

# Qualification Guide

## OCNLR Entry Level Qualifications in Progression

## **OCN London Qualification Guide**

### **OCNLR Entry Level Award in Progression (Entry 3)**

Qualification No: 600/8598/8

### **OCNLR Entry Level Extended Award in Progression (Entry 3)**

Qualification No: 601/4339/3

### **OCNLR Entry Level Certificate in Progression (Entry 3)**

Qualification No: 600/8636/1

### **OCNLR Entry Level Diploma in Progression (Entry 3)**

Qualification No: 601/1389/3

OCN London aims to support learning and widening opportunities by recognising achievement through credit-based courses and qualifications, promoting high standards of excellence and inclusiveness. We are proud of our long-term role and unique history in providing innovative learning solutions for a wide range of learners and particularly those who have not previously benefitted from education.

At the heart of what OCN London offers is:

- a commitment to inclusive credit-based learning;
- the creative use of credit with responsive, demand-led qualification development;
- high quality service and support;
- respect for and encouragement of diversity – in learners and learning approaches, partners and settings;
- the development of people, capacity and resources that will ensure effective business partnerships.

### **To navigate within this Qualification Guide**

To locate a section in this electronic guide, click on the heading in the table of contents, on page 4. To return to the contents page, click again on any major heading within the document. Users can of course also scroll through pages in the usual way.

## Contents

	<b>Page</b>
<b>General Information</b>	<b>5</b>
<b>Qualification Overview</b>	<b>6</b>
Qualification details	6
Purpose of the qualifications	7
Who the qualifications are for	8
Entry guidance	8
Progression and related qualifications	8
<b>Structure of the qualifications</b>	<b>9</b>
Rules of Combination	9
Qualification units	16
<b>Assessment and Moderation</b>	<b>11</b>
Assessment process	11
Devising assessments	11
Marking assessment activities	11
Standardisation	11
Learning with particular requirements	12
Requirements for tutor/assessors	12
<b>Unit Book</b>	<b>13</b>

## General Information

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This qualification guide contains details of everything you need to know about the **OCNLR Entry Level Qualifications in Progression**. It makes reference to the curriculum areas covered and identifies the learners for whom the qualification has been developed. The guide also covers important aspects of assessment and moderation that are particular to the qualification. The guide should be used by all involved in the delivery and assessment of the qualification. The Account Manager for your Centre will provide support and advice on how to seek approval to offer the qualification.

If you are not yet an OCN London Approved Centre but wish to use these qualifications, then please contact us on [enquiries@ocnlondon.org.uk](mailto:enquiries@ocnlondon.org.uk) for details of the Centre Approval application process.

## Qualification Overview

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The **OCNLR Entry Level Qualifications in Progression** are part of a suite of OCNLR Progression qualifications that have been developed to provide a flexible, responsive and graduated range of pre-vocational and vocationally relevant qualifications. They are suitable for use in a range of learning situations and lend themselves to the development of individualised learning programmes.

These qualifications are aimed at learners currently operating at Entry level and offer opportunities for personal development as well as enabling learners to develop skills in literacy, numeracy, ICT and learning to learn. The qualifications also offer a broad range of units in covering vocational and leisure areas.

The **OCNLR Entry Level Qualifications in Progression** are regulated by Ofqual, the qualifications regulator for England, and are registered on the Regulated Qualifications Framework (RQF). It is not a licence to practise.

### Qualification details

This Qualification is also available at Level 1, Level 2 and Level 3.

#### Entry 3 Award

- Qualification Number: 600/8598/8
- Qualification credit value: 3
- Operational start date: 1 April 2013
- Review date: 30<sup>th</sup> August 2026
- Total Qualification Time (TQT): 30 hours
- Guided Learning Hours (GLH): 15
- Assessment requirements: internally assessed, internally and externally moderated.

#### Entry 3 Extended Award

- Qualification Number: 601/4339/3
- Qualification credit value: 6
- Operational start date: 1 September 2014
- Review date: 30<sup>th</sup> August 2026
- Total Qualification Time (TQT): 60 hours
- Guided Learning Hours (GLH): 50
- Assessment requirements: internally assessed, internally and externally moderated.

#### Entry 3 Certificate

- Qualification Number: 600/8636/1
- Qualification credit value: 15

- Operational start date: 1 April 2013
- Review date: 30th August 2026
- Total Qualification Time (TQT): 150 hours
- Guided Learning Hours (GLH): 105
- Assessment requirements: internally assessed, internally and externally moderated

### Entry 3 Diploma

- Qualification Number: 601/1389/3
- Qualification credit value: 37
- Operational start date: 1 October 2013
- Review date: 31 December 2024
- Total Qualification Time (TQT): 370 hours
- Guided Learning Hours (GLH): 313
- Assessment requirements: internally assessed, internally and externally moderated

### Purpose of the qualifications

The purpose of the **OCNLR Entry Level Qualifications in Progression** is to provide a range of learning opportunities at Foundation level, divided into Core and Vocational areas.

The Core skills units include generic skills in literacy and numeracy, learning to learn and cover important aspects of personal development and preparing for work. They provide the essential learning required to enable learners to prepare for a working environment or to progress to further study.

The optional Vocational units are grouped into a number of specific occupational areas and can be used to offer learners an opportunity to try out or 'taste' different areas of learning to test their abilities and skills and identify their interests and personal preferences before deciding upon a specific career or further learning pathway.

