

Cambridge **NATIONALS LEVEL 1/2**



CHILD DEVELOPMENT

Unit R020 – Understand the development of a child from birth to five years

DELIVERY GUIDE

Version 1

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INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their students. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

We believe that being able to make good progress in English and maths is essential to students in both of these contexts and on a range of learning programmes. To help you enable your students to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your students.



Please note

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes.

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for this unit.

Assessment guidance can be found within the Unit document available from <http://www.ocr.org.uk/qualifications/cambridge-nationals-child-development-level-1-2/>.

The latest version of this Delivery Guide can be downloaded from the OCR website.

UNIT AIM

This unit will allow learners to investigate the developmental norms of children from birth to five years. Learners will develop an understanding of the impact of play on the developmental norms.

On completion of this unit, learners will be able to apply their knowledge and understanding, through practical activities, to show how play affects the development of individual children.

Unit R020: Understand the development of a child from birth to five years

| | |
|-----|---|
| LO1 | Understand the physical, intellectual and social development norms from birth to five years |
| LO2 | Understand the benefits of learning through play |
| LO3 | Be able to plan different play activities for a chosen developmental area with a child from birth to five years |
| LO4 | Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years |

To find out more about this qualification please go to: <http://www.ocr.org.uk/qualifications/cambridge-nationals-child-development-level-1-2/>

RELATED ACTIVITIES

The suggested activities in this delivery guide have also been related to other units/learning outcomes (LOs) in this qualification. This could help with delivery planning and enable students to cover multiple parts of units.

| This unit (Unit R020) | Title of suggested activity | Other units/LOs |
|-----------------------|-------------------------------------|--|
| LO1 | Introduction to development | R018 Health and well-being for child development LO3 Understand postnatal checks, postnatal provision and conditions for development |
| LO1 | Physical norms | R018 Health and well-being for child development LO3 Understand postnatal checks, postnatal provision and conditions for development (Specifically reflexes). |
| LO1 | A family meal – social development? | R018 Health and well-being for child development LO1 Understand reproduction and the roles and responsibilities of parenthood LO3 Understand postnatal checks, postnatal provision and conditions for development (Specifically conditions for development, the need for acceptable patterns of behaviour and approaches to discipline socialisation). |
| LO3 | Playing Safely | R018 Health and well-being for child development LO5 Know about child safety (Specifically how to create a safe, child friendly environment, safety labelling and to be aware of common childhood accidents). |

KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit

| Key term | Explanation |
|---------------------------------|--|
| Centile chart | Used to plot the growth measurements (height and weight) of babies and children. This compares their growth to the standard norms to track their physical growth. |
| Co-operative play | Play which takes account of others actions within their play together. |
| Creative play | Where children experiment with materials, music, imagination. |
| Development | It is the process of learning new skills. |
| Developmental norms | Recognised stages in patterns of development. |
| Hazard | This is something that could cause harm. For example toys with sharp edges, or with small parts that could be swallowed. |
| Holistic development | Means the whole child, seeing that all of the different aspects of development interrelate to make each child a unique individual. |
| Intellectual development | Development of the mind, such as: learning to talk, understanding, memory, concentration, reasoning, problem solving, imagination, reading books, asking questions, telling stories, listening, and following instructions. |
| Independence | Developing the skills and abilities to be less dependent on others. |
| Manipulative play | This involves children using their hands, for example to move, turn or screw things to make them fit. |
| Milestones | Skills that babies and children have mastered which are linked to age. The idea being that the child has reached a certain point in their development. |
| Motor skills | Refers to movement skills and abilities, there are two types of motor skills: Gross motor skills – use and development of the large muscle groups. Large movements involving the limbs. Fine motor skills – the small muscles used in precise movements involving hand-eye co-ordination. Sometimes referred to as manipulative skills. Small movements involving the hands. |
| Observation | The process of watching accurately what is happening, e.g. watching how a child plays. |
| Physical development | The way in which the body increases in skill and complexity. |
| Physical play | Play that involves the muscles and moving around, such as football or a climbing frame. |
| Physical growth | This refers to an increase in the body's size. |
| Reflexes | Inborn, automatic movements. Babies are born with primitive reflexes, (grasping, sucking, rooting, etc.) which protect them over the first few months of life and which then gradually disappear. |
| Role play | Where a child pretends to do or be something. For example driving a car or being a nurse. |
| Safety strategies | Ways of reducing the risk or likelihood of danger, for example using round ended safety scissors. |
| Self-esteem | The way a child feels about themselves. |
| Social development | Refers to the growth of a child's relationships with others. |
| Solitary play | Where the child plays alone, exploring and experimenting with objects. |

MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome

| What is the misconception? | How can this be overcome? | Resources which could help |
|--|---|---|
| <p>Teachers teach each of the three units completely separately as if they were three standalone units.</p> | <p>Aspects of unit R020 have relevance to content of unit R018. These links are indicated in section one of this delivery guide. Learners should be encouraged to see the content as interrelated. The theory learned in unit R018 can inform practice in learners' coursework tasks and vice versa.</p> | <p>This Delivery Guide and the specification for each of the course units should be used to develop a thorough understanding of where links between unit content exist. Also refer to the OCR Report to Centres for each assessment series. Available from: http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-child-development-level-1-2-j818/</p> |
| <p>Milestones of development occur at very specific ages.</p> | <p>In all areas of development there are stages that follow a recognised, regular, pattern but the age at which each stage occurs will vary. Tutors need to ensure that learners understand that norms and milestones reflect general patterns of development and every child is a unique individual.</p> | <p>There is an excellent explanation of holistic child development on page one of Meggitt, C. 2012. Child Development: An Illustrated Guide: Birth to 19 Years. Pearson Education.</p> |

SUGGESTED ACTIVITIES

| LO No: | 1 | | |
|--|---|-------------------|-----------------|
| LO Title: | Understand the physical, intellectual and social developmental norms from birth to five years. | | |
| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
| Introduction to development | <p>A good starting point, if it is available, is the short introduction section of the Carolyn Meggitt DVD that accompanies her textbook. (Details are below).</p> <p>Alternatively, tutors could start this topic by discussing the difference between 'growth' and 'development'. A centile chart could be used to illustrate growth.</p> <p>Examples of centile charts can be found on the internet or in most child development textbooks such as:</p> <p>Meggitt, C. 2009. OCR Home Economics for GCSE: Child Development. Hodder Education. Page 108 Minett, P. 2010. Child Care and Development 6th Edition. Hodder Education. Pages 138-139.</p> <p>The terms 'developmental norms', 'milestones' and 'holistic' development could then be introduced and explained. Video clips of different developmental stages could be shown to the learners in order to bring the theory to life. There are many useful clips to be found in:</p> <p>Meggitt, C. 2012. Child Development: An Illustrated Guide: Birth to 19 Years. Pearson Education.</p> <p>Alternative sources for suitable clips could be: Youtube - Many child development clips are available. Siren Films produces a range of DVDs covering all aspects of child development: http://www.sirenfilm.co.uk/shop/</p> <p>Learners could then write definitions of the key terms: 'growth', 'development', 'norms' and 'milestones'.</p> | 1 hour | R018: LO3 |
| <p>Is it physical, intellectual or social development?</p> <p>See lesson element: Is it physical, intellectual or social development?</p> | <p>Learners could be asked to consider which area of development is indicated by the descriptions on a series of flash cards.</p> <p>Tutors could lead a discussion about why each description is an example of that particular area of development. This will assist learners to clearly distinguish between the different areas.</p> <p>A group definition of 'physical', 'intellectual' and 'social' development could be written.</p> <p>Learners then individually research examples of 'physical', 'intellectual' and 'social' developmental milestones for reference in preparation for their assessment tasks.</p> | 1 hour | |



