



**BRITISH ORCHARD
CENTRE**

TRAINING TOGETHER



EDUCATE. EMPOWER. EVOLVE
BECOME AN EARLY YEARS TEACHING
PROFESSIONAL

Course details **Registration Pack**

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BRITISH ORCHARD CENTRE

TRAINING TOGETHER

VISION

TO BE A LEADER IN TRAINING, PROVIDING
HIGH QUALITY CERTIFICATIONS AND
RAISE THE BAR IN EDUCATION.

MISSION

- ✓ To offer world class training and development in line with latest research on education
- ✓ To attract and teach learners to become excellent practitioners
- ✓ To exceed training expectations of learners

VALUES

VALUES GUIDING THE EDUCATIONAL VISION

- ✓ Respect and integrity
- ✓ Equality and diversity Rights and responsibility
- ✓ Working hard to achieve success
- ✓ Continuous improvement & innovation

OUR COMMITMENT...

TO LEARNERS

That we provide a challenging and positive learning experience.

TO CHILDREN

That the training we provide is transferred to their learning so they receive the best education in early years that prepares them for their transition to school.

TO STAKEHOLDERS

Committed towards our educational success



DR. VANDANA GANDHI

CEO & FOUNDER OF BRITISH ORCHARD NURSERY
GROUP & TEACHER TRAINING CENTRES, UAE & UK

TO INDIVIDUALS

We adhere to the belief that everyone should have access to high quality education and training.

TO PARTNERS

This will be the best delivered by working in partnership with those who are committed to the continuous development of others.

NCFE CACHE LEVEL 1 AWARD

AWARD IN CARING FOR CHILDREN

UNITS COVERED

1. Craft activities for young children
2. Supporting babies to play
3. Growth and development of young children
4. Healthy Eating

ENTRY REQUIREMENTS:

Good command of basic written and spoken English and IT skills.

WORKSHOP FREQUENCY:

Classes twice monthly

DURATION:

8 Weeks – three hour tutor led workshops supported by learners online study and assessment.



NCFE CACHE LEVEL 2 CERTIFICATE

INTRODUCING CARING FOR CHILDREN AND YOUNG PEOPLE

UNITS COVERED

1. Young children's development
2. Craft Activities with young children
3. Importance of play for early learning
4. Safeguarding the welfare of children and young people
5. Use food and nutrition information to plan a healthy diet
6. Accident Prevention and Fire Safety

ENTRY REQUIREMENTS:

None (for those with no previous experience in an Early Years setting)
IT Skills

WORKSHOP FREQUENCY:

Classes twice monthly

DURATION:

4 months – 6 three hour tutor led workshop supported by learners online study and assessment



NCFE CACHE LEVEL 3 CERTIFICATE

DIPLOMA WORKING IN THE EARLY YEARS SECTOR (EARLY YEARS EDUCATOR)

UNITS COVERED

1. Introduction to the role of the early years educator
2. Holistic child development
3. Children with special educational needs and disabilities (SEND)
4. Effective communication in an early years setting
5. Safeguarding and welfare requirements
6. Health, wellbeing and safety
7. Promoting an effective early years curriculum
8. Assessment of Children's Learning and development
9. Understanding play for holistic development and learning
10. Partnership working

ENTRY REQUIREMENTS:

None (for those with previous experience in an Early Years setting)
IT and English Language Skills

WORKSHOP FREQUENCY:

One 3 hour Workshops
Classes twice monthly

PLACEMENT HRS REQUIRED:

350 hrs across 3 children's age ranges
Observations in the setting required

NCFE CACHE LEVEL 3 AWARD

SPECIAL EDUCATIONAL NEEDS COORDINATORS IN EARLY YEARS SETTINGS

UNITS COVERED

1. Roles and responsibilities of the Special Educational Needs Coordinator in the Early Years.
2. Strategies and techniques for supporting children and families.

This qualification aims to:

- Explore the role and responsibilities of the Special Educational Needs Coordinator in an early years setting
- Understand the strategies and techniques for supporting children and their families
- Increase knowledge of SEND codes of practice

The objectives of this qualification are to help learners to:

- Progress to further and higher education.
- Develop new practical skills in health and social care
- Progress to Level 4 SEND

ENTRY REQUIREMENTS:

Learners must be at least 16 years old.

