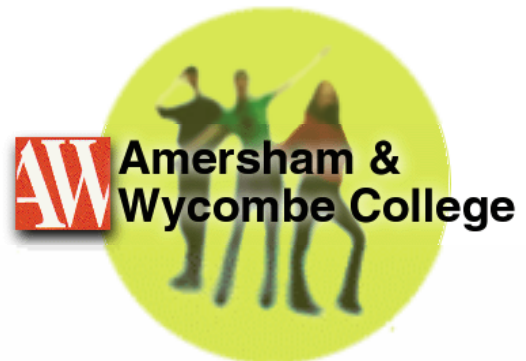


# *Childcare*

NVQ Level 2 / SVQ Level 4/5

## Tutor Documentation

Produced By



As part of the NLN Materials Development Programme

Copyright © 2003, The FE Funding Councils

Contact:

AdVal Group plc  
Head Office  
Ringwood House  
Walton Street  
Aylesbury  
Buckinghamshire  
HP21 7QP

☎ 01296 388100

# 1. Supplier and Partners - Background

## AdVal

AdVal, established in 1989, are a leading supplier to both the private and public sector of computer-based training; e-learning; plus training and management consultancy. e-Learning accounts for approx ⅔ their £4m turnover. Recent clients have included Barclays Bank, University for Industry, Ministry of Defence, BP, Royal Bank of Scotland, Pfizer, Rank Leisure and the Department for Work & Pensions.

AdVal's approach is very much based on a partnership between all stakeholders, each bringing their respective knowledge and experience to the project. An incremental design and development methodology with regular review and approval points aims to ensure that content adheres to agreed specifications and standards.

AdVal is ISO-9001 certified and regularly runs projects under PRINCE2 methods.

## Amersham & Wycombe College

Amersham & Wycombe College was founded in 1973 as an Art & Design College in Amersham. Since then it has expanded to cover the range of F. E. programme areas on four sites. The College's mission is to ensure achievement through quality education and training. Some examples of the many ways in which the mission is implemented is shown below:

The College has recently been revalidated as an Investor in People (IiP) and is the holder of a Charter Mark through a comprehensive set of systems and procedures to ensure that the College is a quality experience for all students.

A Quality Mark and a Beacon Award for English for Speakers of Other Languages (ESOL) and Language Support has also been awarded to the College.

Achievement results of the College are comparable with or exceed national benchmarks. The College works with a range of partners, with AdVal Group Plc, with Buckinghamshire Chilterns University College (BCUC), with our local schools and employers. The College also manages a major educational contract with the Prison Service.

## **2. Design Approach**

### **Pedagogical Approach**

These materials employ family based case studies to provide an immersive and realistic environment so that students can relate to the materials from an experiential point of view. The use of case studies, families, and first person perspective, allows the student to experience the reasons behind, and the effects of, childcare decisions from a number of points of view. This variety of points of view can be very difficult to recreate in a traditional classroom, and is rarely experienced in a work based setting. Audio is widely employed, backed up by screen text, interactive graphics and high quality images in order to meet a wide range of learning styles and to provide a visually stimulating environment for the user.

### **Technical approach**

Content will be delivered in the form of individual Learning Units (LU) each of about 20 mins duration. Each learning unit will comprise text, photos, still & animated graphics and streamed audio. From a design and production perspective, these learning units are regarded as separate, self-contained learning episodes, even though they share a common look and feel.

LUs are most likely to be used by lecturers to: support some aspect of teaching, perhaps something that is not easy to teach or learn using traditional classroom methods; or facilitate discussion and other group work; or provide real life scenarios as an add on to their normal content. In other words, students are much more likely to dip in and out periodically under guidance, rather than take a number of LUs sequentially as a stand-alone "course". Some LUs may also be reused in a different context by students/lecturers on other courses of study.