Using combinations of these units, centres will be able to design courses that enable learners to follow a programme tailored to their learning needs, whilst at the same time achieving a nationally recognised qualification.

The qualification structure also allows for flexibility in delivery and assessment, enabling assessment evidence to be generated in a range of different ways thus facilitating the development of learner centred practice.

The Diploma incorporates Level 1 core and optional units allowing for substantial learning programmes to be developed that provide a greater degree of challenge for learners towards the end of their course and to cater for learners with spiky profiles.

### **Who the qualifications are for**

The **OCNLR Entry Level Qualifications in Progression** are suitable for learners who:

- would benefit from alternative approaches to the curriculum and learning.
- want to test out a vocational area to inform their career and employment choices.
- for whatever reason have not previously achieved in education.
- need to develop their literacy and/or numeracy skills.

### **Entry guidance**

The qualifications are suitable for learners of all ages. However, centres must determine the suitability of units when delivering the qualification to learners aged pre-16. There are no specific requirements for the qualifications.

### **Progression and related qualifications**

The qualifications provide a sound basis for learners to move on to the Level 1 qualifications in the suite or other sector specific Level 1 qualifications offered by the centre.

## Structure of the qualifications

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### Rules of combination for achievement

The **OCNLR Entry Level Award in Progression (Entry 3) qualification** contains a range of optional units. Learners must achieve 3 credits in total at Entry Level 3.

The **OCNLR Entry Level Extended Award in Progression (Entry 3) qualification** contains a range of optional units. Learners must achieve 6 credits in total at Entry Level 3.

- no more than 3 credits can be obtained from IT units.

The **OCNLR Entry Level Certificate in Progression (Entry 3) qualification** contains core and optional units.

Learners must achieve 15 credits in total at Entry Level 3.

- a minimum of 3 credits must be taken from the core skills group of units;
- a minimum of 12 credits must be taken from the remaining core and optional units;
- no more than 6 credits can be obtained from IT units.

The **OCNLR Entry Level Diploma in Progression (Entry 3) qualification** comprises a large range of core skills and optional vocational units. Learners must achieve 37 credits at Entry Level 3 or above.

- a minimum of 6 credits must be taken from the Core skills group of units;
- a minimum of 31 credits from the remaining core and optional units;
- no more than 6 credits can be obtained from IT units and
- a maximum of 12 credits can be taken at Level 1.

### Qualification Units and Groups

The areas of learning covered by the range of units are listed below. The unit content of individual units is accessible through the ['Unit Book'](#) on page 13.

Centres wishing to discuss ways of putting together different combinations of units that meet learner needs and fulfil the Rules of Combination should contact their OCN London Curriculum and Relationship Development Manager.

### Core Unit Groups

Core Entry Level units

Core Level 1 units

### Optional Unit Groups

Administration

Animal Care

Building and Construction

Business Management

Creative Arts  
Hair and Beauty  
Health and Social Care  
Horticulture and Floristry  
Hospitality and Catering  
History  
ICT  
Performing Arts  
Retail  
Sport Leisure and Recreation  
Vehicle Maintenance

## Assessment and Moderation

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### Assessment process

The assessment process for these qualifications are as follows:

- The learners are assessed through activities that are internally set by tutor assessors;
- The activities must be designed to enable learners to meet the assessment criteria of the unit;
- Learners' portfolios of assessed evidence must be internally moderated at the Centre;
- The portfolios of assessed evidence will be externally moderated by an OCN London External Moderator.

There is no additional external assessment for these qualifications.

### Devising assessments

Each unit has a supplementary page with information on the types of assessment activities that can (indicated as 'Optional' or 'O') and/or must (indicated as 'Prescribed' or 'P') be used to assess learners against the unit. Tutor assessors must always refer to this page before devising assessment tasks.

Centre devised assessments should be scrutinised by the Internal Moderator before use to ensure that they are fit for purpose. Centre devised assessments will be scrutinised by the External Moderator to ensure reliability and validity of assessment.

### Marking assessment activities

Each activity must be marked against the identified assessment criteria in the unit and judged to be either achieved or not achieved.

Assessors need to ensure that the work in a learner's portfolio is:

- Authentic – it is the result of the learner's own performance or activity;
- Sufficient – enabling the assessor to make a consistent and reliable judgement;
- Adequate – appropriate to the level.

Where a series of activities are set, learners must demonstrate the achievement of the required standard identified in the assessment criteria in all activities. All of the assessment criteria in a unit must be met before the unit is deemed achieved.

The unit achievement is not graded. Units are either achieved or not achieved.

### Standardisation

Standardisation is a process that promotes consistency in the understanding and application of standards in relation to assessment. It:

- compares assessment judgements from different tutor/assessors;
- promotes consistent judgements by different tutor/assessors;
- identifies good practice in assessment;
- promotes the sharing of good practice in assessment between centre staff.

Standardisation events should be held periodically within centres to ensure consistent and effective assessment practice. Standardisation events may also be held by OCN London and it is a requirement that each Centre offering units from these qualifications must contribute assessment materials and learners' evidence for standardisation, if requested.

OCN London will notify Centres of the required sample for standardisation purposes and assessment materials, learners' evidence and tutor feedback may be collected by External Moderators.

### **Learners with particular requirements**

If learners have particular requirements the Centre should refer to the 'Access to Fair Assessment Policy and Procedure' which can be found on our website at: [Access to Fair Assessment Policy and Procedure](#) and gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty, without compromising the achievement of the assessment criteria.