We do not set any other entry requirements but centres may have their own guidelines

IT Skills

DURATION:

2 Months

WORKSHOP FREQUENCY:

2 hour Workshop

Classes twice monthly

NCFE CACHE LEVEL 4 CERTIFICATE

CERTIFICATE FOR THE EARLY YEARS ADVANCED PRACTITIONER

UNITS COVERED

1. Enabling Children to learn.
2. Promoting health and well-being through physical activity & nutrition coordination (PanCo) in the early years
3. Working with others to support children with additional needs, including Special Educational Needs and Disability
4. Working with families and other professionals in early years settings
5. Implementing change in an early years setting incorporating a small scale research project

ENTRY REQUIREMENTS:

Must be qualified and have achieved CACHE NCFE Level 3 Diploma

DURATION:

4 months for full qualification-
units may be studied individually

WORKSHOP FREQUENCY:

Must be qualified and have achieved CACHE NCFE Level 3 Diploma

PLACEMENT HRS REQUIRED:

Early years practitioners will be expected to be working in an EYFS nursery setting to provide evidence for the qualification.

NCFE CACHE LEVEL 5 CERTIFICATE

DIPLOMA IN LEADERSHIP FOR CHILDREN & YOUNG PEOPLE – MANAGEMENT PATH

UNITS COVERED

1. Use & develop systems that promote communication
2. Promote professional development
3. Champion equality, diversity & inclusion
4. Develop health & safety & risk management policies, procedures & practices in health & social care or children & young people's settings
5. Work in partnership in health & social care or children & young people's settings
6. Undertake a research project within services for health & social care or children & young people
7. Understand children & young person's development
8. Lead practice that supports positive outcomes for child & young person development
9. Develop & implement policies & procedures to support the safeguarding of children & young people
10. Lead & manage a team within a health & social care or children & young people's setting
11. Develop professional supervision practice in health & social care or children and young people's work settings
12. Lead practice in promoting the well-being & resilience of children & young people
13. Recruitment & selection within health & social care or children & young people's settings
14. Facilitate coaching & mentoring of practitioners in health & social care or children & young people's settings
15. Manage induction in health & social care or children & young people's settings
16. Manage quality in health & social care or children & young people's settings
17. Manage physical resources
18. Understand how to manage a team
19. Appraise staff performance

ENTRY REQUIREMENTS:

Learners must be at least 19 years old and it is recommended that they hold a Level 3 qualification or above in early years and are currently working as a manager or principal in an early years setting. IT Skills and good command of English

WORKSHOP FREQUENCY:

Classes twice monthly

DURATION:

12 months

Be Able to Criteria for Assessor Observations:

1. Team meeting with set agenda
2. Supervision Meeting and Appraisal Meeting (Different team members)
3. Partnership meeting with an external agency or parent accompanied with a team member. Professional Discussion 1. with observing work products..

NCFE CACHE LEVEL 3 CERTIFICATE

ASSESSING VOCATIONAL ACHIEVEMENT

DURATION:

4 months

This qualification is intended for those who assess both occupational competence in the work environment and vocational skills, knowledge and understanding in environments other than the workplace (for example a workshop, classroom, or other training environment)

The objectives of these qualifications are to:

To provide the essential knowledge and understanding that assessment staff need and offer additional units that describe competent practice. This approach gives flexibility and a greater potential to meet the needs of aspiring Assessors.

UNITS COVERED

1. Understanding the principles and practices of assessment.
2. Assess occupational competence in the work environment.
3. Assess vocational skills, knowledge and understanding

HOW THE QUALIFICATION IS ASSESSED:

Assessment is the process of measuring learner's skill, knowledge and understanding against the standards set in a qualification.

ENTRY REQUIREMENTS:

This qualification is designed for learners aged 19 and above. A minimum of CACHE level 3 Diploma in Early Years Workforce with experience in early years setting is required.