LUs are designed to be run from a server under the control of a Virtual Learning Environment (VLE). Potential learners will include: those with physical, language or cognitive disabilities; those who are blind or visually impaired; and people who are hard of hearing or deaf. It must be recognised that some learners may have multiple disabilities. Content must therefore comply with the following standards:

- W3C Web Content Accessibility Guidelines, 'Double A' (but 'Triple A' if possible)
- IITT standards for TBT Learning Materials
- IMS Guidelines for Developing Accessible Learning Applications

The minimum learner machine specification is as follows:

- CPU: Pentium 233 MHz
- RAM: 32 Mbytes
- Screen resolution: 800 x 600
- Pages designed for printing will print onto standard A4
- All learning materials are compatible with Level 4 browsers and above

- Web connectivity via a 56 kbps modem or a network
- Operating system: Windows 95 or later
- CD drive: 24x speed
- HD with 100 Mbytes of free space
- Sound card (16 bit) with Speakers or Headphones
- SVGA Graphics card, 16 bit colour
- Keyboard & Mouse
- This subject matter is NOT designed for delivery on Macs

### **3. Aims and Objectives**

To gain a competency accreditation in childcare, the theory and practice of childcare for a range of ages and disabilities has to be covered. The awareness of diverse family situations, issues framing the choice of childcare setting, and examples of good and bad practice in childcare provision, can be very difficult and time consuming to teach in a classroom setting. These materials address these issues by:

- Placing the learning in a scenario that could not be easily replicated in a classroom.
- Ensuring that the learning is visually illustrated to make best use of the media available.

The benefit of this approach is substantial:

- Instances of good and bad childcare practice are difficult to teach or learn using conventional classroom methods such as lectures using whiteboard and OHP.
- Multi-media materials on a computer can add dynamic element in terms of interactivity, clarity or repeatability of material.
- The material contains content where the on-line lesson acts as an exemplar.
- It allows lecturers and assessors to teach topics to a dispersed group asynchronously, where face-to-face opportunities for this may be rare and thus time intensive to achieve.
- Contentious issues, such as child abuse and neglect can be taught effectively, with the user being able to watch the build up to, the actual event and the aftermath. Something that may not be witnessed in practice.
- Students can revise and reflect on the issues independently.

### **Subjects and levels**

The material is written to match the needs of English NVQ Level 2/Scottish SVQ Level 4/5 students.

NVQ Level 2 Childcare – Total Approximate Duration = 6 hrs 45 minutes

LU11 Family Settings - 25 minutes  
LU12 Lone Parent Family - 23 minutes  
LU13 Affluent Family - 24 minutes  
LU14 Nuclear Family - 20 minutes  
LU15 Older Parents - 18 minutes  
LU16 Children's Home - 18 minutes  
LU17A Childminder - Setting - 24 minutes  
LU17B Childminder - Provision - 20 minutes  
LU18A Private Nursery - Setting - 22 minutes  
LU18B Private Nursery - Provision - 22 minutes

LU19 Parent & Toddlers and Pre-School Groups - 22 minutes  
LU20A State Nursery - Setting - 22 minutes  
LU20B State Nursery - Provision - 26 minutes  
LU21 Child Development 0-12 Months - 25 minutes  
LU22 Child Development 1-3 Years - 21 minutes  
LU23 Child Development 3-5 Years - 16 minutes  
LU24 Special Educational Needs & Disability - 35 minutes  
LU25 Child Development 5-7 Years - 16 minutes

## **4. Target Audience**

The materials are designed to meet the needs of a wide range of age groups (16 to 50+) who are working or likely to work in a wide range of childcare settings. These users are likely to have a variety of academic achievements and will be undertaking a range of vocational courses with a common Childcare theme.

The target audiences are:

- Full time Childcare and Health & Social Care students 16 - 19.
- Part time Childcare and Health & Social Care students 19+ in College and in the Workplace.
- Other nannies, childminders, playgroup workers, after school club and play workers.
- Voluntary sector learners or volunteers.
- Expectant mothers and new parents

### **Qualification mapping**

See table 1 – Please note that the Qualification Mapping chart provided is correct as of January 2003.

## **5. Overview of Content**

### **Objectives:**

#### **LU11 Family Settings**

This unit provides the framework for childcare by introducing case study families who have children in different family settings requiring different care arrangements. It identifies:

- Effective foundations for caring in different circumstances.
- How to develop and maintain positive relationships with children.
- How to contribute towards positive relationships with parents and carers.

#### **LU12 Lone Parent Family**

This unit introduces the case study of the lone parent, identifies a range of lone parent situations and the effects of these situations on children.

It also identifies how effective the foundations for caring are in these circumstances.