### **Requirements for tutor/assessors**

#### **To be sufficiently competent**

In addition to being qualified to make assessment decisions, each assessor must be capable of carrying out the full requirements within the competency of the units they are assessing. This competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Expert witnesses can be used where they have suitable expertise for specialist areas. The use of expert witnesses should be determined and agreed by the assessor.

#### **To be sufficiently knowledgeable**

Each assessor should possess relevant knowledge and understanding of the subject and so be able to make robust and reliable assessment decisions in relation to the subject.

## Unit Book – Contents

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<b>How to use this Unit Book</b>	16
<b>Core Units</b>	16
Entry Level Core Units	16
Level 1 Core Units	20
<b>Optional Unit Groups</b>	25
1. Administration	25
2. Animal Care	25
3. Building and Construction	25
4. Business Management	25
5. Child Development	26
6. Creative Arts	26
7. Hair and Beauty	26
8. Health and Social Care	26
9. Horticulture and Floristry	26
10. Hospitality and Catering	27
11. History	27
12. ICT	27
13. Performing Arts	28
14. Retail	28
15. Sport Leisure and Recreation	28
16. Vehicle Maintenance	28

## How to use this Unit Book

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### How to Access individual Unit Specifications

This Unit Book lists all the units relating to these OCNLR Entry Level Progression qualifications. Clicking on the Ofqual Code in the list of units will open the actual unit specification from the web. You will therefore need access to the internet to open the unit specifications themselves.

### How to Search and Find Units

The Entry Level Progression Qualifications contain a wide variety of units, which together provide for extremely flexible options for course designers, but the number of units also makes searching for and finding particular units something of a challenge. We have therefore structured the Optional Unit List by subject area to simplify the search for particular units.

The Core and Optional units are graphically shown in the Table of Contents. It is important when designing a course to ensure that the qualification 'rules of combination' are met to enable learners to achieve the qualification aimed for. These are different for the Award, Extended Award, the Certificate, and the Diploma, and are set out below.

### Rules of Combination

#### Entry Level Award in Progression

Learners must achieve 3 credits at Entry Level.

#### Entry Level Extended Award in Progression

Learners must achieve 6 credits at Entry Level. No more than 3 credits can be obtained from the ICT unit group.

#### Entry Level 3 Certificate in Progression

Learners must achieve 15 credits at Entry Level by successfully completing 3 credits from the 'Core' groups of units and a minimum of 12 credits from the remaining core and optional units. No more than 6 credits can be obtained from ICT unit group.

#### Entry Level 3 Diploma in Progression

Learners must achieve 37 credits at Entry Level or above by successfully completing at least 6 credits from the 'Core' groups of units and a minimum of 31 credits from the remaining core and optional unit groups. No more than 6 credits can be obtained from the ICT unit group and no more than 12 credits can be achieved at Level 1.

### Level 1 units?

Although these qualifications are all at entry level a limited number of level 1 units can be achieved that count towards the Rule of Combination for the qualification. The Level 1 units are mostly in the 'Level 1 Core' group of units but a few are also included in the 'Administration' and

Business Management' optional unit sub groups. To help identify them graphically and separate them from entry level units, the level 1 unit rows are coloured grey.

### **Navigation through this document**

To get to a group of units, simply click its name in the table of contents. To return to the contents page, click on any major heading in the document. Also, readers can of course scroll through pages in the usual way.

The groups of units follow; first the 'Core' groups and then the 'Optional' subject groups.

