

# Qualification Guide

## OCNLR Entry Level Qualifications in Skills for Independence and Employability

## OCN London Qualification Guide

**OCNLR Entry Level Award in Skills for Independence and Employability (Entry 1)**

Qualification No: 603/5410/0

**OCNLR Entry Level Certificate in Skills for Independence and Employability (Entry 1)**

Qualification No: 603/5413/6

**OCNLR Entry Level Extended Certificate in Skills for Independence and Employability (Entry 1)**

Qualification No: 603/5416/1

**OCNLR Entry Level Diploma in Skills for Independence and Employability (Entry 1)**

Qualification No: 603/5419/7

**OCNLR Entry Level Award in Skills for Independence and Employability (Entry 2)**

Qualification No: 603/5411/2

**OCNLR Entry Level Certificate in Skills for Independence and Employability (Entry 2)**

Qualification No: 603/5414/8

**OCNLR Entry Level Extended Certificate in Skills for Independence and Employability (Entry 2)**

Qualification No: 603/5417/3

**OCNLR Entry Level Diploma in Skills for Independence and Employability (Entry 2)**

Qualification No: 603/5420/3

**OCNLR Entry Level Award in Skills for Independence and Employability (Entry 3)**

Qualification No: 603/5412/4

**OCNLR Entry Level Certificate in Skills for Independence and Employability (Entry 3)**

Qualification No: 603/5415/X

**OCNLR Entry Level Extended Certificate in Skills for Independence and Employability (Entry 3)**

Qualification No: 603/5418/5

**OCNLR Entry Level Diploma in Skills for Independence and Employability (Entry 3)**

Qualification No: 603/5421/5

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**

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## General Information

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This qualification guide contains details of everything you need to know about the **OCNLR Entry Level Qualifications in Skills for Independence and Employability**. 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 Skills for Independence and Employability** have been developed to address the needs of learners working at Entry Level, including those with learning difficulties and disabilities. It provides progression from Entry 1 to Entry 3 for those with lower level literacy, numeracy and employability skills.

This suite of qualifications offers learners opportunities to access appropriate and relevant education and to enable them to improve their life opportunities. The qualifications provide a foundation for lifelong learning by focusing on transferable skills that are essential for living and working in the community.

The **OCNLR Entry Level Qualifications in Skills for Independence and Employability** are available at three entry levels in four sizes: Award, Certificate, Extended Certificate and Diploma, to enable learners with specific needs and abilities to maximise their confidence, independence and potential.

The qualifications are organised into seven groups of units: Independence Skills, Employability Skills, Vocational Skills, Learning Skills, Health and Wellbeing, Digital Skills and Green Units, with the aim of enhancing learners' independence and enabling them to explore vocational and other meaningful avenues.

These qualifications have been developed in collaboration with a range of training providers and professionals working with learners with high needs. They recognise the need to acknowledge the real achievements of learners which have often been neglected.

The **OCNLR Entry Level Qualifications in Skills for Independence and Employability** are regulated by Ofqual, the qualifications regulator for England, and are registered on the Regulated Qualifications Framework (RQF).

### Qualification details

This Qualification is available at Entry Level only.

#### Entry 1 Award

- Qualification Number: 603/5410/0
- Qualification credit value: 9
- Operational start date: 1st February 2020
- Review date: 31st December 2026
- Total Qualification Time (TQT): 90
- Guided Learning Hours (GLH): 90
- Assessment requirements: internally assessed, internally and externally moderated.

### Entry 1 Certificate

- Qualification Number: 603/5413/6
- Qualification credit value: 18
- Operational start date: 1st February 2020
- Review date: 31st December 2026
- Total Qualification Time (TQT): 180
- Guided Learning Hours (GLH): 180
- Assessment requirements: internally assessed, internally and externally moderated

### Entry 1 Extended Certificate

- Qualification Number: 603/5416/1
- Qualification credit value: 27
- Operational start date: 1st February 2020
- Review date: 31st December 2026
- Total Qualification Time (TQT): 270
- Guided Learning Hours (GLH): 270
- Assessment requirements: internally assessed, internally and externally moderated

### Entry 1 Diploma

- Qualification Number: 603/5419/7
- Qualification credit value: 37
- Operational start date: 1st February 2020
- Review date: 31st December 2026
- Total Qualification Time (TQT): 370
- Guided Learning Hours (GLH): 370
- Assessment requirements: internally assessed, internally and externally moderated

### Entry 2 Award

- Qualification Number: 603/5411/2
- Qualification credit value: 9
- Operational start date: 1st February 2020
- Review date: 31st December 2026
- Total Qualification Time (TQT): 90
- Guided Learning Hours (GLH): 90
- Assessment requirements: internally assessed, internally and externally moderated.

### Entry 2 Certificate

- Qualification Number: 603/5414/8
- Qualification credit value: 18
- Operational start date: 1st February 2020
- Review date: 31st December 2026
- Total Qualification Time (TQT): 180

- Guided Learning Hours (GLH): 180
- Assessment requirements: internally assessed, internally and externally moderated

### Entry 2 Extended Certificate

- Qualification Number: 603/5417/3
- Qualification credit value: 27
- Operational start date: 1st February 2020
- Review date: 31st December 2026
- Total Qualification Time (TQT): 270
- Guided Learning Hours (GLH): 270
- Assessment requirements: internally assessed, internally and externally moderated

### Entry 2 Diploma

- Qualification Number: 603/5420/3
- Qualification credit value: 37
- Operational start date: 1st February 2020
- Review date: 31st December 2026
- Total Qualification Time (TQT): 370
- Guided Learning Hours (GLH): 370
- Assessment requirements: internally assessed, internally and externally moderated

### Entry 3 Award

- Qualification Number: 603/5412/4
- Qualification credit value: 9
- Operational start date: 1st February 2020
- Review date: 31st December 2026
- Total Qualification Time (TQT): 90
- Guided Learning Hours (GLH): 90
- Assessment requirements: internally assessed, internally and externally moderated.

### Entry 3 Certificate

- Qualification Number: 603/5415/X
- Qualification credit value: 18
- Operational start date: 1st February 2020
- Review date: 31st December 2026
- Total Qualification Time (TQT): 180
- Guided Learning Hours (GLH): 180
- Assessment requirements: internally assessed, internally and externally moderated

### Entry 3 Extended Certificate

- Qualification Number: 603/5418/5
- Qualification credit value: 27



- Operational start date: 1st February 2020
- Review date: 31st December 2026
- Total Qualification Time (TQT): 270
- Guided Learning Hours (GLH): 270
- Assessment requirements: internally assessed, internally and externally moderated

### Entry 3 Diploma

- Qualification Number: 603/5421/5
- Qualification credit value: 37
- Operational start date: 1st February 2020
- Review date: 31st December 2026
- Total Qualification Time (TQT): 370
- Guided Learning Hours (GLH): 370
- Assessment requirements: internally assessed, internally and externally moderated

### Purpose of the qualifications

The purpose of the **OCNLR Entry Level Qualifications in Skills for Independence and Employability** is to accommodate a wide range of learner needs for those with learning difficulties and disabilities. They will enable these learners to progress to independence via a cohesive and focused education and training provision.

The qualifications offer the opportunity to build a personalised programme for an individual within this target group that addresses their specific needs and circumstances.

The qualifications can be delivered in a multi context environment and in real life settings in order to extract the maximum value from the experience.

### Who the qualifications are for

The **OCNLR Entry Level Qualifications in Skills for Independence and Employability** are suitable for learners who:

- are working at Entry Level.
- have learning difficulties and disabilities.
- are ESOL pre-entry learners.

### Entry guidance

These 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 other restrictions on entry to the qualifications, but advice and guidance needs to be given to prospective entrants to ensure that the programme meets their needs. Initial assessment of the level of the learner is also important to ensure the right programme is devised.

### Additional information

### **Constructing an Individual Programme of Learning**

It is essential when designing or constructing a programme of units for an individual learner, that care is taken that their needs and individual targets are taken into account and that the curriculum is designed around them.

A realistic approach needs to be taken when determining the learning aims of the individual learner and the purpose of the learning.

The nature of these qualifications allows learners the flexibility to change direction if the original course proves inappropriate.

### **Progression and related qualifications**

Learners successfully achieving one award in Skills for Independence and Employability may wish to undertake a further award at the same, or a different level, or larger qualifications from the suite of qualifications in Skills for Independence and Employability.

Learners may also wish to extend their skills in other core areas such as employability, specific vocational areas of interest, health and wellbeing, digital or literacy and numeracy skills, progress to higher levels of training or consider some type of supported employment.

## Structure of the qualifications

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### Rules of combination for achievement – Entry 1

#### OCNLR Entry Level Qualifications in Skills for Independence and Employability (Entry 1)

##### Award (Entry 1)

Learners must achieve 9 credits in total from Entry 1 and Entry 2 units only:

- a minimum of 3 credits from Group 1 (Independence Skills);
- a minimum of 1 credit from Group 2 (Employability Skills);
- the remaining 5 credits may be taken from any group of units;
- a minimum of 6 credits must be at Entry 1;
- a maximum of 3 credits may be at Entry 2;
- units with the same titles at different levels are barred.

##### Certificate (Entry 1)

Learners must achieve 18 credits in total from Entry 1 and Entry 2 units only:

- a minimum of 6 credits from Group 1 (Independence Skills);
- a minimum of 2 credits from Group 2 (Employability Skills);
- the remaining 10 credits may be taken from any group of units;
- a minimum of 12 credits must be at Entry 1;
- a maximum of 6 credits may be at Entry 2;
- units with the same titles at different levels are barred.

##### Extended Certificate (Entry 1)

Learners must achieve 27 credits in total from Entry 1 and Entry 2 units only:

- a minimum of 9 credits from Group 1 (Independence Skills);
- a minimum of 3 credits from Group 2 (Employability Skills);
- the remaining 15 credits may be taken from any group of units;
- a minimum of 21 credits must be at Entry 1;
- a maximum of 6 credits may be at Entry 2;
- units with the same titles at different levels are barred.