#### **LU13 Affluent Family**

This unit observes and assesses the effectiveness of childcare in the affluent home environment, looking at the child's experience with their parents and with the nanny.

It also identifies how effective the foundations for caring are in these circumstances.

#### **LU14 Nuclear Family**

This unit observes and assesses the effectiveness of childcare in the nuclear family home environment, looking at the child's experience with their parents and extended family.

It also identifies how effective the foundations for caring are in these circumstances.

#### **LU15 Older Parents**

This unit observes and assesses the effectiveness of childcare in the older parents home environment, looking at the child's experience with his parents.

It will also identify how effective the foundations for caring are in these circumstances.

## **LU16 Children's Home**

This unit observes and assesses the effectiveness of childcare in the Children's Home environment, looking at the child's' experiences.

It will also identify how effective the foundations for caring are in these circumstances, and how to develop strategies for working with parents, carers and other professionals.

## **LU17A Childminder - Setting**

This unit looks at the typical pressures faced by a single parent family, the quality of the childminders care setting and how it could be improved, and the legislation under which it operates.

## **LU17B Childminder - Provision**

This unit looks at the typical pressures faced by a single parent family, the quality of care a young child is receiving in a childminder setting, how this relates to their age and development, and how it could be improved.

## **LU18A Private Nursery - Setting**

This unit looks at the typical pressures faced by a nuclear family, the quality of a young child's private nursery care setting, and the legislation under which it operates.

## **LU18B Private Nursery - Provision**

This unit looks at the typical pressures faced by a nuclear family, the quality of care in a private nursery, the legislation under which it operates, and how the early years curriculum can be covered.

It will also generate a range of activities to be used in a nursery setting.

## **LU19 Parent & Toddlers and Pre-School Groups**

This unit looks at how effective the foundations for caring are in parent and toddler groups and pre-school playgroups; how they develop and maintain positive relationships with children; how they contribute towards positive relationships with parents and carers; and the legislation under which they operate.

## **LU20A State Nursery - Setting**

This unit looks at the typical pressures faced by a single parent family, the quality of care in a state nursery and how it could be improved, and the legislation under which it operates.

## **LU20B State Nursery - Provision**

This unit looks at the typical pressures faced by a single parent family, the quality of care a young child is receiving in their state nursery care setting, how this relates to his age and development, and how the care could be improved.

## **LU21 Child Development 0-12 Months**

This unit looks at the typical development of a child during its first year of life, in order to:

- Learn about children at their different stages of growth and development.
- Identify effective foundations for caring in different circumstances.
- Develop an understanding of the emotional, social, physical, intellectual and linguistic development of children at different ages and stages.

## **LU22 Child Development 1-3 Years**

This unit looks at the typical development of a child between the ages of one and three, in order to:

- Learn about children at their different stages of growth and development.
- Identify effective foundations for caring in different circumstances
- Develop an understanding of the emotional, social, physical intellectual and linguistic development of children at different ages and stages.

## **LU23 Child Development 3-5 Years**

This unit looks at the typical development of a child between the ages of three to five, in order to:

- Learn about children at their different stages of growth and development.
- Identify effective foundations for caring in different circumstances
- Develop an understanding of the emotional, social, physical intellectual and linguistic development.

## **LU24 Special Educational Needs & Disability**

This unit introduces a range children who for a number of reasons have special educational needs, a disability, or both, in order to:

- Explore the terms "Special Educational Needs", "Learning Difficulty" and "Disability".
- Investigate the laws concerning Special Education Needs and Disability Discrimination.
- Identify reasonable steps that could be taken to meet differing educational needs.
- Identify effective foundations for caring and learning in different circumstances.

- Develop and maintain positive relationships with children.

