

# Qualification Guide

## OCNLR Level 2 Qualifications in Progression

## OCN London Qualification Guide

**OCNLR Level 2 Award in Progression**

Qualification No: 600/8757/2

**OCNLR Level 2 Certificate in Progression**

Qualification No: 600/9013/3

**OCNLR Level 2 Diploma in Progression**

Qualification No: 600/9037/6

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.

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## General Information

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This qualification guide contains details of everything you need to know about the **OCNLR Level 2 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 Level 2 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 Level 2 qualifications have been developed to provide learners with the opportunity to consolidate and extend their learning in preparation for further learning in further or higher education settings and/or employment. These qualifications therefore include a large number of units spanning a wide range of vocational areas and skills sets, offering opportunities for alternative programmes of learning to be developed, that while engaging with learners' interests, will also present a reasonable degree of challenge.

The **OCNLR Level 2 Qualifications in Progression** are regulated by Ofqual, the qualifications regulator for England, and are registered on the Regulated Qualifications Framework (RQF).

### Qualification details

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

#### Level 2 Award

- Qualification Number: 600/8757/2
- Qualification credit value: 9
- Operational start date: 1 April 2013
- Review date: 30<sup>th</sup> August 2026
- Total Qualification Time (TQT): 90
- Guided Learning Hours (GLH): 59
- Assessment requirements: internally assessed, internally and externally moderated.

#### Level 2 Certificate

- Qualification Number: 600/9013/3
- Qualification credit value: 25
- Operational start date: 1 May 2013
- Review date: 30<sup>th</sup> August 2026
- Total Qualification Time (TQT): 250
- Guided Learning Hours (GLH): 177
- Assessment requirements: internally assessed, internally and externally moderated

#### Level 2 Diploma

- Qualification Number: 600/9037/6
- Qualification credit value: 45

- Operational start date: 1 May 2013
- Review date: 31<sup>st</sup> December 2019
- Total Qualification Time (TQT): 450
- Guided Learning Hours (GLH): 331
- Assessment requirements: internally assessed, internally and externally moderated

### Purpose of the qualifications

The purpose of the **OCNLR Level 2 Qualifications in Progression** is to provide a flexible and alternative range of learning opportunities that will stretch learners and enable them to consolidate and extend their learning.

The qualifications incorporate a large bundle of over 400 units that can be combined in many different ways to produce substantial learning pathways that meet learner needs and reflect learners' differing interests and aspirations.

There are Core and Vocational units.

The Core units provide the essential learning required to enable learners to progress to further study and sustain and develop career opportunities.

The Vocational units are grouped into a number of specific occupational areas and will afford learners opportunities to develop and extend vocational skills and knowledge relevant to current work and future career aspirations.

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. These Level 2 qualifications contain Level 1 units in many areas, to accommodate the learning needs of learners with 'spiky profiles'.

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.

### Who the qualifications are for

The **OCNLR Level 2 Qualifications in Progression** are suitable for learners who:

- Want to explore and develop their knowledge and skills in particular vocational areas;
- Want to progress to further education or higher education;
- Need to develop advanced learning skills;
- Are seeking to take on increased responsibilities at work;
- Are seeking to enter new work areas and are looking to update and/or add to their employment skills and knowledge.

## 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

These qualifications provide a sound basis for learners to move on to the Level 3 Qualifications in this suite or other sector specific Level 3 qualifications, or to directly enter employment.

## Structure of the qualifications

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### Rules of combination for achievement

The OCNLR Level 2 Qualifications in Progression are available at Level 2 as an Award, Certificate or Diploma. They contain a range of Core and Vocational units.

- To achieve the **OCNLR Level 2 Award in Progression qualification** learners must achieve 9 credits, of which 3 must come from the Core units. A maximum of 3 credits can be achieved from the Level 1 units.
- To achieve the **OCNLR Level 2 Certificate in Progression qualification** learners must achieve 25 credits, of which 7 must come from the Core units. A maximum of 7 credits can be achieved from the Level 1 units. Learners can achieve a maximum of 7 credits from the IT units, of which a maximum of 3 credits can be achieved at Level 1.
- To achieve the **OCNLR Level 2 Diploma in Progression qualification** learners must achieve 45 credits, of which 9 must come from the Core units. A maximum of 12 credits can be achieved from the Level 1 units. Learners can achieve a maximum 7 credits from the IT units.

### Qualification Units and Groups

The areas of learning covered by the range of units are listed below. 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 Development Manager.