NCFE LEVEL 2 CERTIFICATE IN PRINCIPLES OF CUSTOMER SERVICE

AIMS AND OBJECTIVES OF THIS QUALIFICATION

This qualification aims to:

- Provide learners with the underpinning knowledge that is required by employees to work in a range of different environments within a customer service role.

The objectives of this qualification are to help learners to:

- Develop essential knowledge of how to carry out customer service tasks, such as how to manage information and supporting events
- Know how to apply their knowledge in a variety of industries and job roles.

Achieving this qualification

- To be awarded the NCFE Level 2 Certificate in Principles of
- Customer Service learners are required to successfully complete total of 7 units (3 mandatory units and 4 optional units)

MANDATORY UNITS

Unit 01 Principles of customer service and delivery

Unit 02 Understand customers

Unit 03 Understand employer organisations

- With 4 optional units relating to your area. The centre will support you choosing them
- 7 Workshops and 1 induction to attend
- Assignments are covered by written work, case studies, discussions with the assessor.

NCFE CACHE Level 2 Certificate in Understanding Autism

UNITS COVERED

1. Introduction to autism
2. Using a person-centred approach to support autistic individuals
3. Communication and social interaction in autistic individuals
4. Sensory processing, perception and cognition in autistic individuals
5. Supporting positive behaviour in autistic individuals
6. Supporting autistic individuals to live healthy and fulfilled lives

AIMS AND OBJECTIVES OF THIS QUALIFICATION

- This qualification is designed for learners who wish to develop an understanding of autism and how to support autistic individuals.
- This will also help learners to progress within employment in a variety of sectors and in a number of job roles where an understanding of autism and knowledge of how to support autistic individuals is required.

ENTRY REQUIREMENTS:

Learner must be a minimum of 18 years old

WORKSHOP FREQUENCY:

2 classes a month

DURATION:

4 Months

MODE OF DELIVERY

Blended-live tutor session

NCFE CACHE Level 2 Award in an Introduction to Neuroscience in Early Years

UNITS COVERED

1. Understanding neuroscience in early years
2. Understanding self-regulation and how to nurture this in children from birth to seven years

AIMS AND OBJECTIVES OF THIS QUALIFICATION

This qualification is designed to provide an introduction to neuroscience from birth to seven years. It will support learners who are seeking a career within the early years sector

This qualification aims to:

focus on the study of neuroscience in early years

Offer breadth and depth of study, incorporating a key core of knowledge

Provide knowledge for those seeking employment in the early years

The objectives of this qualification are to:

Support learners to gain an understanding of neuroscience in early years.

Support learners to progress to further higher education.

Support the practitioner role in the workplace.

ENTRY REQUIREMENTS:

Learner must be a minimum of 18 years old

WORKSHOP FREQUENCY:

1 class a month x 3

DURATION:

2 Months

MODE OF DELIVERY

Blended-live tutor session

NCFE CACHE Level 2 Certificate in Understanding Safeguarding and Prevent

UNITS COVERED

1. Understanding the Prevent Duty
2. Understanding safeguarding
3. Understanding online safety

* Optional class understanding UAE Legislation and procedures (BOC Certificate)

AIMS AND OBJECTIVES OF THIS QUALIFICATION

The purpose of this qualification is to increase the learner's knowledge and awareness of the Prevent Duty and safeguarding, including online safety.

By completing the qualification, learners will develop knowledge of safeguarding in an environment where they have a duty of care.

This qualification aims to:

Learners will look at the Prevent Duty, understanding why it exists and what their roles and responsibilities are in relation to it.

Learners will understand the term 'safeguarding', identify national policies and local systems that relate to safeguarding.

Learners will understand the potential consequences of inappropriate or illegal online activity, how to reduce the risks posed online, and how to spot signs and behavioural changes that could cause concern.