## Core Units

### Entry Level 3 Core Skills

In alphabetical order

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">M/506/0617</a>	Accessing Public Transport	E3	3
<a href="#">T/504/8484</a>	Alcohol and Drug Misuse Awareness	E3	3
<a href="#">Y/505/4004</a>	Applying Number Skills	E3	1
<a href="#">J/504/8425</a>	Aspects of Citizenship	E3	3
<a href="#">L/504/8538</a>	Assertiveness and Decision Making Skills	E3	3
<a href="#">M/505/3182</a>	Basic Food Preparation	E3	2
<a href="#">T/504/9358</a>	Budgetary Control within a Business Environment	E3	3
<a href="#">J/505/8792</a>	Business Meeting Techniques	E3	3
<a href="#">D/504/8124</a>	College Induction	E3	3
<a href="#">L/506/0527</a>	Core Skills For Art And Craft	E3	3
<a href="#">D/506/0693</a>	Data Handling: Extracting And Interpreting Data	E3	1
<a href="#">H/506/0694</a>	Data Handling: Recording And Representing Data	E3	1
<a href="#">R/504/8492</a>	Developing an Awareness of Social and Physical Aspects of Adult Relationships	E3	1
<a href="#">F/506/0914</a>	Developing and Applying Addition and Subtraction Skills	E3	1
<a href="#">J/506/0915</a>	Developing and Applying Fraction Skills	E3	1
<a href="#">L/506/0916</a>	Developing and Applying Shape and Space Skills	E3	1
<a href="#">J/504/8506</a>	Developing Domestic Skills	E3	3
<a href="#">H/504/8481</a>	Developing Personal Hygiene Skills for Healthy Hands and Feet	E3	1
<a href="#">L/504/8524</a>	Developing Personal Hygiene Skills for Oral Health	E3	1
<a href="#">J/504/8490</a>	Developing Skills for a Healthy Lifestyle	E3	3
<a href="#">F/504/8519</a>	Developing Skills for Gaining Employment	E3	3
<a href="#">T/504/8517</a>	Developing Skills for Listening to Children	E3	3
<a href="#">R/504/8508</a>	Developing Skills for Table Setting in your Home	E3	1
<a href="#">T/504/8565</a>	Diversity in Society	E3	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">K/505/4010</a>	Division of Whole Numbers	E3	1
<a href="#">R/504/8864</a>	Employment Contract and Payslip Basics	E3	1
<a href="#">F/503/3048</a>	Engage in Discussion	E3	1
<a href="#">M/504/8807</a>	Family Relationships	E3	3
<a href="#">A/505/1578</a>	Food and Nutrition for Children	E3	3
<a href="#">J/505/8646</a>	Food Safety and Storage	E3	3
<a href="#">A/504/8521</a>	General Skills for Independent Living	E3	3
<a href="#">T/506/0893</a>	Grammar and Punctuation in Practical Use	E3	1
<a href="#">A/503/3050</a>	Grammar Skills	E3	1
<a href="#">A/504/8177</a>	Handling Stock in a Retail Environment	E3	3
<a href="#">Y/505/9123</a>	Health and Fitness	E3	3
<a href="#">R/504/8489</a>	Health and Safety Awareness in the Workplace	E3	1
<a href="#">H/504/8433</a>	Home and Personal Safety Awareness	E3	3
<a href="#">F/503/3051</a>	Improving own Spelling	E3	1
<a href="#">H/504/8495</a>	Introduction to a Training Course	E3	3
<a href="#">M/504/8497</a>	Introduction to Career Preparation	E3	1
<a href="#">L/505/8597</a>	Introduction to Customer Service Skills	E3	3
<a href="#">T/504/8498</a>	Introduction to Developing a Personal Learning Programme	E3	3
<a href="#">D/505/8569</a>	Introduction to Developing Parenting Skills	E3	3
<a href="#">A/504/8518</a>	Introduction to Developing Skills for Caring for your Child	E3	3
<a href="#">Y/504/8509</a>	Introduction to Food, Drink and Cooking	E3	3
<a href="#">R/505/8570</a>	Introduction to Group and Teamwork Communication Skills	E3	3
<a href="#">R/505/8715</a>	Introduction to Lip Reading Skills	E3	3
<a href="#">A/502/4834</a>	Introduction to the Hospitality Industry	E3	1
<a href="#">H/505/8573</a>	Introduction to Understanding Sex and Relationships	E3	3
<a href="#">A/504/8437</a>	Issues of Substance Misuse	E3	1
<a href="#">F/504/8178</a>	Keeping the Work Area Clean, Tidy and Safe in a Retail Environment	E3	3
<a href="#">R/505/8598</a>	Living in the Community	E3	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">J/504/8179</a>	Looking After Customers in a Retail Environment	E3	3
<a href="#">A/506/0698</a>	Making And Using Story Sacks For Family Learning	E3	2
<a href="#">J/506/0574</a>	Making Choices in Pursuit of Personal Goals	E3	3
<a href="#">H/505/8623</a>	Managing Social Relationships	E3	2
<a href="#">Y/505/0918</a>	Measure: Capacity and Temperature	E3	1
<a href="#">D/506/0919</a>	Measure: Distance And Length	E3	1
<a href="#">D/503/3378</a>	Measure: Weight	E3	1
<a href="#">D/506/0922</a>	Money: Adding And Subtracting	E3	1
<a href="#">T/505/5645</a>	Multiplication of Whole Numbers	E3	1
<a href="#">H/507/6412</a>	Participate in an Activity	E3	3
<a href="#">D/505/1315</a>	Participating in Leisure Activities	E3	3
<a href="#">K/505/8543</a>	Personal Body Hygiene Awareness	E3	1
<a href="#">R/506/0786</a>	Personal Budgeting And Managing Money	E3	3
<a href="#">A/505/8787</a>	Personal Learning Goals	E3	3
<a href="#">A/504/8289</a>	Personal Study Skills	E3	3
<a href="#">F/505/0996</a>	Physical Performance Skills	E3	3
<a href="#">L/506/0947</a>	Planning And Participating In Short Walks	E3	3
<a href="#">R/504/8184</a>	Planning Physical Care Needs of Young Children	E3	3
<a href="#">H/504/8528</a>	Preparation for a Recruitment Interview	E3	2
<a href="#">A/505/3217</a>	Presentation Software	E3	2
<a href="#">D/503/3154</a>	Reading Comprehension	E3	1
<a href="#">H/503/3155</a>	Reading Grammar and Punctuation	E3	1
<a href="#">K/503/3156</a>	Reading Key Personal Words	E3	1
<a href="#">K/504/8529</a>	Recognising Employment Opportunities	E3	1
<a href="#">D/505/8958</a>	Recognising Own Skills for Personal Development	E3	3
<a href="#">A/505/6084</a>	Recognising Small Animals	E3	2
<a href="#">Y/504/8185</a>	Respecting Children as Individuals	E3	3
<a href="#">J/504/8537</a>	Rights and Responsibilities of Citizenship	E3	3
<a href="#">J/504/0888</a>	Road Safety Awareness	E3	3
<a href="#">F/505/8788</a>	Skills for Employability	E3	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">L/504/8491</a>	Skills for Hygiene in the Home and Everyday Life	E3	3
<a href="#">A/504/8695</a>	Skills for Shopping	E3	3
<a href="#">Y/505/8571</a>	Skills for Shopping for your Home	E3	3
<a href="#">F/506/0671</a>	Speaking to Communicate	E3	1
<a href="#">A/503/3159</a>	Spelling and Handwriting Skills	E3	1
<a href="#">A/503/3162</a>	Spelling in Practice	E3	1
<a href="#">T/504/8713</a>	Take Part in an Activity	E3	1
<a href="#">K/504/8532</a>	Teamwork Skills	E3	3
<a href="#">F/503/3874</a>	The Angling Environment	E3	3
<a href="#">H/506/0565</a>	The Local Community	E3	1
<a href="#">J/504/8716</a>	Time	E3	1
<a href="#">T/505/6083</a>	Understand the Grooming of Small Animals	E3	2
<a href="#">J/506/0798</a>	Understanding a Work Experience Placement	E3	3
<a href="#">H/506/0548</a>	Understanding Business Communication	E3	3
<a href="#">H/600/9867</a>	Understanding Financial Services	E3	1
<a href="#">D/505/8572</a>	Understanding How and Why to Support Children in Family Learning	E3	3
<a href="#">K/506/0678</a>	Understanding Self And Others	E3	3
<a href="#">K/506/0647</a>	Understanding Young People, Law and Order	E3	3
<a href="#">F/504/8570</a>	Undertaking an Enterprise Project	E3	6
<a href="#">F/503/3275</a>	Using Addition and Subtraction	E3	1
<a href="#">A/504/8857</a>	Using Computers for Family Learning	E3	2
<a href="#">Y/505/3225</a>	Using Email	E3	1
<a href="#">T/503/3287</a>	Using Listening and Responding Skills	E3	1
<a href="#">F/503/3289</a>	Using Punctuation	E3	1
<a href="#">H/505/3227</a>	Using the Internet	E3	1
<a href="#">K/504/2889</a>	Valeting a Car Interior	E3	3
<a href="#">M/505/3229</a>	Word Processing Software	E3	2
<a href="#">K/506/0910</a>	Writing Composition Skills	E3	1
<a href="#">K/504/8899</a>	Young Parenthood	E3	2