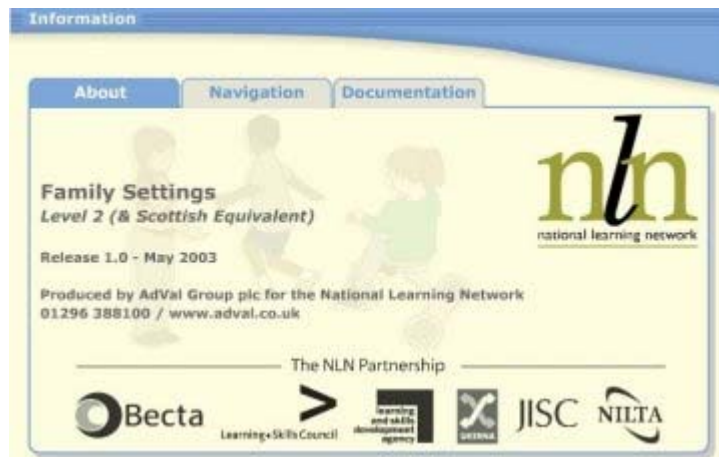
## LU25 Child Development 5-7 Years

This unit looks at the typical development of a child between the ages of five and seven, in order to:

- Learn about children at their different stages of growth and development.
- Identify effective foundations for caring in different circumstances
- Develop an understanding of the emotional, social, physical intellectual and linguistic development of children at different ages and stages.

## Help Functions

LUs are relatively linear in structure to avoid potential confusion between 'internal' and 'external' (VLE) navigation buttons. Help functions are provided through the "Information" button on each screen.



### Information Screen showing Help Functions

(Image description – Information screen, which is accessed through the Information icon, showing the three selectable Help functions. The Help functions are triggered by selectable tags, which allow the user to switch between help functions as required.)

The information screen provides access to the following Help functions:

- **About screen.** Gives information on LU and contact details.
- **Navigation screen.** Interactive guide to button and icon functionality.
- **Documentation screen.** Provides PDF format flowcharts, screen text and voice over scripts for each LU.

## Screen Layout



### Typical Child Care screen layout

The screen is generally divided into; a text area on the left-hand side, where the teaching text will appear in support of the audio narration; and a graphics area on the right-hand side, where supporting illustrations, buttons and other graphical interactive elements will appear. The text will always provide instructions as to what to do next. This screen layout may vary slightly from screen-to-screen, in order to match the material being presented, but the only major differences will be found in the question screens which are described later in this document.

The top and bottom frames contain additional functionality buttons, which support this programme. At the top right hand side of the screen is the "Information" button, which gives access to a series of help and information functions. On the left of this is the "My Notes" button, which gives access to an interactive notepad that can be used in conjunction with the programme's activities. These are all described elsewhere in this document.

In the bottom left-hand corner is the "Glossary" button, which gives access to a glossary of terms used in the programme. The two buttons in the bottom right-hand control the audio on the screen and can be used to pause or replay the audio as required.

## **6. Orientation**

### **Navigation**

Navigation through each LU is by standard VLE 'forward', 'back' and 'menu' buttons, or by clicking hyperlink text or graphical objects within the LU.

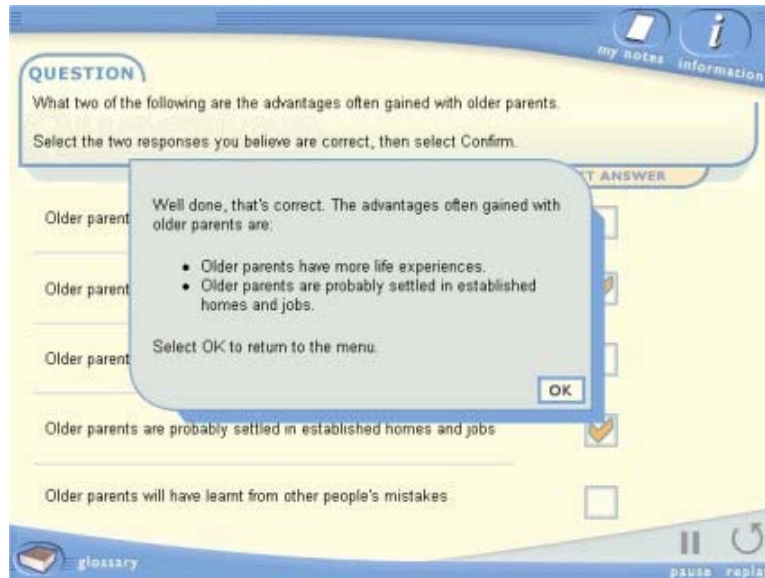
Navigation around the programme is designed to be intuitive and is reinforced by both text and, often, audio instructions. All icons and buttons used have full text explanations provided, in the form of "alt text" tags, which are accessible by screen readers.