ENTRY REQUIREMENTS:

Learner must be a minimum of 18 years old

WORKSHOP FREQUENCY:

2 Classes per month

DURATION:

3 Months

MODE OF DELIVERY

Blended-live tutor session

NCFE CACHE Level 5 Diploma (Further Education and Skills)

UNITS COVERED

1. Teaching my subject
2. Understand learners in the further education sector
3. The role of teachers and teaching
4. Professional practice portfolio
5. Effective digital and online pedagogies
6. Developing, using and organising resources in a specialist area
7. Action research
8. Exploring the role of the personal tutor
9. Action learning to support development of subject-specific pedagogy
10. Action learning for teaching in a specialist area of disability
11. Understanding the principles and practices of quality assurance
12. Meeting the needs of learners for whom English is not their first language

AIMS AND OBJECTIVES OF THIS QUALIFICATION

This qualification aims to:

- focus on the study of teaching in further education
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

OBJECTIVES

- individuals who are not currently teaching and training but who can meet the practice requirements, including the observed and assessed practice requirements, of the qualification
- individuals who are currently teaching and training (including those who have just begun teaching and training) who can meet the practice requirements, including the observed and assessed practice requirements, of the qualification
- individuals who are currently working as assessors and who wish to achieve a teaching qualification

ENTRY REQUIREMENTS:

Learner must be a minimum of 18 years old

WORKSHOP FREQUENCY:

2 Classes per month

DURATION:

12 months

MODE OF DELIVERY

Blended-live tutor session
Observations with assessor
Teaching Practice

NCFE CACHE Level 2 Certificate in Understanding Children and Young People's Mental Health

UNITS COVERED

1. Understand children and young people's mental health in context
2. Understand factors which may affect children and young people's mental health
3. Understand children and young people's mental health concerns
4. Understand the impact of children and young people's mental health concerns
5. Understand how to support children and young people with mental health concerns

AIMS AND OBJECTIVES OF THIS QUALIFICATION

The aim of this qualification is to increase the learner's knowledge and awareness of children and young people's mental health.

By completing the qualification, learners will develop knowledge of mental health in children and young people which would support progression onto further qualifications and into relevant employment in the health and social care or education sectors.

ENTRY REQUIREMENTS:

Learner must be a minimum of 18 years old

WORKSHOP FREQUENCY:

2 Classes per month

DURATION:

3-6 months

MODE OF DELIVERY

Blended-live tutor session

NCFE CACHE Level 3 Diploma in Healthcare Support

UNITS COVERED

1. Effective communication in care settings
 2. Promote effective handling of information in care settings
 3. Promote personal development in care settings
 4. Person-centred practice, choice and independence
 5. Promote equality and inclusion in care settings
 6. Promote health, safety and wellbeing in care settings
 7. Responsibilities of a senior healthcare support worker
 8. Duty of care in care settings
 9. Safeguarding and protection in care settings
 10. Maintain infection prevention and control in a care setting
 11. Cleaning, decontamination and waste management
 12. Understand mental ill health
 13. Communicate with individuals about promoting their health and wellbeing
 14. study skills for senior healthcare support workers
 15. Maintaining quality standards in the health sector
 16. Service improvement within the health sector
 17. Provide support to manage pain and discomfort
 18. Contribute to monitoring the health of individuals affected by health conditions
 19. Undertake physiological measurements
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- A decorative graphic on the right side of the page features a laurel wreath in shades of yellow and green. Interspersed among the leaves are several red apples and green leaves. Above the wreath, a row of yellow stars is visible. The background of the entire page is composed of overlapping geometric shapes in various shades of red and pink.

OPTIONAL UNITS

Support Individuals with Feeding Babies

Perform the Non-scrubbed Circulating Role For Perioperative Procedures

Receive and Handle Clinical Specimens Within the Sterile Field

Prepare Anaesthetic Environment and Provide Support For Pre- and Post-operative Anaesthesia and Recovery

Contribute to the Safe Use of Medical Devices in the Perioperative Environment

Provide Support to the Surgical Team When Preparing Individuals For Operative and Invasive Procedures

Assist in Receiving, Handling and Dispatching Clinical Specimens

Transport, Transfer and Position Individuals and Equipment Within the Perioperative Environment

Measure and Record Individuals' Body Fluid Balance in a Perioperative Environment

Assist in the Delivery of Perioperative Care and Support to Individuals

Prepare and Dress For Scrubbed Clinical Roles

Prepare and Provide Surgical Instrumentation and Supplementary Items For the Surgical Team