##### Diploma (Entry 1)

Learners must achieve 37 credits in total from Entry 1 and Entry 2 units only:

- a minimum of 9 credits from Group 1 (Independence Skills);
- a minimum of 4 credits from Group 2 (Employability Skills);
- the remaining 24 credits may be taken from any group of units;
- a minimum of 28 credits must be at Entry 1;
- a maximum of 9 credits may be at Entry 2;
- units with the same titles at different levels are barred.

## Organisation of E1 Qualification Units

| Group 1: Independence Skills  |                                               |
|-------------------------------|-----------------------------------------------|
| a)                            | Accessing Community Facilities                |
| b)                            | Household Skills                              |
| c)                            | Leisure Activities                            |
| d)                            | Living in the Community                       |
| e)                            | Looking after Yourself and Your Home          |
| f)                            | Personal Care                                 |
| Group 2: Employability Skills |                                               |
| Group 3: Vocational Skills    |                                               |
| a)                            | Business Administration                       |
| b)                            | Building and Construction                     |
| c)                            | Catering and Hospitality                      |
| d)                            | Horticulture, Animal Care and the Environment |
| e)                            | Public Services                               |
| f)                            | Retail and Customer Care                      |
| g)                            | Sport and Fitness                             |
| Group 4: Learning Skills      |                                               |
| Group 5: Health and Wellbeing |                                               |
| Group 6: Digital Skills       |                                               |

Qualification units – Entry 1 (see table on [page 23](#) for Entry 2 and Entry 3 Units)

### Entry 1 Units

| Ofqual Unit Reference Number      | OCNLR Unit Code | Unit Title                                | Level | Credit Value | GLH |
|-----------------------------------|-----------------|-------------------------------------------|-------|--------------|-----|
| Group 1: Independence Skills      |                 |                                           |       |              |     |
| a) Accessing Community Facilities |                 |                                           |       |              |     |
| <a href="#">T/600/6519</a>        | HD6/E2/LQ/002   | Accessing Financial Services              | E2    | 3            | 30  |
| <a href="#">A/600/6523</a>        | HD6/E1/LQ/015   | Accessing Health Services                 | E1    | 3            | 30  |
| <a href="#">K/600/6534</a>        | HD6/E1/LQ/017   | Accessing Leisure Services                | E1    | 3            | 30  |
| <a href="#">T/600/6536</a>        | HD6/E2/LQ/005   |                                           | E2    | 3            | 30  |
| <a href="#">A/600/6540</a>        | HD6/E1/LQ/018   | Getting About Safely                      | E1    | 3            | 30  |
| <a href="#">L/600/6543</a>        | HD6/E2/LQ/006   |                                           | E2    | 3            | 30  |
| <a href="#">M/600/6549</a>        | HD6/E1/LQ/019   | Knowing Your Local Area                   | E1    | 3            | 30  |
| <a href="#">H/600/6550</a>        | HD6/E2/LQ/007   |                                           | E2    | 3            | 30  |
| <a href="#">D/600/6546</a>        | HD6/E1/LQ/020   | Using Public Transport - Buses and Trains | E1    | 3            | 30  |
| <a href="#">K/600/6548</a>        | HD6/E2/LQ/008   |                                           | E2    | 3            | 30  |
| b) Household Skills               |                 |                                           |       |              |     |
| <a href="#">J/600/6198</a>        | HD8/E1/LQ/001   | Basic Cooking Techniques                  | E1    | 3            | 30  |
| <a href="#">L/600/6199</a>        | HD8/E2/LQ/001   |                                           | E2    | 3            | 30  |
| <a href="#">L/600/6204</a>        | HD8/E1/LQ/002   | Everyday Food and Drink Preparation       | E1    | 3            | 30  |
| <a href="#">R/600/6205</a>        | HD8/E2/LQ/002   |                                           | E2    | 3            | 30  |
| <a href="#">K/600/6209</a>        | HD8/E1/LQ/003   | Food Safety and Storage                   | E1    | 3            | 30  |
| <a href="#">D/600/6210</a>        | HD8/E2/LQ/003   |                                           | E2    | 3            | 30  |
| <a href="#">K/600/6212</a>        | HD8/E1/LQ/004   | Household Cleaning                        | E1    | 3            | 30  |
| <a href="#">M/600/6213</a>        | HD8/E2/LQ/004   |                                           | E2    | 3            | 30  |
| <a href="#">L/600/6218</a>        | HD8/E1/LQ/006   | Household Shopping                        | E1    | 3            | 30  |
| <a href="#">R/600/6219</a>        | HD8/E2/LQ/006   |                                           | E2    | 3            | 30  |
| <a href="#">A/600/6201</a>        | HD8/E1/LQ/007   | Kitchen Hygiene                           | E1    | 1            | 10  |
| <a href="#">R/600/6222</a>        | HD8/E1/LQ/008   | Make a Simple Meal                        | E1    | 3            | 30  |
| <a href="#">Y/600/6223</a>        | HD8/E2/LQ/008   |                                           | E2    | 3            | 30  |
| <a href="#">H/600/6225</a>        | HD8/E1/LQ/009   | Recycling, Managing Waste                 | E1    | 2            | 20  |

|                                         |               |                                           |    |   |    |
|-----------------------------------------|---------------|-------------------------------------------|----|---|----|
| <a href="#">K/600/6226</a>              | HD8/E2/LQ/009 |                                           | E2 | 2 | 20 |
| <a href="#">T/600/6228</a>              | HD8/E2/LQ/010 | Using Domestic Appliances                 | E2 | 2 | 20 |
| c) Leisure Activities                   |               |                                           |    |   |    |
| <a href="#">D/600/6319</a>              | HD5/E1/LQ/001 | Eating Out                                | E1 | 3 | 30 |
| <a href="#">R/600/6320</a>              | HD5/E2/LQ/001 |                                           | E2 | 3 | 30 |
| <a href="#">M/600/6423</a>              | HB1/E1/LQ/009 | Exploring Art                             | E1 | 3 | 30 |
| <a href="#">A/600/6425</a>              | HB1/E2/LQ/001 |                                           | E2 | 3 | 30 |
| <a href="#">L/600/6428</a>              | HB1/E1/LQ/010 | Exploring Dance                           | E1 | 3 | 30 |
| <a href="#">J/600/6430</a>              | HB1/E2/LQ/002 |                                           | E2 | 3 | 30 |
| <a href="#">R/600/6432</a>              | HB1/E1/LQ/014 | Exploring Music                           | E1 | 3 | 30 |
| <a href="#">Y/600/6433</a>              | HB1/E2/LQ/006 |                                           | E2 | 3 | 30 |
| <a href="#">T/600/6438</a>              | HB1/E1/LQ/011 | Exploring Performance                     | E1 | 3 | 30 |
| <a href="#">A/600/6439</a>              | HB1/E2/LQ/003 |                                           | E2 | 3 | 30 |
| <a href="#">T/600/6441</a>              | HB9/E1/LQ/003 | Gardening for Pleasure                    | E1 | 3 | 30 |
| <a href="#">A/600/6442</a>              | HB9/E2/LQ/003 |                                           | E2 | 3 | 30 |
| <a href="#">K/600/6453</a>              | HB7/E1/LQ/004 | Participation in Team Activities          | E1 | 3 | 30 |
| <a href="#">M/600/6454</a>              | HB7/E2/LQ/001 |                                           | E2 | 3 | 30 |
| d) Living in the Community              |               |                                           |    |   |    |
| <a href="#">F/600/6488</a>              | HD5/E1/LQ/002 | Law and Order                             | E1 | 2 | 20 |
| <a href="#">J/600/6489</a>              | HD5/E2/LQ/002 |                                           | E2 | 2 | 20 |
| <a href="#">R/600/6494</a>              | HD5/E1/LQ/003 | Living in a Diverse Society               | E1 | 2 | 20 |
| <a href="#">D/600/6496</a>              | HD5/E2/LQ/003 |                                           | E2 | 2 | 20 |
| <a href="#">A/600/6151</a>              | HD6/E1/LQ/022 | Living in the Community                   | E1 | 1 | 10 |
| <a href="#">F/600/6152</a>              | HD6/E2/LQ/010 |                                           | E2 | 1 | 10 |
| <a href="#">H/600/6502</a>              | HD5/E1/LQ/004 | Understanding Rights and Responsibilities | E1 | 3 | 30 |
| <a href="#">M/600/6504</a>              | HD5/E2/LQ/004 |                                           | E2 | 3 | 30 |
| <a href="#">H/600/6516</a>              | HD5/E1/LQ/005 | Volunteering                              | E1 | 2 | 20 |
| <a href="#">M/600/6518</a>              | HD5/E2/LQ/005 |                                           | E2 | 2 | 20 |
| e) Looking After Yourself and Your Home |               |                                           |    |   |    |
| <a href="#">Y/600/6156</a>              | HD6/E1/LQ/023 | Looking After Yourself and Your Home      | E1 | 1 | 10 |
| <a href="#">H/600/6208</a>              | HD6/E2/LQ/011 |                                           | E2 | 1 | 10 |
| f) Personal Care                        |               |                                           |    |   |    |

