) modules NC6201 Developing Your Nanny Philosophy, NC6202 Practice in the Early Years 3: Supporting Families through Leadership, and NC6205 Promoting Health and Respecting Families.

3. Aims of the module
The aims of this module are to revisit care skills and apply them to keeping children well. Practical actions to take when children are ill or injured will be examined with consideration of how this should be documented. In trimester 2, students will practise cleaning and household management as they prepare for their roles as nannies.

4. Prerequisite modules or specified entry requirements
ND 2.2 Intermediate Care Skills must be completed and passed before undertaking this module.

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 childhood illnesses and demonstrate how nannies can support children who are unwell.
2. Explain how medicine should be stored, administered and documented.
3. Examine steps to be taken in the event of an emergency and the nanny's role in keeping parents/carers informed.
4. Explore the role of cleaning routines in keeping children well and how these can be established alongside weekly planning that meets the needs of families.

### 7a. Norland diploma programme learning outcomes met

PLO1, PLO3, PLO4, PLO6, PLO7

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

### Trimester 1

Week 1: Temperatures and medicine (storage, administration and documentation)

Week 2: Recognising and responding to childhood illnesses

Week 3: Accidents and A&E visits

Week 4: Formative assessment: Revisit basic care skills relating this to new learning

### Trimester 2

Week 1: Deep-cleaning routines (scheduling and technique)

Week 2: Maintaining the environment (storage, cleaning prams, laundry, clothes and toy rotation, craft storage)

Week 3: Planning the week

Week 4: Formative assessment: Revisit intermediate care skills relating this to new learning

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

**Assessment strategy:** There are two assessments in this module. The first assessment covers how-to guides for identifying and responding to childhood illnesses; day-to-day health routines, such as taking temperatures and administering medicine, and documentation of this; and what to do in an emergency. This assessment offers students the choice of submitting either written guides or video guides. The second assessment will be a practical cleaning skills assessment so that students have an opportunity to practise the skills required.



Assessment tasks	Weighting	Week submitted	Grading (pass/fail/%)	Module learning outcomes the assessment task maps to
<b>How-to guide containing information on:</b> -Identifying and responding to common childhood illnesses -Taking temperatures; storing and administering medicine, and documenting medicine intake -What to do in an emergency - Deep-cleaning routines  (Written 1,500 words with pictures or Video 15 minutes)	100%	T1, Week 12	Pass/Refer	LO1, LO2, LO3
Viva: Weekly planning (case study task). Students will create a weekly plan in response to a case study. This will be submitted to Turnitin and questions will be formed on the basis		T2, Week 8	Pass/Refer	LO4

10. Teaching staff associated with the module
<b>Name and contact details</b>
Lucy Krebs <a href="mailto:lucy.krebs@norland.ac.uk">lucy.krebs@norland.ac.uk</a>
TBC

11. Core reading list				
Author	Year	Title	Location	Publisher
Norland	(no date)	<i>Norland Code of Professional Responsibilities</i>	Bath Spa	Norland College



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

Good Housekeeping (2021) *How to do laundry: a step-by-step guide on the right way to sort, wash and dry*. Available at: <https://www.goodhousekeeping.com/home/cleaning/a35650891/how-to-do-laundry/> (Accessed: 13 May 2023).

NHS (2020) *How to take your baby's temperature*. Available at: <https://www.nhs.uk/conditions/baby/health/how-to-take-your-babys-temperature/> (Accessed: 13 May 2023).

NHS (2021) *Is my child too ill for school?* Available at: <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/> (Accessed: 13 May 2023).

### 13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed
Assessment Adjustment	Options added to How-to guides, move of deep cleaning routines to How-to guides	