#### Core Unit Groups

Core Level 2 units

Core Level 1 units

#### Optional Unit Groups

Building and Construction

Business and Administration

Creative Arts and Performing Arts

Hair and Beauty (Level 1 units only)

Health and Social Care

Horticulture and Forestry

Hospitality and Catering

IT Users

Languages and Literature

Mathematics and Statistics

Science

Sport Leisure and Recreation

Travel and Tourism

## Vehicle Maintenance (Level 1 units only)

## 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.

OCN London assessment guidance relevant to the units in these qualifications are in the ['OCNLR Assessment Guidance and Ofqual Level Descriptors'](#) section of this qualification guide.

The guidance includes a general description of the activity and the type of evidence that is appropriate. The activity or activities set must enable the learners to meet the standards detailed in the assessment criteria. Please contact OCN London for further guidance on devising appropriate assessments.

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.

## Assessment Guidance and Ofqual Level Descriptors

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For OCN London's Assessment Guidance and Ofqual's Level Descriptor relevant to these qualifications, please click on the link below.

[Level 2 Assessment Guidance and Ofqual's Level Descriptors](#)

## Unit Book - Contents

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## 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 Level 2 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 Level 2 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, the Certificate, and the Diploma, and are set out below.

### Rules of Combination

#### Level 2 Award in Progression

Learners must achieve 9 credits, of which 3 must come from the Core units. A maximum of 3 credits can be achieved from the Level 1 units.

#### Level 2 Certificate in Progression

Learners must achieve 25 credits, of which 7 must come from the Core units. A maximum of 7 credits can be achieved from the Level 1 units. Learners can achieve a maximum of 7 credits from the IT units, of which a maximum of 3 credits can be achieved at Level 1.

#### Level 2 Diploma in Progression

Learners must achieve 45 credits, of which 9 must come from the Core units. A maximum of 12 credits can be achieved from the Level 1 units. Learners can achieve a maximum of 7 credits from the IT units, of which a maximum of 3 credits can be achieved at Level 1.

#### Level 1 Units?

Although these qualifications are all at level 2, a limited number of level 1 units can be achieved that count towards the Rule of Combination for the qualification. Level 1 units are integrated into the groups of unit lists as appropriate, but to help identify them graphically and separate them from level 2 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