| LO No: | 1 | | |
|-----------------------------|--|-------------------|-----------------|
| LO Title: | Understand the physical, intellectual and social developmental norms from birth to five years. | | |
| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
| Physical norms | <p>Using a handout, PowerPoint or textbook, Tutors could provide an introductory explanation of what is meant by fine and gross motor skills. Clip 9 on the Meggitt DVD shows a child using the fine pincer grasp.</p> <p>Learners could be put into groups, with each group being provided with a different A3 picture sheet. The pictures show babies or children at different ages displaying a range of gross and fine motor skills, including babies' reflexes.</p> <p>In their groups learners will put an age to each child and suggest the gross or fine motor skills that are being used. Textbooks and websites could be used by learners for research to help work out their answers.</p> <p>Each group to feedback to the whole class and a chronological list of the norms for gross and fine motor skills could be compiled.</p> <p>Possible sources of information about physical norms: Meggitt, C. 2009. OCR Home Economics for GCSE: Child Development. Hodder Education. Pages 93-112 Minett, P. 2010. Child Care and Development 6th Edition. Hodder Education. Pages 141-147 Meggitt, C. 2012. Child Development: An Illustrated Guide: Birth to 19 Years. Pearson Education. http://www.nhs.uk/Tools/Pages/birthtofive.aspx - provides interactive and text versions of the norms. http://embarrassingbodieskids.channel4.com/kids-development-milestones/#mstime-16</p> | 2 hours | R018: LO3 |
| Think about it! | <p>Learners, in pairs, could be given a spider diagram worksheet which consists of a central picture of a young child 'thinking' which is surrounded by empty boxes to be filled in.</p> <p>An example image to use for the worksheet can be found using the following link to the Shutterstock website: http://www.shutterstock.com/pic.mhtml?id=95643235&src=id</p> <p>Each box should have a different heading taken from the list for intellectual development on the specification, i.e. 'language', 'reading and writing', 'communication' and 'number skills'.</p> <p>Learners could brainstorm as many examples as they can of intellectual skills/development and fill in the empty boxes, under the correct heading, on their spider diagram. Examples could include: memory, concentration, understanding, reasoning, problem solving, talking, imagination, reading books, asking questions, telling stories, listening, and following instructions; in addition to those listed on the specification.</p> <p>Each pair can then share their examples with the rest of the class and learners add to their sheet examples shared that they had not thought of.</p> <p>Learners could then produce a fact sheet listing some examples of intellectual development norms in chronological order from birth to five years.</p> | 2 hours | |



| LO No: | 1 | | |
|--|--|-------------------|-----------------|
| LO Title: | Understand the physical, intellectual and social developmental norms from birth to five years. | | |
| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
| Are babies social? | <p>Tutors could begin the topic of social development by posing the question: Have babies got social skills?</p> <p>This could be discussed with learners, who may have friends or family with a young baby and may be able to give examples of social development and skills they have observed themselves or have seen on TV.</p> | 30 minutes | |
| A family meal – social development? | <p>Social development could be further explored by considering the following picture:</p> <ul style="list-style-type: none"> Family laughing around a good meal in kitchen http://www.shutterstock.com/pic.mhtml?id=124589956&src=id This could be a group work task. Each group could be asked to consider the influences on social development shown by the picture. Each group could share their observations with the rest of the class. <p>To put social development norms into context, the physical and intellectual aspects of development supported by the family meal could also be examined. A useful newspaper article on this topic is:</p> <ul style="list-style-type: none"> 'Eating as a family nourishes the mind as well as body'. By Fiona Macrae for the Daily Mail. Published: 23 March 2013 http://www.dailymail.co.uk/news/article-2297900/Eating-family-nourishes-mind-body-helps-children-emotionally-stable.html | 1 hour | R018: LO1, LO3 |
| An overview of social development | <p>As with all areas of development there are stages of social development that follow a regular pattern but the age at which each stage occurs will vary. Tutors could ask learners to use the following headings and make notes on the social development of a child from birth to 5 years. If possible use pictures to illustrate their notes.</p> <ul style="list-style-type: none"> The baby begins to interact with other people. The baby learns that they are part of a family. The child learns to co-operate as a member of a group. | 40 minutes | |