Prepare and Apply Dressings and Drains to Individuals in the Perioperative Environment

Understand the Legal, Policy and Service Framework in Mental Health

Support Individuals to Manage Their Own Recovery From Mental Health Conditions

Understanding Suicide Interventions

Support Positive Risk Taking For Individuals

Support Individuals with Mental Health Conditions to Change Patterns of Behaviour Using Coping Strategies

Understand Mental Health Interventions

Effective Communication and Building Relationships in Mental Health Work

Enable Mental Health Service Users and Carers to Manage Change

Enable Individuals with Behaviours That Challenge to Develop Strategies to Manage Their Behaviour

Support Children and Young People with Mental Health Conditions

Understand Care and Support Planning and Risk Management in Mental Health

Recognise Indications of Substance Misuse and Refer Individuals to Specialists

Understand the Importance of Personal Wellbeing When Working in Mental Health Services

A decorative background featuring a laurel wreath and several red apples with green leaves, set against a light pink and white geometric pattern.

Support Parents/Carers and Those in A Parental Role to Care For Babies During Their First Year

Care For the Physical and Nutritional Needs of Babies and Young Children

Work with Babies and Young Children to Support Their Development and Learning

Understand Child and Young Person Development

Develop Positive Relationships with Children and Young People

Support Children and Young People Experiencing Transitions

Enable Children and Young People to Understand Their Health and Wellbeing

Understand How to Safeguard the Wellbeing of Children and Young People

Communicate with Children and Young People in Care Settings

Understand Mental Health and Behaviour Management of Children and Young People

Support Children and Young People With Additional Needs

Provide Information and Advice to Individuals on Eating to Maintain Optimum Nutritional Status

Principles of Health Promotion

Deliver Training Through Demonstration and Instruction

Monitor Individuals' Progress in Relation to Managing Their Body Weight and Nutrition

Implement Hydrotherapy Programmes For Individuals and Groups

Deliver Exercise Sessions to Improve Individuals' Health and Wellbeing

Assist in Testing Individuals' Abilities Prior to Planning Physical Activities

Support Individuals in Undertaking Their Chosen Activities

Support Individuals With Cognition or Learning Difficulties

Provide Support For Individuals with Communication and Interaction Difficulties

Support Individuals with Speech and Language Disorders to Develop The Communication Skills

Collaborate in the Assessment of Environmental and Social Support in the Community

Support Individuals to Retain, Regain and Develop Skills for Everyday Life

Provide Support to Individuals to Continue Recommended Therapies

Assist in Implementing Treatment Programmes For Individuals with Severely Reduced Movement/Mobility

Assist In the Implementation of Programmes to Increase Mobility, Movement and Functional Independence

Provide Support for Mobility

Provide Agreed Support For Foot Care

Examine the Feet of Individuals with Diabetes

Provide Advice on Foot Care For Individuals with Diabetes

Adapt and Fit Healthcare Equipment, Medical Devices, Assistive Technology or Products to Meet Individuals' Needs Give Presentations to Groups

Assist Others to Plan Presentations

Facilitate Learning and Development Activities to Meet Individual Needs and Preferences

Prepare Medicines and Monitor Their Effects on Individuals During Radiological Procedures

Understand the Administration of Medicines for Radiological Procedures

Perform Intravenous Cannulation for Radiological Procedures

Support Individuals to Participate in Their Own Healthcare Activities to Enable Radiological Procedures

Support the Team to Facilitate Radiological Procedures

Principles of Anatomy, Physiology and Physics for Radiological Procedures

Managing Digital Radiographic Images

Assist in Assuring the Effective Functioning of the Radiographic Image Quality Assurance Programme

ACHIEVING THIS QUALIFICATION

To be awarded this qualification, learners are required to successfully achieve a minimum of 83 credits. Learners must achieve 63 credits from the 19 mandatory units and a minimum of 20 credits from the 157 optional units.