## Level 1 Core Skills

In alphabetical order

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">D/504/2937</a>	Action Planning to Improve Performance in Mathematics	L1	1
<a href="#">L/504/8510</a>	Active Citizenship in the Local Community	L1	1
<a href="#">F/505/8791</a>	Alcohol Awareness for the Individual	L1	3
<a href="#">R/504/8511</a>	Aspects of Citizenship	L1	3
<a href="#">L/506/0558</a>	Assertive Living	L1	3
<a href="#">R/504/7486</a>	Banking and Other Financial Organisations	L1	1
<a href="#">K/505/4072</a>	Basic Food Preparation and Cooking	L1	3
<a href="#">R/504/8718</a>	Behaviour in Conflict	L1	3
<a href="#">F/504/8813</a>	Body Image	L1	2
<a href="#">A/504/8566</a>	Building a Personal Skills Portfolio	L1	3
<a href="#">M/504/8645</a>	Career Planning	L1	3
<a href="#">L/506/0737</a>	Career Preparation	L1	1
<a href="#">F/505/8564</a>	Caring for your Child	L1	3
<a href="#">H/504/8724</a>	Changing Roles and Relationships in Adolescence	L1	3
<a href="#">J/504/7517</a>	Communication in the Workplace	L1	3
<a href="#">A/504/7689</a>	Communication Skills for Group and Teamwork	L1	3
<a href="#">T/504/8727</a>	Customer Service	L1	3
<a href="#">K/503/3044</a>	Data Calculations	L1	1
<a href="#">M/504/8287</a>	Developing a Personal Learning Programme	L1	3
<a href="#">K/503/0967</a>	Developing Confidence and Self-Esteem	L1	1
<a href="#">D/504/8429</a>	Developing Own Interpersonal Skills	L1	3
<a href="#">D/504/8432</a>	Developing Personal Confidence and Self Awareness	L1	3
<a href="#">J/506/0560</a>	Developing Skills for Independent Life	L1	3
<a href="#">H/504/8870</a>	Domestic Cooking Skills	L1	3
<a href="#">T/504/8291</a>	Drug Awareness	L1	3
<a href="#">T/503/0969</a>	Drugs and Substance Misuse	L1	1
<a href="#">R/504/8797</a>	Eating Disorders	L1	1