| | | | |
|------------------------------------|--|--------------------------|------------------------|
| LO No: | 1 | | |
| LO Title: | Understand the physical, intellectual and social developmental norms from birth to five years. | | |
| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
| Consolidation | <p>Meggitt, C. 2012. Child Development: An Illustrated Guide: Birth to 19 Years. Pearson Education provides many clips, with a commentary, that can be used to show learners specific areas of development or norms at particular ages.</p> <p>These clips could be played once with no sound and learners asked to state the area of development and age. The clip could be repeated with the sound to check the accuracy of the learner's answer.</p> <p>Some useful clips are: Clip 2 cooing and gurgling (language – 1 month) Clip 18 matching colours correctly (cognitive – 3 years) Clip 20 taking turns and sharing (social – 3 years) Clip 22 building a tower (fine motor – four years) Clip 24 dressing unaided (independence/self-esteem/social – 4 years)</p> <p>Alternatively a set of picture cards could be used.</p> | 30 minutes | |

SUGGESTED ACTIVITIES

| LO No: | 2 | | |
|-----------------------------|---|-------------------|-----------------|
| LO Title: | Understand the benefits of learning through play | | |
| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
| Child's play! | <p>A selection of different types of toys/activities could be used to introduce the topic of play. Tutors should ensure that each type of play listed on the specification is represented. Examples could include:</p> <p>Magic number squares https://nrich.maths.org/2476 Tick Tock Octo Clock puzzle http://www.kidsdevelopment.co.uk/tick-tock-octo-clock-puzzle.html Play dough Jigsaw puzzle Board game Ball Building blocks Treasure basket – see page 61 Child Development: An illustrated guide 3rd Edition. by Carolyn Meggitt Colouring book Dressing up clothes Books</p> <p>Tutors to put learners into groups of about three. Provide each group with a toy or activity. Learners given time to have a play with their group's toy or activity. Complete a worksheet with the following information:</p> <ul style="list-style-type: none"> • the area(s) of development and skills the toy/activity helps to promote • age appropriate for – and why (link to stage of development) <p>Learners share their information by feeding back to the rest of the class.</p> | 1 hour | |
| Types of play | <p>Tutors could provide an introduction to explain the different types of play, as listed in the LO2 specification. Learners could complete a spider diagram or mind map identifying the different types of play with a range of examples for each type.</p> <p>Using the toys played with previously in the 'Child's play' activity, learners could explain what type of play the toy or activity encouraged. This could be done as a whole class activity, with learners making notes.</p> | 2 hours | |

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|--|---|--------------------------|------------------------|
| LO No: | 2 | | |
| LO Title: | Understand the benefits of learning through play | | |
| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
| Benefits of play | <p>Tutors could deliver a presentation explaining how children learn through play and the benefits of play for encouraging a child's development.</p> <p>Learners could return into the same groups as previously for Activity 1, 'Child's play'. Each group could then complete a worksheet identifying the benefits of playing with the toy/activity their group had. This could then be shared with the rest of the class.</p> | 2 hours | |
| <p>Consolidation</p> <p>See lesson element: <i>Learning through play</i></p> | <p>This activity is detailed in OCR's Lesson Element: 'Learning through Play'. To consolidate their knowledge learners could produce an information booklet for new parents about 'Learning through play'.</p> <p>Sources of pictures and information about toys/activities: http://www.elc.co.uk/ – Early Learning Centre. Has a 'how it helps my child' feature for each toy, relating it to aspects of development. http://www.mothercare.com/toys/cat_toys.default.sc.html – Toys buying guide. Advice on choosing age/stage appropriate toys to encourage development http://www.johnlewis.com/toys/c5000012?rdr=1 – Wide range of toys that can be selected by age group or type of play. http://www.argos.co.uk/static/BuyingGuide/bgTrail/preschooltoys_00132.htm – Argos. Buying guide linked to development and toy safety advice.</p> | 2 hours | |