### **System adjustments**

Screen colours are only adjustable through the user's accessibility software such as ZoomText. Audio can be adjusted through the normal volume control screen for Windows, while the volume control for screen readers, such as Jaws, is accessible through the individual screen reader software controls.

## 7. Feedback

Detailed feedback is provided to both questions and activities that occur at key points throughout the learning units and at the end of each unit. This feedback is provided in text format with additional hidden screens being available for accessibility users. The feedback confirms the correct responses and in many cases expands the learning by adding additional or supplementary information, relevant to the question objectives.



### Multiple Choice Question Screen with Feedback

(Image description - Multiple-choice question completed with two selections from five possible options. Question screens will always contain the question and instructions at the top of the screen. The options that can be selected are presented in the middle of the screen, with selections being made in a box against each item. Once an item is selected a confirm button appears, clicking this judges the response(s) to the question and triggers the feedback. The example shows the feedback text box that comes up over the screen once confirm is selected. The feedback box is positioned to allow the user's responses to be seen behind it. Feedback screen reinforces the correct answers and can also provide additional information to extend the learning.)

**Questions to Ask**

The National Childminding Association website provides information and advice to people looking for a childminder.

*my notes information*

*glossary*

*pause replay*

They suggest asking prospective childminders the following questions, and that you should add other questions, to cover your specific concerns, as required.

When you have finished, select Return.

**RETURN**

Click here to see more questions to ask >>

" The qualifications of the staff? "

" What are the child/staff ratios? "

" What sort of meals are provided and at what time? "

*" Is the food fresh? "*

*" Can they provide for special diets? "*

*" Are the menus changed regularly? "*

" Do parents and staff work in partnership recording the child's activities and achievements? "

### Activity Screen Feedback

(Image description - Feedback for Activity screen, this feedback is accessed through a feedback button on the activity screen. The feedback can take the form of a feedback box over the screen, which will allow the user to view the question and the feedback at the same time, or on a separate screen such as this if more extensive feedback is to be given. It provides detailed information on the activity previously set and any additional information required for further follow-up.)

The activities also employ an interactive notepad, accessed through the "My Notes" button, where the users record their answers and thoughts. The feedback, especially the feedback and student notes relating to the activities, could be used by tutors as a basis for discussion, further coursework or student centred activity. They may also provide evidence for student portfolios. Having made notes on the activity it is possible to place the interactive notepad alongside the feedback to allow them to be compared and contrasted as an aid to learning.

The screenshot shows a web browser window with the following content:

- Page Title:** BECTA - Notes - Microsoft Internet Explorer
- Page Content:**
  - Questions for Prospective**
  - Questions to Ask**
  - Structure of day.**
  - Meal times and menu options.**
  - Qualifications of staff.**
  - Staff / children ratios.**
  - Toys and activities available.**
- Overlaid Notepad:**
  - my notes**
  - Questions to ask:**
  - Structure of day.**
  - Meal times and menu options.**
  - Qualifications of staff.**
  - Staff / children ratios.**
  - Toys and activities available.**
- Navigation:** glossary, PRINT, SAVE, pause, replay

**Feedback Screen with active "My Notes" pad**

(Image description – Image showing the feedback screen with the active notepad overlaid to allow the user to compare and contrast their answers.)

## **8. Using the Product**

### **a. Methods of use**

The materials can be used for Child Care, Child Development, Nursery Nursing and Nanny courses and within Life and Social Skills courses, particularly Parenting. The materials can be used for refresher training for those already qualified in childcare. Whilst the programmes cover sequential child development they can also be accessed and used by topic. The case studies are fictional and can be used as a trigger for debate about aspects of equality of opportunity as well as childcare.

### **b. Preparation for use**

These materials should have been uploaded to your college VLE by your network administrator. If they have not been, please ask them to download the materials from the NLN website (<http://www.nln.ac.uk/materials>). The VLE will provide a navigation "wrapper" for the materials. When viewed on-line through the user college's VLE, the lecturers will need to be familiar with and follow the college's own instructions and procedures.