AIMS AND OBJECTIVES OF THIS QUALIFICATION

THIS QUALIFICATION AIMS TO:

- focus on the study of healthcare support
- offer breadth and depth of study, incorporating a key core of knowledge and skills
- provide opportunities to acquire a number of practical and technical skills

THE OBJECTIVES OF THIS QUALIFICATION ARE TO:

- provide learners with the knowledge, understanding and skills required to work in a range of healthcare support settings
- support progression to employment and/or further study

NCFE CACHE Level 2 Certificate in Understanding Behaviour that Challenges

UNITS COVERED

- 1: Understand behaviour that challenges
- 2: Understand how to support positive behaviour
- 3: Understand the importance of effective communication and the management of behaviour that challenges
- 4: Understand the role of reflection and support for those involved in incidents of behaviour that challenges

AIMS AND OBJECTIVES OF THIS QUALIFICATION

THIS QUALIFICATION AIMS :

to increase learners' awareness and understanding of behaviour that challenges and its effects.

THE OBJECTIVES OF THIS QUALIFICATION ARE TO :

Develop in-depth knowledge of behaviour that challenges which could support progression onto other appropriate qualifications and into relevant employment in the health and social care sector.

ENTRY REQUIREMENTS:

Learner must be a minimum of 18 years old

WORKSHOP FREQUENCY:

2 Classes per month

DURATION:

3-6 months

MODE OF DELIVERY

Blended-live tutor session

CONTINUAL PROFESSIONAL DEVELOPMENT (CPD)



UAE Government (KHDA) Approved Courses

KHDA CURRENTLY REQUIRES ALL EARLY YEARS PRACTITIONERS TO UNDERTAKE CERTIFICATED CPD OF 30 HOURS PER YEAR.

- Level 2 Award in Food Safety in Early Years Settings
- An Introduction to Nannying
- Observing Children
- An Enabling Learning Environment
- Partnership with Parents
- Managing Behaviour
- Child Development
- Fulfilling the Role of the Key Person
- Self-Evaluation
- Introduction to Safeguarding
- Recognising and supporting children with SEN
- Health and Safety in the Workplace
- Nutrition in the Early Years
- Asperger's Syndrome
- Managing People
- Understanding the revised EYFS
- The Prevent Duty
- Digital Marketing

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- Inclusion
 - Cultural Awareness
 - KEEP Key Elements of Effective Practice
 - An Introduction to Conflict Management
 - Appraisal Skills
 - Reception
 - Time Management
 - Health and Safety in the Early Years
 - Understanding Leadership and Management
 - Building a Team
 - Continuous Professional Development
 - First Time Leadership
 - Managing People
 - Managing safeguarding
 - Effective Supervision in the Early Years
 - Events management
 - Managing Health and Safety
 - Advanced Conflict Management
 - A Green, Sustainable Workplace
 - Corporate Social Responsibility and Sustainability
 - ADHD
 - The Prevent Duty
 - Digital Marketing
 - Outdoor Play
 - Communication and the EYFS
 - Developing Self Esteem in Young Children
 - Understanding Dementia
 - Supporting Remote Teams
 - Equality and Diversity
 - A Good Place to be Two
 - I Made a Unicorn
 - What Happens in the Baby Room
 - Lighting the Fire
 - Keeping Children Safe on the Internet
 - Communication skills
 - Produce Minutes
 - Babysitting
 - Infection Control and Prevention
 - Safeguarding Adults
 - Introduction to Project Management
 - Inspections, ratings and the Care Quality Commission
 - Manage Personal and Professional Development
 - Duty of Candour
 - Personal Safety for Lone or Remote Workers
 - The Mental Capacity Act
 - Good Relationships with Relatives and Visitors
 - Introduction to Business Accounting
 - Introduction to Marketing
 - Leadership and Management
 - Good End of Life Care
 - Dementia and Communication
 - Fundamental British Values
 - Resolving problems and handling complaint's
 - Digital Skills
 - Health and Safety: ICT
 - Personal Development and Management
 - Understanding Complaints
 - Understanding nutrition, hydration and pressure sores
 - An introduction to customer service
 - Parenting
 - Managing Medicines
 - Literacy and the EYFS

Note: Course takes more than 10 hours to achieve, and study time is based on the learner's ability and experience to complete each course.