|                               |               |                                                                                     |    |   |    |
|-------------------------------|---------------|-------------------------------------------------------------------------------------|----|---|----|
| <a href="#">J/600/6251</a>    | HB6/E1/LQ/001 | Choosing Clothing and Footwear                                                      | E1 | 2 | 20 |
| <a href="#">L/600/6252</a>    | HB6/E2/LQ/001 |                                                                                     | E2 | 2 | 20 |
| <a href="#">T/600/6259</a>    | HJ1/E1/LQ/001 | Drug and Alcohol Awareness                                                          | E1 | 2 | 20 |
| <a href="#">K/600/6260</a>    | HJ1/E2/LQ/001 |                                                                                     | E2 | 2 | 20 |
| <a href="#">R/600/6270</a>    | HD8/E1/LQ/010 | Looking After Clothes                                                               | E1 | 3 | 30 |
| <a href="#">D/600/6272</a>    | HD8/E2/LQ/011 |                                                                                     | E2 | 3 | 30 |
| <a href="#">M/600/6289</a>    | HB6/E1/LQ/003 | Personal Care and Hygiene                                                           | E1 | 3 | 30 |
| <a href="#">H/600/6290</a>    | HB6/E2/LQ/003 |                                                                                     | E2 | 3 | 30 |
| Group 2: Employability Skills |               |                                                                                     |    |   |    |
| <a href="#">L/504/1234</a>    | HB1/E1/LQ/028 | Action Planning to Improve Performance                                              | E1 | 2 | 20 |
| <a href="#">L/504/1296</a>    | HB1/E2/LQ/012 |                                                                                     | E2 | 2 | 20 |
| <a href="#">R/504/1297</a>    | HC1/E2/LQ/001 | Applying for Jobs and Courses                                                       | E2 | 2 | 20 |
| <a href="#">M/504/1307</a>    | HD6/E2/LQ/014 | Carry Out a Practical Activity in the Workplace<br>Decision Making in the Workplace | E2 | 2 | 20 |
| <a href="#">T/504/1468</a>    | HB1/E2/LQ/014 |                                                                                     | E2 | 2 | 20 |
| <a href="#">Y/617/9210</a>    | HC6/E1/LQ/001 | Developing Skills for Gaining Employment                                            | E1 | 3 | 30 |
| <a href="#">D/617/9225</a>    | HC6/E2/LQ/002 |                                                                                     | E2 | 3 | 30 |
| <a href="#">J/504/1409</a>    | HB1/E1/LQ/031 | Follow Instructions in the Workplace                                                | E1 | 2 | 20 |
| <a href="#">M/504/1470</a>    | HB1/E2/LQ/015 |                                                                                     | E2 | 2 | 20 |
| <a href="#">A/504/1410</a>    | PL1/E1/LQ/001 | Health and Safety Procedures in the Workplace                                       | E1 | 2 | 20 |
| <a href="#">T/504/1471</a>    | PL1/E2/LQ/001 |                                                                                     | E2 | 2 | 20 |
| <a href="#">F/504/1411</a>    | HD6/E1/LQ/037 | Induction to Work                                                                   | E1 | 2 | 20 |
| <a href="#">F/504/1473</a>    | HC4/E2/LQ/001 |                                                                                     | E2 | 2 | 20 |
| <a href="#">F/504/1280</a>    | HC1/E1/LQ/003 | Looking and Acting the Part in the Workplace                                        | E1 | 2 | 20 |
| <a href="#">M/504/1288</a>    | HD6/E2/LQ/013 |                                                                                     | E2 | 2 | 20 |
| <a href="#">K/504/1239</a>    | WB2/E1/LQ/001 | Making a Product                                                                    | E1 | 2 | 20 |
| <a href="#">D/504/1450</a>    | WB2/E2/LQ/001 |                                                                                     | E2 | 2 | 20 |
| <a href="#">A/504/1231</a>    | HC1/E1/LQ/002 | Making Career Choices                                                               | E1 | 2 | 20 |
| <a href="#">T/504/1292</a>    | HC1/E2/LQ/002 |                                                                                     | E2 | 2 | 20 |
| <a href="#">F/504/1232</a>    | HE1/E1/LQ/001 | Managing Money                                                                      | E1 | 1 | 10 |
| <a href="#">A/504/1293</a>    | HE1/E2/LQ/001 |                                                                                     | E2 | 1 | 10 |
| <a href="#">J/504/1233</a>    | HB1/E1/LQ/029 |                                                                                     | E1 | 2 | 20 |

|                              |               |                                               |    |   |    |
|------------------------------|---------------|-----------------------------------------------|----|---|----|
| <a href="#">J/504/1295</a>   | HB1/E2/LQ/013 | Preparing for and Taking Part in an Interview | E2 | 2 | 20 |
| <a href="#">R/617/9223</a>   | HC4/E1/LQ/005 | Understanding a Work Experience Placement     | E1 | 3 | 30 |
| <a href="#">Y/617/9224</a>   | HC4/E2/LQ/004 |                                               | E2 | 3 | 30 |
| <a href="#">D/504/1240</a>   | HC4/E1/LQ/001 | Undertaking an Enterprise Project             | E1 | 2 | 20 |
| <a href="#">J/504/1300</a>   | HC1/E2/LQ/003 |                                               | E2 | 2 | 20 |
| <a href="#">K/504/1404</a>   | HD2/E1/LQ/003 | Using Communication Skills in a Workplace     | E1 | 2 | 20 |
| <a href="#">R/504/1476</a>   | HD2/E2/LQ/001 |                                               | E2 | 2 | 20 |
| <a href="#">Y/504/1284</a>   | HD4/E1/LQ/014 | Using Number Skills in a Workplace            | E1 | 2 | 20 |
| <a href="#">Y/504/1463</a>   | HD4/E2/LQ/001 |                                               | E2 | 2 | 20 |
| <a href="#">R/504/1414</a>   | HD3/E1/LQ/006 | Using Reading Skills in a Workplace           | E1 | 2 | 20 |
| <a href="#">D/504/1464</a>   | HD3/E2/LQ/002 |                                               | E2 | 2 | 20 |
| <a href="#">Y/504/1414</a>   | HD3/E1/LQ/005 | Using Writing Skills in a Workplace           | E1 | 2 | 20 |
| <a href="#">H/504/1465</a>   | HD3/E2/LQ/001 |                                               | E2 | 2 | 20 |
| <a href="#">T/504/1244</a>   | HC1/E1/LQ/007 | Working as a Volunteer                        | E1 | 2 | 20 |
| <a href="#">Y/504/1303</a>   | HC1/E2/LQ/007 |                                               | E2 | 2 | 20 |
| <a href="#">L/504/1458</a>   | HC1/E2/LQ/010 | Working in an Office                          | E2 | 2 | 20 |
| <a href="#">M/504/1257</a>   | HC1/E1/LQ/011 | Working in Catering                           | E1 | 2 | 20 |
| <a href="#">R/504/1459</a>   | HC1/E2/LQ/011 |                                               | E2 | 2 | 20 |
| <a href="#">T/504/1261</a>   | HC1/E1/LQ/012 | Working in Horticulture                       | E1 | 2 | 20 |
| <a href="#">L/504/1461</a>   | HC1/E2/LQ/012 |                                               | E2 | 2 | 20 |
| <a href="#">M/504/1453</a>   | HC1/E2/LQ/014 | Working in Retail                             | E2 | 2 | 20 |
| <a href="#">D/504/1416</a>   | HB7/E1/LQ/005 | Working with Others                           | E1 | 2 | 20 |
| <a href="#">K/504/1466</a>   | HB7/E2/LQ/003 |                                               | E2 | 2 | 20 |
| Group 3: Vocational Skills   |               |                                               |    |   |    |
| a) Business Administration   |               |                                               |    |   |    |
| <a href="#">D/617/9158</a>   | AY7/E1/LQ/001 | Reception and Filing Skills                   | E1 | 3 | 30 |
| <a href="#">H/617/9159</a>   | AY7/E2/LQ/001 |                                               | E2 | 3 | 30 |
| <a href="#">Y/617/9160</a>   | AY7/E1/LQ/002 | Using the Telephone and Photocopier           | E1 | 3 | 30 |
| <a href="#">D/617/9161</a>   | AY7/E2/LQ/002 |                                               | E2 | 3 | 30 |
| b) Building and Construction |               |                                               |    |   |    |
| <a href="#">R/617/9156</a>   | TG7/E1/LQ/001 |                                               | E1 | 3 | 30 |



|                                                  |               |                                            |    |   |    |
|--------------------------------------------------|---------------|--------------------------------------------|----|---|----|
| <a href="#">J/617/9154</a>                       | TG7/E2/LQ/001 | Introduction to Carpentry and Joinery      | E2 | 3 | 30 |
| <a href="#">L/617/9155</a>                       | HB1/E1/LQ/038 | Introduction to Painting and Decorating    | E1 | 3 | 30 |
| <a href="#">Y/617/9157</a>                       | TG8/E2/LQ/001 |                                            | E2 | 3 | 30 |
| c) Catering and Hospitality                      |               |                                            |    |   |    |
| <a href="#">H/617/9162</a>                       | NF4/E1/LQ/001 | Basic Food Preparation                     | E1 | 2 | 20 |
| <a href="#">K/617/9163</a>                       | NF4/E2/LQ/001 |                                            | E2 | 2 | 20 |
| <a href="#">M/617/9164</a>                       | HD8/E1/LQ/011 | Food Safety and Storage                    | E1 | 3 | 30 |
| <a href="#">T/617/9165</a>                       | HD8/E2/LQ/012 |                                            | E2 | 3 | 30 |
| d) Horticulture, Animal Care and the Environment |               |                                            |    |   |    |
| <a href="#">F/617/9170</a>                       | SP2/E1/LQ/001 | Developing Confidence Working with Animals | E1 | 3 | 30 |
| <a href="#">J/617/9171</a>                       | SP2/E2/LQ/001 |                                            | E2 | 3 | 30 |
| <a href="#">Y/617/9174</a>                       | HB1/E1/LQ/036 | Environmental Issues                       | E1 | 2 | 20 |
| <a href="#">D/617/9175</a>                       | HB1/E2/LQ/020 |                                            | E2 | 2 | 20 |
| <a href="#">R/617/9190</a>                       | SE2/E1/LQ/001 | Garden Maintenance Skills                  | E1 | 3 | 30 |
| <a href="#">Y/617/9191</a>                       | SE2/E2/LQ/001 |                                            | E2 | 3 | 30 |
| <a href="#">F/617/9198</a>                       | SE2/E1/LQ/002 | Sowing and Growing Plants                  | E1 | 3 | 30 |
| <a href="#">M/617/9200</a>                       | SE2/E2/LQ/002 |                                            | E2 | 3 | 30 |
| e) Public Services                               |               |                                            |    |   |    |
| <a href="#">T/617/9103</a>                       | QH4/E1/LQ/001 | Working in Public Services                 | E1 | 3 | 30 |
| <a href="#">A/617/9104</a>                       | QH4/E2/LQ/001 |                                            | E2 | 3 | 28 |
| f) Retail and Customer Service                   |               |                                            |    |   |    |
| <a href="#">L/617/9110</a>                       | BA3/E1/LQ/001 | Introduction to Customer Service Skills    | E1 | 3 | 30 |
| <a href="#">R/617/9111</a>                       | BA3/E2/LQ/001 |                                            | E2 | 3 | 30 |
| g) Sport and Fitness                             |               |                                            |    |   |    |
| <a href="#">Y/617/9756</a>                       | MA1/E1/LQ/001 | Basic Performance Skills                   | E1 | 3 | 30 |
| <a href="#">D/617/9757</a>                       | MA1/E2/LQ/001 |                                            | E2 | 3 | 30 |
| <a href="#">R/617/9142</a>                       | HJ1/E1/LQ/004 | Improving Own Fitness                      | E1 | 3 | 30 |
| <a href="#">Y/617/9143</a>                       | HJ1/E2/LQ/004 |                                            | E2 | 3 | 30 |
| <a href="#">D/617/9144</a>                       | MA3/E1/LQ/001 | Indoor Team Games                          | E1 | 3 | 30 |
| <a href="#">H/617/9145</a>                       | MA3/E2/LQ/001 |                                            | E2 | 3 | 30 |
| Group 4: Learning Skills                         |               |                                            |    |   |    |