If your college does not have a VLE, the materials can also be navigated using the NLN's Independent Navigation Tool (Black Arrow) or LRN viewer (for Window's operating systems only). Your network administrator should be able to provide you with advice and practical assistance in accessing the materials.

### **c. Use in the curriculum**

The programme is predicated on NVQ/ SVQ standards but much of the material is relevant to the range of courses listed in Section a. The materials provide underpinning knowledge and stimuli to identify assessment opportunities in the workplace. The materials contribute to all the NVQ/SNQ Level 2 qualifications and to units of other qualifications in the learning area. A list of relevant qualifications is appended in table 1. Key skills of Communication, Application of Number, Improving Own Learning, Problem Solving and Working with Others can be contextualised within the material. It is a particularly valuable resource for the wider key skills.

### **d. Printing the materials**

There are a number of printable documents contained within each LU:

The information screen provides PDF format flowcharts, screen text and audio scripts for each LU. These are viewed and printed normally through the Acrobat screen.

The "My Notes" button provides access to a Flash-based notepad that can be used to write and print free format notes for each screen within an LU. The notepad can be positioned as required by each user; however, having typed text in to the

notepad the user must select "Save" before closing the notepad down and moving onto the next screen, else the information will be lost. The notepad can be left open while the user moves through a number of screens, this allows notes for one screen to be used as reference for other screens, once again the notes need to be saved before closing the notepad. Because of VLE constraints, only a very limited amount of data can be saved within the Frame. Clicking the "Save" button will therefore save the text entered on that screen only, and for that session only; however, different text can be saved on every page. The print function only prints the notes for a single screen, and only the area that is visible will be printed.

Individual screens can be saved and printed using the keyboard's "Print Screen" functionality, or screen-capture software, and a proprietary drawing package.

#### **e. Adapting the materials**

Illustrations and screens from the material can be copied for use as handouts, or individual pages used as overhead slides.

The structure of LUs can be modified, please refer to your technical documentation for further details of how this can be achieved.

## 9. Accessibility Information for Tutors and Learners

Potential members of the target audience may have a range of physical, sensory, language and cognitive difficulties. To assist these users in gaining access to this material, the following accessibility guidelines have been considered:

- IITT standards for TBT Learning Materials.
- IMS Guidelines for Developing Accessible Learning Applications.

Graphics, icons, buttons and links have alt text descriptions which describe what the item is, and in the case of most links, describe the effect that selection will have. The material is generally accessible through the keyboard, via suitable assistive software.

Audio is used widely to enhance the learning.

Screen reader users must press Control key as each page loads so that the inbuilt audio will be heard – a 'replay' button is available if some of the audio is missed. Not all of the screens have audio – user can wait for screen reader to read information or use cursor keys to go through text on page. Some of these pages may have additional information available – the information may appear as 'Flash' selectable buttons – advice to users to access only through the links list and not through the selectable buttons.

If user wishes to go back a page, the inbuilt audio will not replay automatically – user will have to use 'replay' button or use screen reader to read information.

### a. Information page

Text for screen readers is presented in main frame – information to users to navigate to main frame and use document read to access information – this information is presented in one page. Users will be able to listen to all the information given about navigation. A Links List will enable the user to access the documentation associated with the Learning Object – this includes Programme Structure, Screen Text and Audio Script – these all open in a new browser window as Acrobat pdf files – ensure users have the Acrobat plug-in available - the latest version of Acrobat is 6.0 1.

In Acrobat, user should select 'Edit' - Preferences / Internet and uncheck the box for 'Display pdf in browser' – this enables a new window to open which JAWS is able to access. Users can then read the pdf file and close the browser window to return to the Learning Object.

### b. Additional information items

Throughout the Learning Objects, the user will encounter in-built audio – on some screens, the audio will include instruction to the learner about navigation – this could be instruction to "select forward to continue" – or – "select the Case File / Medical Notes / Post It Note / Skills Development Gauge to continue or begin".

The in-built audio does not always tell the user about the additional items of information, or to select forward to continue. If a screen reader user is using the in-built audio, they may potentially miss important information items as these are not part of the audio. These additional information items are reproduced on text only additional information screens, accessible through the Links List.