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">R/505/8794</a>	Employment Rights, Contracts and Pay	L1	3
<a href="#">M/504/8225</a>	Family Relationships	L1	3
<a href="#">H/505/6063</a>	Food Safety in the Home and Community	L1	2
<a href="#">R/506/1050</a>	Handling Data	L1	2
<a href="#">F/505/8557</a>	Health and Hygiene in the Home	L1	3
<a href="#">J/504/8487</a>	Health and Safety Awareness in a Working Environment	L1	1
<a href="#">Y/505/4441</a>	Health and Safety in a Practical Environment	L1	1
<a href="#">L/504/8264</a>	Healthy Living	L1	3
<a href="#">J/505/4001</a>	Household Skills	L1	3
<a href="#">D/505/8555</a>	Improving Assertiveness and Decision Making	L1	3
<a href="#">T/504/8274</a>	Improving Own Confidence	L1	3
<a href="#">D/504/9497</a>	Improving Own Learning and Performance	L1	3
<a href="#">J/504/8277</a>	Independent Shopping for Household Items	L1	3
<a href="#">R/504/8279</a>	Induction to Study	L1	3
<a href="#">M/505/8625</a>	Introduction to Peer Support Skills	L1	2
<a href="#">H/504/8688</a>	Issues of Substance Misuse	L1	1
<a href="#">J/506/0736</a>	Job Seeking Skills	L1	3
<a href="#">K/504/8563</a>	Living in the Community	L1	3
<a href="#">M/504/8578</a>	Maintaining a Wheeled Vehicle for Personal Use	L1	2
<a href="#">K/504/8580</a>	Making and Using Story Sacks	L1	3
<a href="#">L/506/0575</a>	Making Choices in Pursuit of Personal Goals	L1	3
<a href="#">K/504/8627</a>	Managing Personal Relationships	L1	3
<a href="#">L/504/8552</a>	Managing Your Own Learning	L1	3
<a href="#">R/506/0920</a>	Measure: Time and Temperature	L1	2
<a href="#">L/505/8566</a>	Parenting Skills	L1	3
<a href="#">R/504/8816</a>	Peer Mediation	L1	3
<a href="#">A/504/8826</a>	Personal and Interpersonal Conflict	L1	3
<a href="#">K/504/8837</a>	Personal Awareness	L1	3
<a href="#">Y/506/0787</a>	Personal Budgeting and Managing Money	L1	3
<a href="#">J/504/7792</a>	Personal Development	L1	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">D/504/7796</a>	Personal Learning Skills	L1	6
<a href="#">D/504/7796</a>	Personal Learning Skills	L1	6
<a href="#">T/504/8839</a>	Personal Relationships	L1	3
<a href="#">F/507/6370</a>	Planning and Leading an Activity	L1	3
<a href="#">K/505/8722</a>	Preparing for a Recruitment Interview	L1	3
<a href="#">R/505/5300</a>	Preparing for Interviews	L1	1
<a href="#">Y/506/0739</a>	Preparing for Work	L1	3
<a href="#">T/504/8131</a>	Presentation Skills	L1	2
<a href="#">K/506/0924</a>	Probability	L1	1
<a href="#">H/505/8587</a>	Problem Solving in the Workplace	L1	3
<a href="#">J/506/0896</a>	Punctuation and Grammar Skills	L1	2
<a href="#">Y/506/0899</a>	Reading for Meaning	L1	3
<a href="#">R/504/8685</a>	Recognising Employment Opportunities	L1	1
<a href="#">H/504/8691</a>	Responsible Road Vehicle Ownership and Use	L1	2
<a href="#">J/504/8845</a>	Rights and Responsibilities of Citizenship	L1	3
<a href="#">Y/504/8557</a>	Sex and Relationships Education	L1	3
<a href="#">R/504/7780</a>	Skills for Lip Reading	L1	6
<a href="#">J/506/0669</a>	Speaking and Listening Skills	L1	3
<a href="#">A/505/5386</a>	Spelling Rules and Strategies in Practical Use	L1	3
<a href="#">H/506/0906</a>	Spelling Skills	L1	3
<a href="#">Y/504/8817</a>	Stress and Stress Management Techniques	L1	3
<a href="#">L/504/8197</a>	Study Skills	L1	3
<a href="#">J/504/8697</a>	Supporting a Child with Reading	L1	3
<a href="#">A/504/8700</a>	Supporting a Child with Writing	L1	3
<a href="#">K/504/8711</a>	Supporting Children's Literacy and Numeracy Development	L1	3
<a href="#">J/505/8596</a>	Supporting Your Children in Family Learning	L1	3
<a href="#">A/504/8714</a>	Take Part in an Activity	L1	1
<a href="#">J/504/8876</a>	Teamwork Skills	L1	3
<a href="#">T/504/8856</a>	The Peer Mediation Process	L1	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">L/504/8717</a>	Time Management	L1	3
<a href="#">A/506/0927</a>	Understanding and Using 2D Shapes	L1	1
<a href="#">F/506/2928</a>	Understanding and Using Decimals	L1	2
<a href="#">J/506/0929</a>	Understanding and Using Fractions	L1	2
<a href="#">A/506/0930</a>	Understanding and Using Percentages	L1	2
<a href="#">M/504/8483</a>	Understanding Diversity within Society	L1	3
<a href="#">M/506/0634</a>	Understanding Equal Opportunities	L1	3
<a href="#">F/506/0931</a>	Understanding Length, Weight and Capacity	L1	1
<a href="#">J/506/0932</a>	Understanding Numbers	L1	2
<a href="#">Y/505/5377</a>	Understanding Perimeter and Area	L1	1
<a href="#">J/506/0638</a>	Understanding Prejudice and Discrimination	L1	3
<a href="#">J/505/8811</a>	Understanding Self in Conflict	L1	3
<a href="#">Y/506/0613</a>	Understanding The Importance Of A Balanced Diet And Regular Exercise	L1	1
<a href="#">T/506/3275</a>	Understanding the Role of a Mentor	L1	2
<a href="#">R/505/8584</a>	Understanding Time Management in the Workplace	L1	2
<a href="#">R/506/0934</a>	Understanding Volume	L1	1
<a href="#">M/506/1993</a>	Understanding Welfare at Work	L1	3
<a href="#">Y/506/0742</a>	Understanding Work-Based Learning and Apprenticeships	L1	1
<a href="#">T/506/0649</a>	Understanding Young People, Law and Order	L1	3
<a href="#">A/505/5291</a>	Understanding Your Pay	L1	3
<a href="#">D/505/8667</a>	Understanding your Pregnancy and Preparation for your Baby	L1	3
<a href="#">D/504/8866</a>	Undertaking an Enterprise Project	L1	3
<a href="#">J/505/6931</a>	Using a CV and Covering Letter to Apply for a Job	L1	2
<a href="#">F/505/8631</a>	Using an Ordnance Survey Map	L1	2
<a href="#">D/506/0936</a>	Using Calculations: Addition and Subtraction of Whole Numbers	L1	1
<a href="#">H/506/0937</a>	Using Calculations: Multiplication and Division of Whole Numbers	L1	2
<a href="#">T/505/8724</a>	Work Experience	L1	3
<a href="#">L/505/8616</a>	Work, Review and Plan	L1	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">L/506/0804</a>	Work-Based Placement	L1	3
<a href="#">F/504/8861</a>	Working Patterns	L1	1
<a href="#">F/504/8892</a>	Working with your Child to Develop Literacy Skills	L1	3
<a href="#">J/504/8893</a>	Working with Your Child to Develop Numeracy Skills	L1	3
<a href="#">M/506/0911</a>	Writing for Meaning Skills	L1	3
<a href="#">K/504/8904</a>	Young Parenthood	L1	2