|                               |               |                                                                      |    |   |    |
|-------------------------------|---------------|----------------------------------------------------------------------|----|---|----|
| <a href="#">H/617/9226</a>    | HE4/E1/LQ/001 | Aspects of Citizenship                                               | E1 | 3 | 30 |
| <a href="#">K/617/9227</a>    | HE4/E2/LQ/001 |                                                                      | E2 | 3 | 27 |
| <a href="#">M/617/9228</a>    | HB1/E1/LQ/032 | Assertiveness and Decision-Making Skills                             | E1 | 3 | 30 |
| <a href="#">T/617/9229</a>    | HB1/E2/LQ/016 |                                                                      | E2 | 3 | 30 |
| <a href="#">K/617/9230</a>    | HB1/E1/LQ/033 | College Induction                                                    | E1 | 3 | 30 |
| <a href="#">M/617/9231</a>    | HB1/E2/LQ/017 |                                                                      | E2 | 3 | 30 |
| <a href="#">L/617/9236</a>    | HB1/E1/LQ/034 | Introduction to Developing a Personal Learning Programme             | E1 | 3 | 30 |
| <a href="#">R/617/9237</a>    | HB1/E2/LQ/018 |                                                                      | E2 | 3 | 30 |
| <a href="#">R/617/9240</a>    | HC7/E1/LQ/001 | Personal Study Skills                                                | E1 | 3 | 30 |
| <a href="#">Y/617/9241</a>    | HC7/E2/LQ/001 |                                                                      | E2 | 3 | 30 |
| <a href="#">D/617/9242</a>    | HB1/E1/LQ/035 | Recognising Own Skills for Personal Development                      | E1 | 3 | 30 |
| <a href="#">H/617/9243</a>    | HB1/E2/LQ/019 |                                                                      | E2 | 3 | 30 |
| Group 5: Health and Wellbeing |               |                                                                      |    |   |    |
| <a href="#">A/617/926</a>     | PA1/E1/LQ/001 | Awareness of Health and Wellbeing                                    | E1 | 1 | 10 |
| <a href="#">H/617/9274</a>    | PA1/E2/LQ/001 |                                                                      | E2 | 1 | 10 |
| <a href="#">F/617/9265</a>    | PA1/E1/LQ/002 | Developing Emotional Resilience                                      | E1 | 1 | 10 |
| <a href="#">K/617/9275</a>    | PA1/E2/LQ/002 |                                                                      | E2 | 1 | 10 |
| <a href="#">J/617/9266</a>    | PA1/E1/LQ/003 | Developing Healthy Relationships and Respect                         | E1 | 1 | 10 |
| <a href="#">M/617/9276</a>    | PA1/E2/LQ/003 |                                                                      | E2 | 2 | 20 |
| <a href="#">L/617/9267</a>    | PA1/E1/LQ/004 | Developing Personal Confidence and Self Awareness                    | E1 | 3 | 30 |
| <a href="#">T/617/9277</a>    | HB1/E2/LQ/021 |                                                                      | E2 | 3 | 29 |
| <a href="#">A/600/6490</a>    | HB1/E1/LQ/017 | Personal Awareness                                                   | E1 | 2 | 20 |
| <a href="#">F/600/6491</a>    | HB1/E1/LQ/009 |                                                                      | E2 | 2 | 20 |
| <a href="#">R/617/9268</a>    | PA1/E1/LQ/005 | Personal Safety Awareness                                            | E1 | 2 | 20 |
| <a href="#">A/617/9278</a>    | PA1/E2/LQ/004 |                                                                      | E2 | 2 | 18 |
| <a href="#">Y/617/9269</a>    | PA1/E1/LQ/006 | Planning a Healthy Diet                                              | E1 | 3 | 20 |
| <a href="#">F/617/9279</a>    | PA1/E2/LQ/005 |                                                                      | E2 | 3 | 29 |
| <a href="#">L/617/9270</a>    | PA1/E1/LQ/007 | Understanding the Effects of Sleep on Health                         | E1 | 1 | 9  |
| <a href="#">T/617/9280</a>    | PA1/E2/LQ/006 |                                                                      | E2 | 1 | 9  |
| <a href="#">R/617/9271</a>    | HB1/E1/LQ/037 | Understanding the Importance of a Balanced Diet and Regular Exercise | E1 | 1 | 10 |
| <a href="#">A/617/9281</a>    | HB1/E2/LQ/022 |                                                                      | E2 | 1 | 9  |
| Group 6: Digital Skills       |               |                                                                      |    |   |    |

|                            |               |                       |    |   |    |
|----------------------------|---------------|-----------------------|----|---|----|
| <a href="#">D/617/9290</a> | CN0/E1/LQ/001 | Using a Computer      | E1 | 2 | 20 |
| <a href="#">H/617/9291</a> | CN0/E2/LQ/001 |                       | E2 | 2 | 20 |
| <a href="#">K/617/9292</a> | CN0/E1/LQ/002 | Using a Mobile Device | E1 | 2 | 20 |
| <a href="#">M/617/9293</a> | CN0/E2/LQ/002 |                       | E2 | 2 | 20 |
| <a href="#">D/617/9287</a> | CX7/E2/LQ/001 | Online Searches       | E2 | 2 | 20 |
| <a href="#">H/617/9288</a> | CQ0/E2/LQ/001 | Text and Graphics     | E2 | 2 | 20 |

### Barred combinations

Units with the same titles at different levels are barred.

#### The following units cannot be taken together

| Unit Title                    | Ofqual Unit Reference Number |                       | Unit Title                               | Ofqual Unit Reference Number |
|-------------------------------|------------------------------|-----------------------|------------------------------------------|------------------------------|
| Applying for Jobs and Courses | <a href="#">R/504/1297</a>   | May not be taken with | Developing Skills for Gaining Employment | <a href="#">D/617/9225</a>   |

## Rules of combination for achievement – Entry 2 & Entry 3

### OCNLR Entry Level Qualifications in Skills for Independence and Employability (Entry 2 and Entry 3)

#### Award (Entry 2)

Learners must achieve 9 credits in total from Entry 1, Entry 2 and Entry 3 units:

- a minimum of 3 credits from Group 1 (Independence Skills);
- a minimum of 1 credit from Group 2 (Employability Skills);
- the remaining 5 credits may be taken from any group of units;
- a minimum of 6 credits must be at Entry 2;
- a maximum of 3 credits may be at Entry 1 or Entry 3;
- units with the same titles at different levels are barred.

#### Certificate (Entry 2)

Learners must achieve 18 credits in total from Entry 1, Entry 2 and Entry 3 units:

- a minimum of 6 credits from Group 1 (Independence Skills);
- a minimum of 2 credits from Group 2 (Employability Skills);
- the remaining 10 credits may be taken from any group of units;
- a minimum of 12 credits must be at Entry 2;
- a maximum of 6 credits may be at Entry 1 or Entry 3;
- units with the same titles at different levels are barred.

#### Extended Certificate (Entry 2)

Learners must achieve 27 credits in total from Entry 1, Entry 2 and Entry 3 units:

- a minimum of 9 credits from Group 1 (Independence Skills);
- a minimum of 3 credits from Group 2 (Employability Skills);
- the remaining 15 credits may be taken from any group of units;
- a minimum of 21 credits must be at Entry 2;
- a maximum of 6 credits may be at Entry 1 or Entry 3;
- units with the same titles at different levels are barred.

#### Diploma (Entry 2)

Learners must achieve 37 credits in total from Entry 1, Entry 2 and Entry 3 units:

- a minimum of 9 credits from Group 1 (Independence Skills);
- a minimum of 4 credits from Group 2 (Employability Skills);
- the remaining 24 credits may be taken from any group of units;
- a minimum of 28 credits must be at Entry 2;
- a maximum of 9 credits may be at Entry 1 or Entry 3;
- units with the same titles at different levels are barred.

### Award (Entry 3)

Learners must achieve 9 credits in total from Entry 1, Entry 2 and Entry 3 units:

- a minimum of 3 credits from Group 1 (Independence Skills);
- a minimum of 1 credit from Group 2 (Employability Skills);
- the remaining 5 credits may be taken from any group of units
- a minimum of 6 credits must be at Entry 3;
- a maximum of 3 credits may be at Entry 1 or Entry 2;
- units with the same titles at different levels are barred.