### Level 2 Core Skills

In alphabetical order

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">H_504_2955</a>	Action Planning to Improve Performance in Mathematics	L2	1
<a href="#">Y_504_8722</a>	Active Citizenship in the Local Community	L2	1
<a href="#">D_504_8513</a>	Adapting to Change at Work	L2	3
<a href="#">M_505_8821</a>	Alcohol Awareness for the Individual	L2	3
<a href="#">Y_504_8512</a>	Aspects of Citizenship	L2	3
<a href="#">J_504_8814</a>	Body Image	L2	2
<a href="#">K_504_8207</a>	Building a Personal Skills Portfolio	L2	3
<a href="#">Y_505_1958</a>	Calculations	L2	3
<a href="#">F_504_8648</a>	Career Planning	L2	3
<a href="#">K_504_8725</a>	Changing Roles and Relationships in Adolescence	L2	3
<a href="#">T_505_8819</a>	Communicating Information	L2	1
<a href="#">R_504_7519</a>	Communication in the Workplace	L2	3
<a href="#">L_504_7695</a>	Communication Skills for Group and Teamwork	L2	3
<a href="#">M_504_8726</a>	Conflict Resolution	L2	3
<a href="#">A_505_1967</a>	Critical Thinking	L2	3
<a href="#">F/504/8729</a>	Customer Service	L2	3
<a href="#">K/506/7842</a>	Data Handling and Probability	L2	3
<a href="#">F/504/8794</a>	Debt Management	L2	2
<a href="#">Y/504/7599</a>	Decision Making Skills	L2	1
<a href="#">A/504/7594</a>	Developing a Personal Exercise Programme	L2	6
<a href="#">M/503/0968</a>	Developing Confidence and Self-Esteem	L2	1
<a href="#">R/504/8430</a>	Developing own Interpersonal Skills	L2	3
<a href="#">D/504/8527</a>	Developing Personal Confidence and Self Awareness	L2	3
<a href="#">M/504/8757</a>	Discursive Writing	L2	3
<a href="#">M/504/8290</a>	Drug Awareness	L2	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">Y/504/8798</a>	Eating Disorders	L2	1
<a href="#">Y/505/4391</a>	Employment Rights and Responsibilities	L2	2
<a href="#">R/505/8830</a>	Employment Rights, Contracts and Pay	L2	3
<a href="#">Y/505/6044</a>	Equal Opportunities, Prejudice and Discrimination	L2	3
<a href="#">Y/505/8702</a>	Exploring Computers to Support Family Learning	L2	2
<a href="#">T/504/8808</a>	Family Relationships	L2	3
<a href="#">M/504/8693</a>	Health and Safety Awareness in a Working Environment	L2	3
<a href="#">Y/504/8266</a>	Healthy Living	L2	3
<a href="#">M/504/8810</a>	Human Behaviour in Relationships	L2	3
<a href="#">F/505/8709</a>	Improving Assertiveness and Decision Making Skills	L2	3
<a href="#">D/506/1052</a>	Improving Own Learning and Performance	L2	3
<a href="#">L/504/8488</a>	Improving Punctuation and Grammar Skills	L2	3
<a href="#">D/504/8494</a>	Improving Spelling Skills	L2	3
<a href="#">H/505/8671</a>	Introduction to Mentoring	L2	1
<a href="#">L/504/8572</a>	Investigating a Career	L2	3
<a href="#">K/504/8689</a>	Issues of Substance Misuse	L2	1
<a href="#">Y/504/7778</a>	Leadership Skills	L2	3
<a href="#">D/505/7194</a>	Learning from Volunteering	L2	2
<a href="#">T/504/8579</a>	Maintaining Sexual Health	L2	1
<a href="#">M/504/8581</a>	Making and Using Story Sacks	L2	3
<a href="#">J/505/5052</a>	Making Choices in Pursuit of Personal Goals	L2	3
<a href="#">K/505/8915</a>	Managing Your Own Learning	L2	3
<a href="#">T/504/8629</a>	Mentoring Practice	L2	2