## Optional Units

### Optional Units in subject groups

(Groups in alphabetical order and units in alphabetical order within the grouping)

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
	<b>Administration; unit group</b>		
<a href="#">R/505/0825</a>	Filing Skills	L1	3
<a href="#">H/505/3194</a>	Reception and Filing Skills	E3	3
<a href="#">D/505/0827</a>	Using Fax Machines and Photocopiers	L1	3
<a href="#">A/505/8790</a>	Using the Telephone and Photocopier	E3	3
	<b>Animal Care; unit group</b>		
<a href="#">F/506/0475</a>	Developing Confidence Working with Animals	E3	3
<a href="#">A/505/6084</a>	Recognising Small Animals	E3	2
<a href="#">T/505/6083</a>	Understand the Grooming of Small Animals	E3	2
	<b>Building and Construction; unit group</b>		
<a href="#">D/505/3856</a>	Brickwork: Introduction to Building a Half Brick Wall Three Courses High	E3	3
<a href="#">D/505/0309</a>	Building a Three Brick Square Hollow Pillar	E3	3
<a href="#">L/505/8180</a>	Introduction to Assisting Workshop Practice in Brickwork	E3	3
<a href="#">R/505/3191</a>	Introduction to Brickwork	E3	3
<a href="#">L/504/9883</a>	Introduction to Building and Construction	E3	3
<a href="#">Y/505/3192</a>	Introduction to Carpentry and Joinery	E3	3
<a href="#">J/505/3897</a>	Introduction Painting and Decorating	E3	3
<a href="#">K/506/0518</a>	Health and Safety: Construction	E3	3
<a href="#">F/505/0626</a>	Cutting and Hanging Wall Coverings	E3	3
	<b>Business Management; unit group</b>		
<a href="#">T/504/9358</a>	Budgetary Control within a Business Environment	L1	3
<a href="#">J/505/8792</a>	Business Meeting Techniques	L1	3
<a href="#">H/506/0548</a>	Understanding Business Communication	L1	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">R/505/8584</a>	Understanding Time Management in the Workplace	L1	2
	<b>Child Development; unit group</b>		
<a href="#">T/504/8517</a>	Developing Skills for Listening to Children	E3	3
<a href="#">A/505/1578</a>	Food and Nutrition for Children	E3	3
<a href="#">A/504/8518</a>	Introduction to Developing Skills for Caring for your Child	E3	3
<a href="#">J/505/8713</a>	Introduction to Preparing, Presenting and Keeping Food for Children and Young People	E3	3
<a href="#">R/504/8184</a>	Planning Physical Care Needs of Young Children	E3	3
<a href="#">Y/504/8185</a>	Respecting Children as Individuals	E3	3
<a href="#">L/505/1620</a>	Understanding Human Growth and Development	E3	3
	<b>Creative Arts; unit group</b>		
<a href="#">D/504/9967</a>	Clothing Design	E3	3
<a href="#">L/506/0527</a>	Core Skills For Art And Craft	E3	3
<a href="#">D/506/0533</a>	Mixed Media in 2D	E3	3
<a href="#">H/506/0534</a>	Needle/Textile Crafts	E3	3
	<b>Hair and Beauty; unit group</b>		
<a href="#">A/506/9708</a>	Hair Plaiting	E3	3
<a href="#">L/505/3187</a>	Hairdressing: Introduction to Assisting a Stylist	E3	3
<a href="#">A/504/9345</a>	Hairdressing: Introduction to Health and Safety	E3	3
<a href="#">L/506/0835</a>	Hairdressing: Working Relationships	E3	3
<a href="#">J/504/9347</a>	Hand Care	E3	3
<a href="#">F/506/8799</a>	Introduction to the Hair and Beauty Sector	E3	2
<a href="#">T/505/3927</a>	Skin Care	E3	3
	<b>Health and Social Care; unit group</b>		
<a href="#">J/504/8490</a>	Developing Skills for a Healthy Lifestyle	E3	3
	<b>Horticulture and Floristry; unit group</b>		
<a href="#">M/504/9245</a>	Soil Types and Garden Habitats	E3	3
<a href="#">K/505/3195</a>	Sowing and Growing Plants	E3	3
<a href="#">D/505/6465</a>	Developing Skills for Using and Maintaining Garden Tools	E3	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">K/505/8929</a>	Amenity Horticulture Skills	E3	3
<a href="#">H/505/6449</a>	Cultivating Plant Cuttings	E3	3
<a href="#">H/505/6466</a>	Garden Horticulture	E3	3
<a href="#">K/505/6457</a>	Garden Maintenance Skills	E3	3
<a href="#">T/505/6469</a>	Planting in a Container	E3	3
<a href="#">T/504/9280</a>	Practical Floristry Skills	E3	3
<a href="#">Y/505/3211</a>	Introduction to Propagation of Plants	E3	3
<a href="#">K/505/8706</a>	Understanding the Skills Required for Floristry	E3	1
	<b>Hospitality and Catering; unit group</b>		
<a href="#">K/505/3181</a>	Basic Cooking	E3	2
<a href="#">M/505/3182</a>	Basic Food Preparation	E3	2
<a href="#">A/502/4834</a>	Introduction to the Hospitality Industry	E3	1
	<b>History; unit group</b>		
<a href="#">D/505/1072</a>	Discover Local History	E3	3
	<b>ICT; unit group</b>		
<a href="#">Y/505/6366</a>	Audio and Video Software	E3	2
<a href="#">F/506/9757</a>	Computer Basics	E3	1
<a href="#">L/505/8535</a>	Computer Security and Privacy	E3	1
<a href="#">H/505/6368</a>	Data Management Software	E3	2
<a href="#">K/505/6369</a>	Database Software	E3	2
<a href="#">H/505/6371</a>	Design and Imaging Software	E3	2
<a href="#">F/505/3185</a>	Desktop Publishing Software	E3	2
<a href="#">A/506/1771</a>	Digital Lifestyle	E3	1
<a href="#">F/505/1677</a>	Personal Digital Photograph Processing	E3	1
<a href="#">F/506/0380</a>	Using the Internet for Shopping	E3	1
<a href="#">K/505/3214</a>	IT User Fundamentals	E3	2
<a href="#">F/505/6376</a>	Personal Information Management Software	E3	1
<a href="#">A/505/3217</a>	Presentation Software	E3	2
<a href="#">F/506/1772</a>	Productivity Programs	E3	1
<a href="#">J/505/6377</a>	Specialist/Bespoke Software	E3	2