### Certificate (Entry 3)

Learners must achieve 18 credits in total from Entry 1, Entry 2 and Entry 3 units:

- a minimum of 6 credits from Group 1 (Independence Skills);
- a minimum of 2 credits from Group 2 (Employability Skills);
- the remaining 10 credits may be taken from any group of units
- a minimum of 12 credits must be at Entry 3;
- a maximum of 6 credits may be at Entry 1 or Entry 2;
- units with the same titles at different levels are barred.

### Extended Certificate (Entry 3)

Learners must achieve 27 credits in total from Entry 1, Entry 2 and Entry 3 units:

- a minimum of 9 credits from Group 1 (Independence Skills);
- a minimum of 3 credits from Group 2 (Employability Skills);
- the remaining 15 credits may be taken from any group of units;
- a minimum of 21 credits must be at Entry 3;
- a maximum of 6 credits may be at Entry 1 or Entry 2;
- units with the same titles at different levels are barred.

### Diploma (Entry 3)

Learners must achieve 37 credits in total from Entry 1, Entry 2 and Entry 3 units:

- a minimum of 9 credits from Group 1 (Independence Skills);
- a minimum of 4 credits from Group 2 (Employability Skills);
- the remaining 24 credits may be taken from any group of units
- a minimum of 28 credits must be at Entry 3;
- a maximum of 9 credits may be at Entry 1 or Entry 2;
- units with the same titles at different levels are barred.

## Organisation of E2/E3 Qualification Units

| Group 1: Independence Skills  |                                               |
|-------------------------------|-----------------------------------------------|
| a)                            | Accessing Community Facilities                |
| b)                            | Household Skills                              |
| c)                            | Leisure Activities                            |
| d)                            | Living in the Community                       |
| e)                            | Looking after Yourself and Your Home          |
| f)                            | Personal Care                                 |
| Group 2: Employability Skills |                                               |
| Group 3: Vocational Skills    |                                               |
| a)                            | Business Administration                       |
| b)                            | Building and Construction                     |
| c)                            | Catering and Hospitality                      |
| d)                            | Horticulture, Animal Care and the Environment |
| e)                            | Public Services                               |
| f)                            | Retail and Customer Care                      |
| g)                            | Sport and Fitness                             |
| Group 4: Learning Skills      |                                               |
| Group 5: Health and Wellbeing |                                               |
| Group 6: Digital Skills       |                                               |
| Group 7: 'Green' Units        |                                               |

Qualification units – Entry 2 & Entry 3 (see table on [page 13](#) for Entry 1 Units)

### Entry 2 and Entry 3 Units

| Ofqual Unit Reference Number      | OCNLR Unit Code | Unit Title                                | Level | Credit Value | GLH |
|-----------------------------------|-----------------|-------------------------------------------|-------|--------------|-----|
| Group 1: Independence Skills      |                 |                                           |       |              |     |
| a) Accessing Community Facilities |                 |                                           |       |              |     |
| <a href="#">T/600/6519</a>        | HD6/E2/LQ/002   | Accessing Financial Services              | E2    | 3            | 30  |
| <a href="#">T/600/6522</a>        | HD6/E3/LQ/002   |                                           | E3    | 3            | 30  |
| <a href="#">A/600/6523</a>        | HD6/E1/LQ/015   | Accessing Health Services                 | E1    | 3            | 30  |
| <a href="#">K/600/6534</a>        | HD6/E1/LQ/017   | Accessing Leisure Services                | E1    | 3            | 30  |
| <a href="#">T/600/6536</a>        | HD6/E2/LQ/005   |                                           | E2    | 3            | 30  |
| <a href="#">A/600/6537</a>        | HD6/E3/LQ/005   |                                           | E3    | 3            | 30  |
| <a href="#">A/600/6540</a>        | HD6/E1/LQ/018   | Getting About Safely                      | E1    | 3            | 30  |
| <a href="#">L/600/6543</a>        | HD6/E2/LQ/006   |                                           | E2    | 3            | 30  |
| <a href="#">R/600/6544</a>        | HD6/E3/LQ/006   |                                           | E3    | 3            | 30  |
| <a href="#">M/600/6549</a>        | HD6/E1/LQ/019   | Knowing Your Local Area                   | E1    | 3            | 30  |
| <a href="#">H/600/6550</a>        | HD6/E2/LQ/007   |                                           | E2    | 3            | 30  |
| <a href="#">D/600/6546</a>        | HD6/E1/LQ/020   | Using Public Transport – Buses and Trains | E1    | 3            | 30  |
| <a href="#">K/600/6548</a>        | HD6/E2/LQ/008   |                                           | E2    | 3            | 30  |
| <a href="#">T/600/6553</a>        | HD6/E3/LQ/008   |                                           | E3    | 3            | 30  |
| b) Household Skills               |                 |                                           |       |              |     |
| <a href="#">J/600/6198</a>        | HD8/E1/LQ/001   | Basic Cooking Techniques                  | E1    | 3            | 30  |
| <a href="#">L/600/6199</a>        | HD8/E2/LQ/001   |                                           | E2    | 3            | 30  |
| <a href="#">L/600/6204</a>        | HD8/E1/LQ/002   | Everyday Food and Drink Preparation       | E1    | 3            | 30  |
| <a href="#">R/600/6205</a>        | HD8/E2/LQ/002   |                                           | E2    | 3            | 30  |
| <a href="#">Y/600/6206</a>        | HD8/E3/LQ/002   |                                           | E3    | 3            | 30  |
| <a href="#">K/600/6209</a>        | HD8/E1/LQ/003   | Food Safety and Storage                   | E1    | 3            | 30  |
| <a href="#">D/600/6210</a>        | HD8/E2/LQ/003   |                                           | E2    | 3            | 30  |
| <a href="#">H/600/6211</a>        | HD8/E3/LQ/003   |                                           | E3    | 3            | 30  |
| <a href="#">K/600/6212</a>        | HD8/E1/LQ/004   | Household Cleaning                        | E1    | 3            | 30  |
| <a href="#">M/600/6213</a>        | HD8/E2/LQ/004   |                                           | E2    | 3            | 30  |

|                            |               |                           |                           |    |    |
|----------------------------|---------------|---------------------------|---------------------------|----|----|
| <a href="#">T/600/6214</a> | HD8/E3/LQ/004 |                           | E3                        | 3  | 30 |
| <a href="#">L/600/6218</a> | HD8/E1/LQ/006 | Household Shopping        | E1                        | 3  | 30 |
| <a href="#">R/600/6219</a> | HD8/E2/LQ/006 |                           | E2                        | 3  | 30 |
| <a href="#">L/600/6221</a> | HD8/E3/LQ/006 |                           | E3                        | 3  | 30 |
| <a href="#">A/600/6201</a> | HD8/E1/LQ/007 |                           | Kitchen Hygiene           | E1 | 1  |
| <a href="#">R/600/6222</a> | HD8/E1/LQ/008 | Make a Simple Meal        | E1                        | 3  | 30 |
| <a href="#">Y/600/6223</a> | HD8/E2/LQ/008 |                           | E2                        | 3  | 30 |
| <a href="#">D/600/6224</a> | HD8/E3/LQ/008 |                           | E3                        | 3  | 30 |
| <a href="#">H/600/6225</a> | HD8/E1/LQ/009 |                           | Recycling, Managing Waste | E1 | 2  |
| <a href="#">K/600/6226</a> | HD8/E2/LQ/009 | E2                        |                           | 2  | 20 |
| <a href="#">M/600/6227</a> | HD8/E3/LQ/009 | E3                        |                           | 2  | 20 |
| <a href="#">T/600/6228</a> | HD8/E2/LQ/010 | Using Domestic Appliances |                           | E2 | 2  |
| <a href="#">A/600/6229</a> | HD8/E3/LQ/010 |                           | E3                        | 2  | 20 |
| c) Leisure Activities      |               |                           |                           |    |    |
| <a href="#">D/600/6319</a> | HD5/E1/LQ/001 | Eating Out                | E1                        | 3  | 30 |
| <a href="#">R/600/6320</a> | HD5/E2/LQ/001 |                           | E2                        | 3  | 30 |
| <a href="#">Y/600/6321</a> | HD5/E3/LQ/001 |                           | E3                        | 3  | 30 |
| <a href="#">M/600/6423</a> | HB1/E1/LQ/009 | Exploring Art             | E1                        | 3  | 30 |
| <a href="#">A/600/6425</a> | HB1/E2/LQ/001 |                           | E2                        | 3  | 30 |
| <a href="#">F/600/6426</a> | HB1/E3/LQ/005 |                           | E3                        | 3  | 30 |
| <a href="#">L/600/6428</a> | HB1/E1/LQ/010 | Exploring Dance           | E1                        | 3  | 30 |
| <a href="#">J/600/6430</a> | HB1/E2/LQ/002 |                           | E2                        | 3  | 30 |
| <a href="#">L/600/6431</a> | HB1/E3/LQ/006 |                           | E3                        | 3  | 30 |
| <a href="#">R/600/6432</a> | HB1/E1/LQ/014 | Exploring Music           | E1                        | 3  | 30 |
| <a href="#">Y/600/6433</a> | HB1/E2/LQ/006 |                           | E2                        | 3  | 30 |
| <a href="#">T/600/6438</a> | HB1/E1/LQ/011 | Exploring Performance     | E1                        | 3  | 30 |
| <a href="#">A/600/6439</a> | HB1/E2/LQ/003 |                           | E2                        | 3  | 30 |
| <a href="#">T/600/6441</a> | HB9/E1/LQ/003 | Gardening for Pleasure    | E1                        | 3  | 30 |
| <a href="#">A/600/6442</a> | HB9/E2/LQ/003 |                           | E2                        | 3  | 30 |
| <a href="#">F/600/6443</a> | HB9/E3/LQ/003 |                           | E3                        | 3  | 30 |
| <a href="#">H/600/6452</a> | HB9/E3/LQ/005 | Outdoor Pursuits          | E3                        | 3  | 30 |
| <a href="#">K/600/6453</a> | HB7/E1/LQ/004 |                           | E1                        | 3  | 30 |