<a href="#">Y/504/7781</a>	Negotiation Skills	L2	3
<a href="#">A/505/4030</a>	Numeracy in Context - Planning a Mathematical Project	L2	3
<a href="#">F/504/8763</a>	Oral Communication Skills	L2	3
<a href="#">D/505/8927</a>	Parenting Skills	L2	3
<a href="#">H/504/8836</a>	Personal and Social Responsibility	L2	3
<a href="#">L/504/7843</a>	Personal Budgeting and Managing Money	L2	3
<a href="#">D/505/5123</a>	Personal Career Preparation	L2	1

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">L/504/7793</a>	Personal Development	L2	3
<a href="#">H/504/7797</a>	Personal Learning Skills	L2	6
<a href="#">K/504/8840</a>	Personal Risk	L2	1
<a href="#">M/504/8127</a>	Personal Study Skills	L2	6
<a href="#">Y/504/8655</a>	Plan and Cook for a Healthy Lifestyle	L2	3
<a href="#">M/504/8659</a>	Practical Presentation Skills	L2	3
<a href="#">M/504/8662</a>	Preparation for a Recruitment Interview	L2	2
<a href="#">L/506/0740</a>	Preparing for Work	L2	3
<a href="#">J/504/8683</a>	Problem Solving Skills	L2	3
<a href="#">F/504/8634</a>	Public Sector Boards	L2	2
<a href="#">T/505/5385</a>	Reading Strategies	L2	3
<a href="#">T/505/7301</a>	Recognising and Dealing with Bullying	L2	2
<a href="#">Y/504/8686</a>	Recognising Employment Opportunities	L2	1
<a href="#">K/507/6413</a>	Representing Others	L2	3
<a href="#">L/504/8202</a>	Research Skills	L2	3
<a href="#">R/504/8847</a>	Rights and Responsibilities of Citizenship	L2	3
<a href="#">H/504/8559</a>	Sex and Relationships Education	L2	3
<a href="#">H/505/8833</a>	Shape Using Pythagoras and Trigonometry	L2	3
<a href="#">A/506/0670</a>	Speaking and Listening Skills	L2	3
<a href="#">H/504/8819</a>	Stress and Stress Management Techniques	L2	3
<a href="#">R/504/8699</a>	Supporting a Child with Reading	L2	3
<a href="#">L/504/8703</a>	Supporting a Child with Writing	L2	3
<a href="#">M/504/8712</a>	Supporting Children's Literacy and Numeracy Development	L2	2
<a href="#">R/505/8889</a>	Supporting Your Children in Family Learning	L2	3
<a href="#">H/504/8657</a>	Team Building Skills	L2	3
<a href="#">D/505/4490</a>	Teamwork Skills	L2	3
<a href="#">K/504/8630</a>	The Mentoring Process	L2	3
<a href="#">Y/505/5198</a>	Understanding and Managing Emotions	L2	3
<a href="#">L/506/6229</a>	Understanding Boundaries and Confidentiality	L2	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">T/504/8520</a>	Understanding Common Measures and Shape	L2	3
<a href="#">F/504/8505</a>	Understanding Diversity within Society	L2	3
<a href="#">F/503/9819</a>	Understanding Mediation	L2	3
<a href="#">K/505/8672</a>	Understanding Personal Finance: Savings and Credit	L2	1
<a href="#">F/506/0640</a>	Understanding Prejudice and Discrimination	L2	3
<a href="#">F/505/8676</a>	Understanding Team Motivation	L2	3
<a href="#">Y/506/2572</a>	Understanding Welfare at Work	L2	3
<a href="#">Y/505/8912</a>	Understanding Young People, Law and Order	L2	3
<a href="#">H/504/8867</a>	Undertaking an Enterprise Project	L2	3
<a href="#">L/505/5375</a>	Using Algebra and Graphs	L2	3
<a href="#">K/505/4024</a>	Using Spelling Rules and Strategies	L2	3
<a href="#">H/504/8884</a>	Work Experience	L2	3
<a href="#">R/505/8746</a>	Writing for Meaning Skills	L2	3