LEARNERS TESTIMONIALS



YESIM GUNER TUNALI

NCFE CACHE LEVEL 2 & 3

I have completed my level 2 and 3 courses from BOC. My tutor was amazing and incredible, I was so lucky to have her throughout my course. Anytime I needed support, my assessor always guided me and gave me ideas. I was also given the opportunity to work at BON-DIFC branch which gave me unforgettable memories.



ERUM JUNAID

CACHE LEVEL 2 & SENCO

I completed my CACHE Level 2 course with BOC and enrolled for SENCO Course as well. I don't regret my decision as my experience here is great! The course expanded my understanding of mindfulness and gave me great how it can be used & taught to develop students' self-awareness & management skills. My assessor provided me well rounded, constructive feedback on my assignments which always kept me motivated



NOOR MOHAMMED TAHISIN

CACHE LEVEL 2

I completed CACHE 2 & 3 from British Orchard Training Centre, I finished my internship program with them and the team has been very helpful in guiding and supporting me through the best way to achieve it! It has been and will continue being a great experience for me.



FUTURE NDHLOVU

CACHE LEVEL 3

I appreciate the hard work and mentorship of my assessor who guided me throughout course. BOC has been a great institute for me in my learning journey to become a successful teacher. I would like to thank the BOC team for always encouraging me to complete my course.



PRIYANKA BHAGDEV

CACHE LEVEL 2 & CACHE LEVEL 3

My experience with **British Orchard Centre** has been great, right from enrollment to certification. my trainer encouraged active participation from everyone making each workshop interactive & easy to understand. my assessor provided me with timely, detailed constructive feedback on every assignment which motivated me to do better.



TANYA LE ROUX

CACHE LEVEL 3

This course has made it possible for me to obtain an international qualification in my field of interest, which is teaching in the early years. With regular workshops, a WhatsApp group for students and timely responses from my assessor I felt very supported. It challenged me and surely helped me grow. Thank you British Orchard Centre for paving the way for me to become the best teacher I can be!



JIMOH FATHIMA

SENCO LEVEL 3

The team at British Orchard Centre has always responded positively whenever I needed help. I faced a lot of challenges in the beginning but they always stood by me. My trainer and assessor always gave me feedback on my assignments and motivated me to do better. A big thank you to Team BOC!



KOMAL BASSI

CACHE LEVEL 3

The BOC Team really helped me with the whole process and made learning journey much easier. I had no difficulties during my course despite the pandemic. The whole team supported me throughout.

OUR BRANCHES



BRITISH ORCHARD CENTRE BUR DUBAI BRANCH

Mankhool, Bur Dubai
20A 33rd St.
Tel: 04 398 3536



BRITISH ORCHARD CENTRE MIRDIF BRANCH

Shorooq Community,
Mirdif, Dubai
Tel: 04 514 7913



BRITISH ORCHARD CENTRE JUMEIRAH BRANCH

Villa No. 35 6D St Jumeirah Rd
Umm Suqeim 1, Dubai
Tel: 04 395 3570



BRITISH ORCHARD CENTRE DUBAI SILICON OASIS BRANCH

Opposite Choithrams
Supermarket
Dubai Silicon Oasis
Tel: 04 388 6602



BRITISH ORCHARD CENTRE DUBAI MEDIA CITY BRANCH

Business Central Towers
Next To Gloria Hotel
Tel: 04 438 5255



BRITISH ORCHARD NURSERY SHARJAH BRANCH

Villa no. 260, 128, Al Qasimi St.
Sheikh Mohammed Bin Saqr,
Al Jazzat Area (near
Quaran R/A)
Tel: 06 522 6710



BRITISH ORCHARD CENTRE DEIRA BRANCH

Al Twar 1, Deira
28B Street
Tel: 04 261 8788



BRITISH ORCHARD CENTRE ABU DHABI BRANCH

Al Bateen,
Abu Dhabi
Tel: 02 622 2903

“
EDUCATION
is the most
POWERFUL
weapon which
you can use to
change
the WORLD

Nelson Mandela



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TRAINING TOGETHER



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