|                                         |               |                                           |    |   |    |
|-----------------------------------------|---------------|-------------------------------------------|----|---|----|
| <a href="#">M/600/6454</a>              | HB7/E2/LQ/001 | Participation in Team Activities          | E2 | 3 | 30 |
| <a href="#">T/600/6455</a>              | HB7/E3/LQ/001 |                                           | E3 | 3 | 30 |
| d) Living in the Community              |               |                                           |    |   |    |
| <a href="#">F/600/6488</a>              | HD5/E1/LQ/002 | Law and Order                             | E1 | 2 | 20 |
| <a href="#">J/600/6489</a>              | HD5/E2/LQ/002 |                                           | E2 | 2 | 20 |
| <a href="#">J/600/6492</a>              | HD5/E3/LQ/002 |                                           | E3 | 2 | 20 |
| <a href="#">R/600/6494</a>              | HD5/E1/LQ/003 | Living in a Diverse Society               | E1 | 2 | 20 |
| <a href="#">D/600/6496</a>              | HD5/E2/LQ/003 |                                           | E2 | 2 | 20 |
| <a href="#">K/600/6498</a>              | HD5/E3/LQ/003 |                                           | E3 | 2 | 20 |
| <a href="#">A/600/6151</a>              | HD6/E1/LQ/022 | Living in the Community                   | E1 | 1 | 10 |
| <a href="#">F/600/6152</a>              | HD6/E2/LQ/010 |                                           | E2 | 1 | 10 |
| <a href="#">J/600/6153</a>              | HD6/E3/LQ/013 |                                           | E3 | 1 | 10 |
| <a href="#">H/600/6502</a>              | HD5/E1/LQ/004 | Understanding Rights and Responsibilities | E1 | 3 | 30 |
| <a href="#">M/600/6504</a>              | HD5/E2/LQ/004 |                                           | E2 | 3 | 30 |
| <a href="#">Y/600/6500</a>              | HD5/E3/LQ/004 |                                           | E3 | 3 | 30 |
| <a href="#">H/600/6516</a>              | HD5/E1/LQ/005 | Volunteering                              | E1 | 2 | 20 |
| <a href="#">M/600/6518</a>              | HD5/E2/LQ/005 |                                           | E2 | 2 | 20 |
| <a href="#">K/600/6520</a>              | HD5/E3/LQ/005 |                                           | E3 | 2 | 20 |
| e) Looking After Yourself and Your Home |               |                                           |    |   |    |
| <a href="#">Y/600/6156</a>              | HD6/E1/LQ/023 | Looking After Yourself and Your Home      | E1 | 1 | 10 |
| <a href="#">H/600/6208</a>              | HD6/E2/LQ/011 |                                           | E2 | 1 | 10 |
| <a href="#">D/600/6157</a>              | HD6/E3/LQ/014 |                                           | E3 | 1 | 10 |
| f) Personal Care                        |               |                                           |    |   |    |
| <a href="#">J/600/6251</a>              | HB6/E1/LQ/001 | Choosing Clothing and Footwear            | E1 | 2 | 20 |
| <a href="#">L/600/6252</a>              | HB6/E2/LQ/001 |                                           | E2 | 2 | 20 |
| <a href="#">T/600/6259</a>              | HJ1/E1/LQ/001 | Drug and Alcohol Awareness                | E1 | 2 | 20 |
| <a href="#">K/600/6260</a>              | HJ1/E2/LQ/001 |                                           | E2 | 2 | 20 |
| <a href="#">M/600/6261</a>              | HJ1/E3/LQ/001 |                                           | E3 | 2 | 20 |
| <a href="#">R/600/6270</a>              | HD8/E1/LQ/010 | Looking After Clothes                     | E1 | 3 | 30 |
| <a href="#">D/600/6272</a>              | HD8/E2/LQ/011 |                                           | E2 | 3 | 30 |
| <a href="#">M/600/6289</a>              | HB6/E1/LQ/003 | Personal Care and Hygiene                 | E1 | 3 | 30 |
| <a href="#">H/600/6290</a>              | HB6/E2/LQ/003 |                                           | E2 | 3 | 30 |

|                                      |               |                                                 |    |   |    |
|--------------------------------------|---------------|-------------------------------------------------|----|---|----|
| <a href="#">K/600/6291</a>           | HB6/E3/LQ/003 |                                                 | E3 | 3 | 30 |
| <b>Group 2: Employability Skills</b> |               |                                                 |    |   |    |
| <a href="#">L/504/1234</a>           | HB1/E1/LQ/028 | Action Planning to Improve Performance          | E1 | 2 | 20 |
| <a href="#">L/504/1296</a>           | HB1/E2/LQ/012 |                                                 | E2 | 2 | 20 |
| <a href="#">Y/504/1625</a>           | HB1/E3/LQ/028 |                                                 | E3 | 2 | 20 |
| <a href="#">R/504/1297</a>           | HC1/E2/LQ/001 | Applying for Jobs and Courses                   | E2 | 2 | 20 |
| <a href="#">Y/504/1480</a>           | HB1/E3/LQ/030 |                                                 | E3 | 2 | 20 |
| <a href="#">M/504/1307</a>           | HD6/E2/LQ/014 | Carry Out a Practical Activity in the Workplace | E2 | 2 | 20 |
| <a href="#">Y/504/1639</a>           | HD6/E3/LQ/020 |                                                 | E3 | 2 | 20 |
| <a href="#">T/504/1468</a>           | HB1/E2/LQ/014 | Decision Making in the Workplace                | E2 | 2 | 20 |
| <a href="#">T/504/1681</a>           | HB1/E3/LQ/033 |                                                 | E3 | 2 | 20 |
| <a href="#">Y/617/9210</a>           | HC6/E1/LQ/001 | Developing Skills for Gaining Employment        | E1 | 3 | 30 |
| <a href="#">D/617/9225</a>           | HC6/E2/LQ/002 |                                                 | E2 | 3 | 30 |
| <a href="#">F/504/8519</a>           | HC6/E3/LQ/004 |                                                 | E3 | 3 | 30 |
| <a href="#">J/504/1409</a>           | HB1/E1/LQ/031 | Follow Instructions in the Workplace            | E1 | 2 | 20 |
| <a href="#">M/504/1470</a>           | HB1/E2/LQ/015 |                                                 | E2 | 2 | 20 |
| <a href="#">J/504/1684</a>           | HB1/E3/LQ/034 |                                                 | E3 | 2 | 20 |
| <a href="#">A/504/1410</a>           | PL1/E1/LQ/001 | Health and Safety Procedures in the Workplace   | E1 | 2 | 20 |
| <a href="#">T/504/1471</a>           | PL1/E2/LQ/001 |                                                 | E2 | 2 | 20 |
| <a href="#">Y/504/1687</a>           | HB1/E3/LQ/035 |                                                 | E3 | 2 | 20 |
| <a href="#">F/504/1411</a>           | HD6/E1/LQ/037 | Induction to Work                               | E1 | 2 | 20 |
| <a href="#">F/504/1473</a>           | HC4/E2/LQ/001 |                                                 | E2 | 2 | 20 |
| <a href="#">Y/504/1690</a>           | HC4/E3/LQ/012 |                                                 | E3 | 2 | 20 |
| <a href="#">M/504/8497</a>           | HC1/E3/LQ/001 | Introduction to Career Preparation              | E3 | 1 | 10 |
| <a href="#">F/504/1280</a>           | HC1/E1/LQ/003 | Looking and Acting the Part in the Workplace    | E1 | 2 | 20 |
| <a href="#">M/504/1288</a>           | HD6/E2/LQ/013 |                                                 | E2 | 2 | 20 |
| <a href="#">H/504/1482</a>           | HD6/E3/LQ/019 |                                                 | E3 | 2 | 20 |
| <a href="#">K/504/1239</a>           | WB2/E1/LQ/001 | Making a Product                                | E1 | 2 | 20 |
| <a href="#">D/504/1450</a>           | WB2/E2/LQ/001 |                                                 | E2 | 2 | 20 |
| <a href="#">A/504/1651</a>           | WB2/E3/LQ/001 |                                                 | E3 | 2 | 20 |
| <a href="#">A/504/1231</a>           | HC1/E1/LQ/002 | Making Career Choices                           | E1 | 2 | 20 |