**As these additional information screens do NOT have audio – screen reader users must use document read or cursor keys to access information on these screens – all additional information screens have ‘return’ buttons to take user back to the last screen visited – if user uses Alt + left cursor key, this will also take user back one screen – users must be aware that in-built audio will NOT play when going back – user must either use ‘replay’ option or use screen reader to read text on screen.**

**Some screens only have audio for the first sentence – screen reader users must make sure they use either cursor keys or document read to read information on the screen.**

#### **c. Question screens**

Users can access the questions either by using the links list or using the tab key to select answers, then tab to ‘Confirm’ button – only accessible through the tab key, this button does not appear on the links list. When ‘confirm’ button is accessed, user must use Insert + cursor down to read feedback immediately – tab to OK button to close feedback popup and retry question or select forward to continue. These screens contain inbuilt audio for the question but user must use screen reader to read feedback.

#### **d. Notes**

When opening the My Notes window, allow the screen reader to read all information before typing in own information. The Notes window opens a new browser window and will read ‘Macromedia Flash Movie Start’ before reading any relevant information – the user can also use cursor keys to go back and read the information again. To input text, use ‘Forms’ mode on. Users must save their Notes before closing window, if window is closed before saving, the information entered will be lost. Each Note is applicable only to the page where it is accessed from – expert users could cut information from Notes pages and paste into another application such as Word or Notepad – in this way, the user can build up their own Notes and be able to convert into Braille, large print etc.

Print option will open a Print dialogue box – user to make own selection to print

## **10. Publication and Copyright Information**

Published NVQ standards purchased by the College were used to structure the materials. These standards are available for use in FE.

© Copyright 2003, The FE Funding Councils

**Table 1 Qualification Mapping - Childcare**

Subject	Topic	Subjects also applicable	Key Skills/Core skills	Academic	Vocational	Job Specific	English level	National Qualification Scottish
Child Care		All the generic courses listed below apply to all LOs:	All key skills listed below apply to all LOs:	All LOs contain materials suitable for use in GCSE Child Development	GNVQ Intermediate or equivalent	S/NVQ	L2	Foundation to Intermediate
	LO 11 Family Settings	Nursery Nursing  CACHE Diploma in Childcare & Education  Courses for Nannies  Life & Social Skills courses e.g. Parenting  Childminding Courses  Mainstream Child Care Courses	Communication  Application of Number  Improving own learning  Working With Others  Information Technology  Problem solving		Certificate in Childminding Practice	S/NVQ	L2	Foundation to Intermediate
	LO 12 Lone Parent Family							
	LO 13 Affluent Family							
	LO 14 Nuclear Family				CACHE Diploma (Working with Parents)			
	LO 15 Older Parents			Vocational A Level Health & Social Care (factors affecting Human Growth and Development & Child Development)				
	LO 16 Children's Home			Vocational A Level Child Care Practice CACHE Advanced Diploma Children & Families Under Stress				
	LO 17A Childminder – Provision			Vocational A Level Child Care Practice	Certificate in Childminding Practice			
	LO 17B Childminder – Setting							
	LO 18B Private Nursery - Provision			Vocational A Level Child Care Practice				
	LO 19 Parent & Toddler and Pre-School Groups							
	LO 20A State Nursery – Setting							
	LO 20B State Nursery – Provision							

Subject	Topic	Subjects also applicable	Key Skills/Core skills	Academic	Vocational	Job Specific	English level	National Qualification Scottish
Child Care	LO 21 Child Development 0-12 months	Nursery Nursing	Communication	CACHE Diploma in Child Care and Education Work with Babies 0-1 year Vocational A Level Health & Social Care	Certificate in Childminding Practice	S/NVQ	L2	Foundation to Intermediate
	LO 22 Child Development 1-3 years	CACHE Diploma in Childcare & Education	Application of Number	Vocational A Level Health & Social Care				
	LO 23 Child Development 3-5 years	Courses for Nannies	Improving own learning	Vocational A Level Health & Social Care CACHE Advanced Diploma Disability & SEN				
	LO 24 Special Educational Needs & Disability	Life & Social Skills courses e.g. Parenting	Working With Others	Vocational A Level Health & Social Care CACHE Diploma in Child Care and Education The Developing Child				
	LO 25 Child Development 5 – 7 years	Childminding Courses Mainstream Child Care Courses	Information Technology Problem solving					