SUGGESTED ACTIVITIES

| | | | |
|--|---|--------------------------|------------------------|
| LO No: | 3 | | |
| LO Title: | Be able to plan different play activities for a chosen developmental area with a child from birth to five years | | |
| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
| In the real world | <p>If possible Tutors could invite an early years practitioner into the classroom to talk about their role in planning play activities for children. Alternatively learners could visit an early years setting to interview a practitioner or observe planned play activities. Another option would be to watch a youtube clip, for example:</p> <p>The importance of play. https://www.youtube.com/watch?v=h_-1O_rBLPU&nohtml5=False</p>  <p>Learning Through Play Penfield Children's Center https://www.youtube.com/watch?v=Cztb-0cliGA&nohtml5=False</p> | 1 hour | |
| Aims and choosing an appropriate activity | <p>Tutors to facilitate a class discussion about the importance of having clear aims for carrying out an activity with a child. Tutors could demonstrate how to formulate aims for different types of play activities, taking into account the child's age and stage of development. Examples of aims could be shown to the learners for discussion and evaluation.</p> <p>Tutors could then place learners into groups. Each group could be given a different short case study of a child. The learners could discuss play activities that would be appropriate for the child. They could then write the aim(s) for the play activity and a justification of why it is suitable for the child at that stage of their development.</p> <p>Each group could then report back to the rest of the class explaining and giving reasons for their choice of activity for the child. Tutors could provide feedback and encourage class discussion of the quality of the aims and the suitability of the activities chosen.</p> <p>A wide range of ideas for age and stage appropriate activities can be found in: Meggitt, C. 2012. Child Development: An Illustrated Guide: Birth to 19 Years. Pearson Education. A Practical Guide to Activities for Young Children 4th Edition. Hobart, Frankel & Walker. Getting it right for 2 year olds: A Penny Tassoni Handbook. Hodder. http://www.nurseryworld.co.uk/activities</p>  | 1– 2 hours | |

| LO No: | 3 | | |
|--|---|-------------------|-----------------|
| LO Title: | Be able to plan different play activities for a chosen developmental area with a child from birth to five years | | |
| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
| Planning | <p>Tutors could remind learners that good quality play activities do not just happen. To give a child the best experience, activities must be planned.</p> <p>Learners have already written aim(s) and given reasons for choice of a play activity for a child in activity 2. They could now go on, in the same groups as previously, to complete the plan for the activity. They could give a suggested timescale and produce a list of resources required for the activity.</p> <p>Useful sources of information are: Meggitt, C. 2012. Child Development: An Illustrated Guide: Birth to 19 Years. A Practical Guide to Activities for Young Children 4th Edition. Hobart, Frankel & Walker Planning Play and the Early Years. Tassoni. http://www.nurseryworld.co.uk/activities</p>  | 1 hour | |
| Playing safely See lesson element: <i>Playing safely</i> | <p>This activity is detailed in OCR's Lesson Element: Playing safely. It is a pairs or small group activity. Tutors could give each pair of learners an 'activity card' which describes a play activity that could be carried out with a child. Learners could research any aspects of safety that would need to be taken into account when carrying out the play activity.</p> <p>Safety points for a wide range of activities can be found in: Meggitt, C. 2012. Child Development: An Illustrated Guide: Birth to 19 Years. Meggitt, C. 2009. OCR Home Economics for GCSE: Child Development. Hodder Education. Other sources for child safety information: http://www.childalert.co.uk/article.php?articles_id=31 http://www.kidsafewa.com.au/safeplay.html http://www.btha.co.uk/toy-safety/symbols/ http://www.rospa.com/leisure-safety/water/advice/pond-garden-water/ http://www.rospa.com/leisure-safety/advice/trampoline/</p> <p>If learners have the opportunity they could interview an early years practitioner and ask them about safety considerations in their setting; or they could visit a setting and observe how safety considerations are implemented.</p>  | 1½ - 2 hours | R018: LO5 |