|                            |               |                                               |    |   |    |
|----------------------------|---------------|-----------------------------------------------|----|---|----|
| <a href="#">T/504/1292</a> | HC1/E2/LQ/002 |                                               | E2 | 2 | 20 |
| <a href="#">M/504/1484</a> | HC1/E3/LQ/007 |                                               | E3 | 2 | 20 |
| <a href="#">F/504/1232</a> | HE1/E1/LQ/001 | Managing Money                                | E1 | 1 | 10 |
| <a href="#">A/504/1293</a> | HE1/E2/LQ/001 |                                               | E2 | 1 | 10 |
| <a href="#">T/504/1485</a> | HE1/E3/LQ/002 |                                               | E3 | 1 | 10 |
| <a href="#">J/504/1233</a> | HB1/E1/LQ/029 | Preparing for and Taking Part in an Interview | E1 | 2 | 20 |
| <a href="#">J/504/1295</a> | HB1/E2/LQ/013 |                                               | E2 | 2 | 20 |
| <a href="#">D/504/1626</a> | HB1/E3/LQ/029 |                                               | E3 | 2 | 20 |
| <a href="#">K/504/8529</a> | HC4/E3/LQ/031 | Recognising Employment Opportunities          | E3 | 1 | 10 |
| <a href="#">F/505/8788</a> | HC4/E3/LQ/032 | Skills for Employability                      | E3 | 3 | 30 |
| <a href="#">R/617/9223</a> | HC4/E1/LQ/005 | Understanding a Work Experience Placement     | E1 | 3 | 30 |
| <a href="#">Y/617/9224</a> | HC4/E2/LQ/004 |                                               | E2 | 3 | 30 |
| <a href="#">J/506/0798</a> | HC4/E3/LQ/034 |                                               | E3 | 3 | 30 |
| <a href="#">D/504/1240</a> | HC4/E1/LQ/001 | Undertaking an Enterprise Project             | E1 | 2 | 20 |
| <a href="#">J/504/1300</a> | HC1/E2/LQ/003 |                                               | E2 | 2 | 20 |
| <a href="#">J/504/1653</a> | HC1/E3/LQ/009 |                                               | E3 | 2 | 20 |
| <a href="#">K/504/1404</a> | HD2/E1/LQ/003 | Using Communication Skills in a Workplace     | E1 | 2 | 20 |
| <a href="#">R/504/1476</a> | HD2/E2/LQ/001 |                                               | E2 | 2 | 20 |
| <a href="#">J/504/1698</a> | HD2/E3/LQ/001 |                                               | E3 | 2 | 20 |
| <a href="#">Y/504/1284</a> | HD4/E1/LQ/014 | Using Number Skills in a Workplace            | E1 | 2 | 20 |
| <a href="#">Y/504/1463</a> | HD4/E2/LQ/001 |                                               | E2 | 2 | 20 |
| <a href="#">T/504/1700</a> | HD4/E3/LQ/016 |                                               | E3 | 2 | 20 |
| <a href="#">R/504/1414</a> | HD3/E1/LQ/006 | Using Reading Skills in a Workplace           | E1 | 2 | 20 |
| <a href="#">D/504/1464</a> | HD3/E2/LQ/002 |                                               | E2 | 2 | 20 |
| <a href="#">A/504/1701</a> | HD3/E3/LQ/016 |                                               | E3 | 2 | 20 |
| <a href="#">Y/504/1414</a> | HD3/E1/LQ/005 | Using Writing Skills in a Workplace           | E1 | 2 | 20 |
| <a href="#">H/504/1465</a> | HD3/E2/LQ/001 |                                               | E2 | 2 | 20 |
| <a href="#">F/504/1702</a> | HD3/E3/LQ/014 |                                               | E3 | 2 | 20 |
| <a href="#">T/504/1244</a> | HC1/E1/LQ/007 | Working as a Volunteer                        | E1 | 2 | 20 |
| <a href="#">Y/504/1303</a> | HC1/E2/LQ/007 |                                               | E2 | 2 | 20 |
| <a href="#">F/504/1635</a> | HC1/E3/LQ/012 |                                               | E3 | 2 | 20 |

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|------------------------------|---------------|-----------------------------------------|----|---|----|
| <a href="#">L/504/1458</a>   | HC1/E2/LQ/010 | Working in an Office                    | E2 | 2 | 20 |
| <a href="#">J/504/1670</a>   | HC1/E3/LQ/015 |                                         | E3 | 2 | 20 |
| <a href="#">M/504/1257</a>   | HC1/E1/LQ/011 | Working in Catering                     | E1 | 2 | 20 |
| <a href="#">R/504/1459</a>   | HC1/E2/LQ/011 |                                         | E2 | 2 | 20 |
| <a href="#">R/504/1655</a>   | HC1/E3/LQ/016 |                                         | E3 | 2 | 20 |
| <a href="#">T/504/1261</a>   | HC1/E1/LQ/012 | Working in Horticulture                 | E1 | 2 | 20 |
| <a href="#">L/504/1461</a>   | HC1/E2/LQ/012 |                                         | E2 | 2 | 20 |
| <a href="#">K/504/1659</a>   | HC1/E3/LQ/017 |                                         | E3 | 2 | 20 |
| <a href="#">M/504/1453</a>   | HC1/E2/LQ/014 | Working in Retail                       | E2 | 2 | 20 |
| <a href="#">M/504/1663</a>   | HC1/E3/LQ/019 |                                         | E3 | 2 | 20 |
| <a href="#">D/504/1416</a>   | HB7/E1/LQ/005 | Working with Others                     | E1 | 2 | 20 |
| <a href="#">K/504/1466</a>   | HB7/E2/LQ/003 |                                         | E2 | 2 | 20 |
| <a href="#">T/504/1695</a>   | HB7/E3/LQ/004 |                                         | E3 | 2 | 20 |
| Group 3: Vocational Skills   |               |                                         |    |   |    |
| a) Business Administration   |               |                                         |    |   |    |
| <a href="#">D/617/9158</a>   | AY7/E1/LQ/001 | Reception and Filing Skills             | E1 | 3 | 30 |
| <a href="#">H/617/9159</a>   | AY7/E2/LQ/001 |                                         | E2 | 3 | 30 |
| <a href="#">H/505/3194</a>   | AY7/E3/LQ/002 |                                         | E3 | 3 | 30 |
| <a href="#">Y/617/9160</a>   | AY7/E1/LQ/002 | Using the Telephone and Photocopier     | E1 | 3 | 30 |
| <a href="#">D/617/9161</a>   | AY7/E2/LQ/002 |                                         | E2 | 3 | 30 |
| <a href="#">A/505/8790</a>   | AY8/E3/LQ/002 |                                         | E3 | 3 | 30 |
| b) Building and Construction |               |                                         |    |   |    |
| <a href="#">R/617/9156</a>   | TG7/E1/LQ/001 | Introduction to Carpentry and Joinery   | E1 | 3 | 30 |
| <a href="#">J/617/9154</a>   | TG7/E2/LQ/001 |                                         | E2 | 3 | 30 |
| <a href="#">Y/505/3192</a>   | TG7/E3/LQ/001 |                                         | E3 | 3 | 30 |
| <a href="#">L/617/9155</a>   | HB1/E1/LQ/038 | Introduction to Painting and Decorating | E1 | 3 | 30 |
| <a href="#">Y/617/9157</a>   | TG8/E2/LQ/001 |                                         | E2 | 3 | 30 |
| <a href="#">J/505/3897</a>   | TG8/E3/LQ/005 |                                         | E3 | 3 | 30 |
| c) Catering and Hospitality  |               |                                         |    |   |    |
| <a href="#">H/617/9162</a>   | NF4/E1/LQ/001 | Basic Food Preparation                  | E1 | 2 | 20 |
| <a href="#">K/617/9163</a>   | NF4/E2/LQ/001 |                                         | E2 | 2 | 20 |
| <a href="#">M/617/9164</a>   | HD8/E1/LQ/011 | Food Safety and Storage                 | E1 | 3 | 30 |

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|--------------------------------------------------|---------------|-----------------------------------------------|----|---|----|
| <a href="#">T/617/9165</a>                       | HD8/E2/LQ/012 |                                               | E2 | 3 | 30 |
| <a href="#">J/505/8646</a>                       | HD8/E3/LQ/015 |                                               | E3 | 3 | 30 |
| d) Horticulture, Animal Care and the Environment |               |                                               |    |   |    |
| <a href="#">F/617/9170</a>                       | SP2/E1/LQ/001 | Developing Confidence<br>Working with Animals | E1 | 3 | 30 |
| <a href="#">J/617/9171</a>                       | SP2/E2/LQ/001 |                                               | E2 | 3 | 30 |
| <a href="#">F/506/0475</a>                       | SP2/E3/LQ/004 |                                               | E3 | 3 | 30 |
| <a href="#">Y/617/9174</a>                       | HB1/E1/LQ/036 | Environmental Issues                          | E1 | 2 | 20 |
| <a href="#">D/617/9175</a>                       | HB1/E2/LQ/020 |                                               | E2 | 2 | 20 |
| <a href="#">K/600/6484</a>                       | HB1/E3/LQ/015 |                                               | E3 | 2 | 20 |
| <a href="#">R/617/9190</a>                       | SE2/E1/LQ/001 | Garden Maintenance Skills                     | E1 | 3 | 30 |
| <a href="#">Y/617/9191</a>                       | SE2/E2/LQ/001 |                                               | E2 | 3 | 30 |
| <a href="#">K/505/6467</a>                       | SE2/E3/LQ/016 |                                               | E3 | 3 | 30 |
| <a href="#">F/617/9198</a>                       | SE2/E1/LQ/002 | Sowing and Growing Plants                     | E1 | 3 | 30 |
| <a href="#">M/617/9200</a>                       | SE2/E2/LQ/002 |                                               | E2 | 3 | 30 |
| <a href="#">K/505/3195</a>                       | SE2/E3/LQ/011 |                                               | E3 | 3 | 30 |
| e) Public Services                               |               |                                               |    |   |    |
| <a href="#">T/617/9103</a>                       | QH4/E1/LQ/001 | Working in Public Services                    | E1 | 3 | 30 |
| <a href="#">A/617/9104</a>                       | QH4/E2/LQ/001 |                                               | E2 | 3 | 28 |
| <a href="#">D/615/3210</a>                       | QH4/E3/LQ/005 |                                               | E3 | 3 | 27 |
| f) Retail and Customer Service                   |               |                                               |    |   |    |
| <a href="#">L/617/9110</a>                       | BA3/E1/LQ/001 | Introduction to Customer<br>Service Skills    | E1 | 3 | 30 |
| <a href="#">R/617/9111</a>                       | BA3/E2/LQ/001 |                                               | E2 | 3 | 30 |
| <a href="#">L/505/8597</a>                       | HC4/E3/LQ/030 |                                               | E3 | 3 | 30 |
| g) Sport and Fitness                             |               |                                               |    |   |    |
| <a href="#">Y/617/9756</a>                       | MA1/E1/LQ/001 | Basic Performance Skills                      | E1 | 3 | 30 |
| <a href="#">D/617/9757</a>                       | MA1/E2/LQ/001 |                                               | E2 | 3 | 30 |
| <a href="#">D/505/1007</a>                       | LC1/E3/LQ/004 |                                               | E3 | 3 | 30 |
| <a href="#">R/617/9142</a>                       | HJ1/E1/LQ/004 | Improving Own Fitness                         | E1 | 3 | 30 |
| <a href="#">Y/617/9143</a>                       | HJ1/E2/LQ/004 |                                               | E2 | 3 | 30 |
| <a href="#">L/505/8549</a>                       | HJ1/E3/LQ/014 |                                               | E3 | 3 | 30 |
| <a href="#">D/617/9144</a>                       | MA3/E1/LQ/001 | Indoor Team Games                             | E1 | 3 | 30 |
| <a href="#">H/617/9145</a>                       | MA3/E2/LQ/001 |                                               | E2 | 3 | 30 |