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">L/505/3223</a>	Spreadsheet Software	E3	2
<a href="#">H/506/0355</a>	The Internet and World Wide Web	E3	1
<a href="#">Y/505/3225</a>	Using Email	E3	1
<a href="#">L/505/6378</a>	Using Mobile IT Devices	E3	1
<a href="#">H/505/3227</a>	Using the Internet	E3	1
<a href="#">M/505/3229</a>	Word Processing Software	E3	2
	<b>Performing Arts; unit group</b>		
<a href="#">D/505/1007</a>	Basic Performance Skills	E3	3
<a href="#">F/505/0996</a>	Physical Performance Skills	E3	3
	<b>Retail; unit group</b>		
<a href="#">A/504/8177</a>	Handling Stock in a Retail Environment	E3	3
<a href="#">F/504/8178</a>	Keeping the Work Area Clean, Tidy and Safe in a Retail Environment	E3	3
<a href="#">J/504/8179</a>	Looking After Customers in a Retail Environment	E3	3
	<b>Sports Leisure and Recreation; unit group</b>		
<a href="#">H/505/0425</a>	Assist in Sports Coaching	E3	3
<a href="#">A/505/8594</a>	Developing Angling Skills	E3	3
<a href="#">Y/505/9123</a>	Health and Fitness	E3	3
<a href="#">L/505/8549</a>	Improving own Fitness	E3	3
<a href="#">A/505/8644</a>	Indoor Team Games	E3	3
<a href="#">F/507/6627</a>	Outdoor Craft Skills using Natural Materials	E3	3
<a href="#">D/505/1315</a>	Participating in Leisure Activities	E3	3
<a href="#">L/506/0947</a>	Planning And Participating In Short Walks	E3	3
<a href="#">F/503/3874</a>	The Angling Environment	E3	3
	<b>Vehicle Maintenance; unit group</b>		
<a href="#">T/505/4401</a>	Checking and Maintaining Car Tyre Pressures and Tread	E3	1
<a href="#">L/505/0094</a>	Checking and Maintaining Fluid Levels on a Car	E3	1
<a href="#">H/505/0098</a>	Clean and Prepare a Cycle for Use	E3	1
<a href="#">R/505/3188</a>	Identification of Basic External and Internal Car Parts	E3	1
<a href="#">L/504/9575</a>	Lubricate and Tension a Single Speed Cycle Chain	E3	1


Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">T/505/3216</a>	Motor Vehicle Workshop Tools and Equipment	E3	2
<a href="#">Y/504/9580</a>	Remove and Replace Cycle Saddles, Seatposts and Handlebars	E3	1
<a href="#">D/505/8779</a>	Remove and Replace Cycle Wheels, Tyres and Inner Tubes	E3	1
<a href="#">A/505/3220</a>	Routine Motorcycle Checks	E3	2
<a href="#">F/505/3221</a>	Routine Vehicle Checks	E3	2
<a href="#">J/505/3222</a>	Routine Wheel and Tyre Checks	E3	2
<a href="#">K/504/2889</a>	Valeting a Car Interior	E3	3
<a href="#">K/505/3228</a>	Washing a Car Exterior	E3	1
<a href="#">R/505/0419</a>	Wax and Polish a Car Exterior	E3	3

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