| | | | |
|--|--|--------------------------|------------------------|
| LO No: | 3 | | |
| LO Title: | Be able to plan different play activities for a chosen developmental area with a child from birth to five years | | |
| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
| Observation and recording methods | <p>This topic could begin with a tutor led discussion about ways of observing play activities and how to record the observations. Learners could be asked to suggest ideas of how they could produce records of an observation.</p> <p>Tutors could then introduce the terminology used for methods of observation and methods of recording. (listed in the specification, section 3.1). The suggestions made by learners could be matched to these.</p> <p>Using textbooks and/or the internet learners could research the various methods of observing and recording and create a set of notes for reference in preparation for working on their coursework tasks.</p> <p>Useful sources of information: Planning Play and the Early Years. Tassoni. A Practical Guide to Child Observation and Assessment. Hobart & Frankel</p> | 2 hours | |



SUGGESTED ACTIVITIES

| | | | |
|---|---|--------------------------|------------------------|
| LO No: | 4 | | |
| LO Title: | Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years. | | |
| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
| Carrying out observations of play activities | <p>Tutors could give learners an opportunity to carry out a simulated observation. Learners could suggest how they would introduce the play activity to the child and decide which method of observing and recording they will use.</p> <p>A good resource for this activity is: ‘Learning through play – observation sequences’ A DVD with a sequence of clips for observation of a 3 – 4 year old child, Seb, learning through play activities such as play dough, sandpit, bricks, is available from: http://www.sirenfilm.co.uk/product/learning-through-play-the-3-to-4-year-old/ A range of different play activities can be observed. Includes comprehensive printed user notes that give information about the advantages of certain types of play and it is also possible to observe and chart the noticeable changes and leaps in Seb’s development.</p> <p>Alternatively learners could role play an observation in groups, taking it in turns to be the child and then an observer.</p> | 1 – 2 hours | |
| Comparison with developmental norms |  <p>Having carried out a simulated observation Learners could carry out a comparison of the child with the expected developmental norms for the area chosen/observed and give reasoned conclusions. Learners could be encouraged to think about ways to set out their comparison information to clearly show their conclusions.</p> | 1 hour | |
| Evaluating | <p>Tutors could lead a discussion of what is meant by ‘evaluation’. Learners could be asked to give examples of what ‘evaluation’ involves, e.g. judgements, conclusions, strengths and weaknesses, what went well, what could be improved.</p> <p>Learners could then produce an evaluation checklist consisting of a set of questions they could consider when carrying out an evaluation of a play activity.</p> <p>Examples of questions:</p> <ul style="list-style-type: none"> • Did the child show signs of enjoying themselves? • Was the child concentrating or easily distracted? • Did the play activity meet the aim? • Were the preparations adequate? • Were safety considerations met? • Were all the resources available, were any not needed? • Did the play activity last for the intended time? • How could the play activity be developed further next time? • How did the child benefit from the play activity? • Was the activity successful or not? How do you know?  <p>Learners could carry out an evaluation of one of the clips from the DVD in Activity 1, or of their role play or a suitable YouTube clip.</p> | 1 hour | |

| | | | |
|------------------------------------|--|--------------------------|------------------------|
| LO No: | 4 | | |
| LO Title: | Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years. | | |
| Title of suggested activity | Suggested activities | Suggested timings | Also related to |
| Consolidation |  <p>Learners could create a set of three mind maps which include key terms and topics covered in LO3 and LO4, i.e. 'planning', 'carrying out' and 'evaluating'. This will assist them with their coursework tasks, providing a tool they can use to ensure that important aspects are not missed out.</p> | 1 hour | |



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