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| <a href="#">A/505/8644</a>    | MA3/E3/LQ/002 |                                                          | E3 | 3 | 30 |
| Group 4: Learning Skills      |               |                                                          |    |   |    |
| <a href="#">H/617/9226</a>    | HE4/E1/LQ/001 | Aspects of Citizenship                                   | E1 | 3 | 30 |
| <a href="#">K/617/9227</a>    | HE4/E2/LQ/001 |                                                          | E2 | 3 | 27 |
| <a href="#">J/504/8425</a>    | HE4/E3/LQ/001 |                                                          | E3 | 3 | 30 |
| <a href="#">M/617/9228</a>    | HB1/E1/LQ/032 | Assertiveness and Decision-Making Skills                 | E1 | 3 | 30 |
| <a href="#">T/617/9229</a>    | HB1/E2/LQ/016 |                                                          | E2 | 3 | 30 |
| <a href="#">L/504/8538</a>    | HB1/E3/LQ/001 |                                                          | E3 | 3 | 30 |
| <a href="#">K/617/9230</a>    | HB1/E1/LQ/033 | College Induction                                        | E1 | 3 | 30 |
| <a href="#">M/617/9231</a>    | HB1/E2/LQ/017 |                                                          | E2 | 3 | 30 |
| <a href="#">D/504/8124</a>    | HB1/E3/LQ/003 |                                                          | E3 | 3 | 30 |
| <a href="#">L/617/9236</a>    | HB1/E1/LQ/034 | Introduction to Developing a Personal Learning Programme | E1 | 3 | 30 |
| <a href="#">R/617/9237</a>    | HB1/E2/LQ/018 |                                                          | E2 | 3 | 30 |
| <a href="#">T/504/8498</a>    | HB1/E3/LQ/027 |                                                          | E3 | 3 | 30 |
| <a href="#">R/617/9240</a>    | HC7/E1/LQ/001 | Personal Study Skills                                    | E1 | 3 | 30 |
| <a href="#">Y/617/9241</a>    | HC7/E2/LQ/001 |                                                          | E2 | 3 | 30 |
| <a href="#">A/504/8289</a>    | HC7/E3/LQ/002 |                                                          | E3 | 3 | 30 |
| <a href="#">D/617/9242</a>    | HB1/E1/LQ/035 | Recognising Own Skills for Personal Development          | E1 | 3 | 30 |
| <a href="#">H/617/9243</a>    | HB1/E2/LQ/019 |                                                          | E2 | 3 | 30 |
| <a href="#">D/505/8958</a>    | HB1/E3/LQ/045 |                                                          | E3 | 3 | 30 |
| Group 5: Health and Wellbeing |               |                                                          |    |   |    |
| <a href="#">A/617/9264</a>    | PA1/E1/LQ/001 | Awareness of Health and Wellbeing                        | E1 | 1 | 10 |
| <a href="#">H/617/9274</a>    | PA1/E2/LQ/001 |                                                          | E2 | 1 | 10 |
| <a href="#">T/617/9070</a>    | PA1/E3/LQ/005 |                                                          | E3 | 1 | 9  |
| <a href="#">F/617/9265</a>    | PA1/E1/LQ/002 | Developing Emotional Resilience                          | E1 | 1 | 10 |
| <a href="#">K/617/9275</a>    | PA1/E2/LQ/002 |                                                          | E2 | 1 | 10 |
| <a href="#">A/617/9071</a>    | PA1/E3/LQ/006 |                                                          | E3 | 1 | 9  |
| <a href="#">J/617/9266</a>    | PA1/E1/LQ/003 | Developing Healthy Relationships and Respect             | E1 | 1 | 10 |
| <a href="#">M/617/9276</a>    | PA1/E2/LQ/003 |                                                          | E2 | 2 | 20 |
| <a href="#">F/617/9072</a>    | PA1/E3/LQ/007 |                                                          | E3 | 2 | 18 |
| <a href="#">L/617/9267</a>    | PA1/E1/LQ/004 | Developing Personal Confidence and Self Awareness        | E1 | 3 | 30 |
| <a href="#">T/617/9277</a>    | HB1/E2/LQ/021 |                                                          | E2 | 3 | 29 |

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| <a href="#">J/617/9073</a> | PA1/E3/LQ/008 |                                                                      | E3 | 3 | 28 |
| <a href="#">A/600/6490</a> | HB1/E1/LQ/017 | Personal Awareness                                                   | E1 | 2 | 20 |
| <a href="#">F/600/6491</a> | HB1/E1/LQ/009 |                                                                      | E2 | 2 | 20 |
| <a href="#">L/600/6493</a> | HB1/E1/LQ/013 |                                                                      | E3 | 2 | 20 |
| <a href="#">R/617/9268</a> | PA1/E1/LQ/005 |                                                                      | E1 | 2 | 20 |
| <a href="#">A/617/9278</a> | PA1/E2/LQ/004 | Personal Safety Awareness                                            | E2 | 2 | 18 |
| <a href="#">L/617/9074</a> | PA1/E3/LQ/009 |                                                                      | E3 | 2 | 17 |
| <a href="#">Y/617/9269</a> | PA1/E1/LQ/006 |                                                                      | E1 | 3 | 20 |
| <a href="#">F/617/9279</a> | PA1/E2/LQ/005 | Planning a Healthy Diet                                              | E2 | 3 | 29 |
| <a href="#">R/617/9075</a> | PA1/E3/LQ/010 |                                                                      | E3 | 3 | 28 |
| <a href="#">L/617/9270</a> | PA1/E1/LQ/007 |                                                                      | E1 | 1 | 9  |
| <a href="#">T/617/9280</a> | PA1/E2/LQ/006 | Understanding the Effects of Sleep on Health                         | E2 | 1 | 9  |
| <a href="#">Y/617/9076</a> | PA1/E3/LQ/011 |                                                                      | E3 | 1 | 8  |
| <a href="#">R/617/9271</a> | HB1/E1/LQ/037 |                                                                      | E1 | 1 | 10 |
| <a href="#">A/617/9281</a> | HB1/E2/LQ/022 | Understanding the Importance of a Balanced Diet and Regular Exercise | E2 | 1 | 9  |
| <a href="#">D/617/9077</a> | PA1/E3/LQ/012 |                                                                      | E3 | 1 | 10 |
| Group 6: Digital Skills    |               |                                                                      |    |   |    |
| <a href="#">R/616/8237</a> | CN0/E3/LQ/007 | Digital Communications Technology                                    | E3 | 3 | 30 |
| <a href="#">D/616/8239</a> | CN0/E3/LQ/009 | Digital Content Creation - Text and Image                            | E3 | 3 | 30 |
| <a href="#">Y/616/8241</a> | CN0/E3/LQ/011 | Digital Safety and Security                                          | E3 | 3 | 30 |
| <a href="#">M/616/8245</a> | CN0/E3/LQ/014 | Personal Productivity Programs                                       | E3 | 3 | 30 |
| <a href="#">T/616/8246</a> | CN0/E3/LQ/015 | Search Engines and Online Research                                   | E3 | 2 | 20 |
| <a href="#">D/617/9290</a> | CN0/E1/LQ/001 | Using a Computer                                                     | E1 | 2 | 20 |
| <a href="#">H/617/9291</a> | CN0/E2/LQ/001 |                                                                      | E2 | 2 | 20 |
| <a href="#">K/617/9292</a> | CN0/E1/LQ/002 | Using a Mobile Device                                                | E1 | 2 | 20 |
| <a href="#">M/617/9293</a> | CN0/E2/LQ/002 |                                                                      | E2 | 2 | 20 |
| <a href="#">D/617/9287</a> | CX7/E2/LQ/001 | Online Searches                                                      | E2 | 2 | 20 |
| <a href="#">H/617/9288</a> | CQ0/E2/LQ/001 | Text and Graphics                                                    | E2 | 2 | 20 |
| Group 7: 'Green' Units     |               |                                                                      |    |   |    |

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|----------------------------|---------------|----------------------------------------------------------------|----|---|----|
| <a href="#">L/650/2207</a> | QA1/E3/LQ/008 | Ethical and Political Issues Relating to Land-Based Activities | E3 | 2 | 20 |
| <a href="#">K/650/1983</a> | QA1/E3/LQ/004 | Exploring Careers in the Green Industries                      | E3 | 1 | 10 |
| <a href="#">D/650/2013</a> | QA1/E3/LQ/007 | Global Warming and Climate Change                              | E3 | 2 | 20 |
| <a href="#">Y/650/2020</a> | QA2/E3/LQ/001 | Introduction to Sustainability                                 | E3 | 1 | 10 |
| <a href="#">R/650/1986</a> | QA1/E3/LQ/005 | Investigate an Environmental Issue                             | E3 | 3 | 30 |
| <a href="#">H/650/1981</a> | QA1/E3/LQ/003 | Project in Sustainability                                      | E3 | 3 | 30 |
| <a href="#">D/650/2031</a> | AA3/E3/LQ/001 | Supporting Sustainability in an Office Environment             | E3 | 2 | 20 |
| <a href="#">L/650/2009</a> | QA1/E3/LQ/006 | Sustainability Issues in Industry                              | E3 | 2 | 20 |

### Barred combinations

Units with the same titles at different levels are barred.

### The following units cannot be taken together

| Unit Title                    | Ofqual Unit Reference Number |                       | Unit Title                               | Ofqual Unit Reference Number |
|-------------------------------|------------------------------|-----------------------|------------------------------------------|------------------------------|
| Applying for Jobs and Courses | <a href="#">R/504/1297</a>   | May not be taken with | Developing Skills for Gaining Employment | <a href="#">D/617/9225</a>   |
| Applying for Jobs and Courses | <a href="#">Y/504/1480</a>   | May not be taken with | Developing Skills for Gaining Employment | <a href="#">F/504/8519</a>   |



## 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.



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