## 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="#">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
<a href="#">R/505/8794</a>	Employment Rights, Contracts and Pay	L1	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<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="#">K/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/505/8552</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
<a href="#">D/504/7796</a>	Personal Learning Skills	L1	6

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<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>	Responsible Road Vehicle Ownership and Use	L1	2
<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="#">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
<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/506/0928</a>	Understanding and Using Decimals	L1	2

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<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="#">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/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="#">Y/505/5377</a>	Using Perimeter and Area	L1	1
<a href="#">T/505/8724</a>	Work Experience	L1	3
<a href="#">L/505/8616</a>	Work, Review and Plan	L1	3
<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

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<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>Building and Construction; unit group</b>		
<a href="#">A/505/1354</a>	Carpentry Hand Skills	L1	3
<a href="#">L/504/9625</a>	Constructing a Cavity Wall Using Bricklaying Skills	L1	3
<a href="#">Y/504/9627</a>	Constructing a Half Brick Wall Using Bricklaying Skills	L1	3
<a href="#">H/504/9629</a>	Constructing a One Brick Wide Wall Using Bricklaying Skills	L1	3
<a href="#">H/504/9632</a>	Developing Brickwork Bonding Skills	L2	3
<a href="#">H/505/8668</a>	Developing Plumbing Skills	L1	4
<a href="#">R/505/8827</a>	Domestic Plumbing Systems	L2	3
<a href="#">H/505/4345</a>	Identifying Types of Timber Used for Construction	L2	3
<a href="#">F/505/6295</a>	Introduction to Construction Professions	L2	1
<a href="#">R/504/9643</a>	Plastering Techniques	L1	3
<a href="#">H/505/0666</a>	Plastering Techniques	L2	3
<a href="#">T/505/0669</a>	Preparing Ceilings and Walls for Decoration	L1	1
<a href="#">A/505/8725</a>	Use and Maintain Woodworking Tools	L1	3
<a href="#">D/504/9645</a>	Use of Tools and Equipment for Bricklaying	L1	3
<a href="#">A/506/1284</a>	Using and Maintaining Woodworking Tools	L2	3
<a href="#">F/505/4398</a>	Using Decorative Paint Effects for Interior Walls	L1	3
<a href="#">H/504/9646</a>	Using Floor and Wall Tiling Techniques	L1	3
<a href="#">K/504/9647</a>	Using Painting Skills for Interior Ceilings and Walls	L1	3
<a href="#">M/504/9648</a>	Using Plastering Skills - Floating Coat to an Attached Pier	L1	3
<a href="#">T/504/9649</a>	Using Plastering Skills - Plastering to a Window Reveal	L1	3
<a href="#">T/505/4267</a>	Valves, Taps and Cisterns in Domestic Plumbing	L2	3
<a href="#">M/505/0752</a>	Wallpapering Skills	L2	3
<a href="#">A/505/1600</a>	Wallpapering Skills	L1	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">J/505/8744</a>	Woodwork Jointing Skills	L2	3
	<b>Business and Administration; unit group</b>		
<a href="#">A/504/7823</a>	Business Organisation Structures	L2	3
<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/505/8704</a>	Communication Skills for Business	L2	3
<a href="#">R/505/0825</a>	Filing Skills	L1	3
<a href="#">T/505/0803</a>	The Marketing Environment	L2	3
<a href="#">H/506/0548</a>	Understanding Business Communication	L1	3
<a href="#">K/504/7977</a>	Understanding Business Organisations	L2	3
<a href="#">A/502/5756</a>	Understanding the Business of Retail	L1	1
<a href="#">T/502/5805</a>	Understanding the Retail Selling Process	L1	2
<a href="#">R/505/8584</a>	Understanding Time Management in the Workplace	L1	2
<a href="#">J/505/8923</a>	Understanding the External Environment for Business	L2	3
<a href="#">D/505/0827</a>	Using Fax Machines and Photocopiers	L1	3
	<b>Creative and Performing Arts; unit group</b>		
<a href="#">R/506/0822</a>	Acoustic Recording Techniques	L1	6
<a href="#">J/505/1003</a>	Acoustic Recording Techniques	L2	6
<a href="#">L/505/5201</a>	Aural Analysis	L2	3
<a href="#">Y/504/7974</a>	Backstage Theatre Skills	L1	3
<a href="#">R/504/9996</a>	Commercial Garment Patterns	L1	3
<a href="#">J/504/7128</a>	Composing Music	L1	6
<a href="#">Y/504/7134</a>	Composing Music	L2	9
<a href="#">M/505/1576</a>	Craft Activities with Children and Young People	L1	3
<a href="#">M/505/8706</a>	Creative Writing Skills	L2	3
<a href="#">A/505/7381</a>	DJ Skills	L1	3
<a href="#">F/505/7527</a>	DJ Skills	L2	3
<a href="#">K/505/9854</a>	Garment Construction	L1	3
<a href="#">Y/505/8697</a>	Garment Construction Skills – Contemporary Garments	L2	3
<a href="#">R/505/3062</a>	Imaging Software	L1	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">R/505/8620</a>	Industrial Sewing Operations	L1	6
<a href="#">Y/505/5220</a>	Music Analysis	L2	3
<a href="#">D/505/8619</a>	Music Skills for Solo Performance	L1	6
<a href="#">F/505/8905</a>	Music Skills for Solo Performance	L2	6
<a href="#">J/504/8117</a>	Musical Ensemble Skills	L1	5
<a href="#">M/504/7155</a>	Musical Ensemble Skills	L2	6
<a href="#">D/506/0838</a>	Musical Theatre	L1	3
<a href="#">F/504/7158</a>	Oral Storytelling Skills	L1	3
<a href="#">A/504/7157</a>	Oral Storytelling for Performance	L2	3
<a href="#">H/505/0909</a>	Performance Improvisation Techniques	L1	3
<a href="#">T/505/8920</a>	Performance Improvisation Techniques	L2	3
<a href="#">F/505/8919</a>	Performance Planning Skills – Designer	L2	9
<a href="#">M/505/8852</a>	Performance Planning Skills – Stage Manager	L2	9
<a href="#">T/505/8853</a>	Performance Planning Skills – Technician	L2	9
<a href="#">T/505/8822</a>	Performance Realisation Skills – Performer	L2	9
<a href="#">A/505/8806</a>	Performance Realisation Skills – Stage Manager	L2	9
<a href="#">A/505/8823</a>	Performance Realisation Skills – Technician	L2	9
<a href="#">A/505/4898</a>	Performing Physical Theatre	L1	3
<a href="#">M/505/4803</a>	Performing Physical Theatre	L2	3
<a href="#">R/503/3345</a>	Preparation for Garment Construction	L1	2
<a href="#">T/505/3376</a>	Rehearsal Skills	L2	3
<a href="#">F/504/8052</a>	Rehearsing for a Production	L1	3
<a href="#">F/506/0847</a>	Song Writing Skills In Popular Music	L1	6
<a href="#">M/506/2593</a>	Song Writing Skills	L2	6
<a href="#">F/506/0850</a>	Sound And Audio Production Skills	L1	3
<a href="#">D/505/7535</a>	Sound and Audio Production Skills	L2	3
<a href="#">M/505/8723</a>	Technical Skills for Performance in the Arts	L1	3
<a href="#">T/505/8741</a>	Technical Skills for Performance in the Arts	L2	3
<a href="#">M/504/7186</a>	The Internet as a Tool for Music Promotion	L2	3
<a href="#">T/505/1000</a>	The Theory of Music	L1	6

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">K/505/5027</a>	The Theory of Music	L2	6
<a href="#">K/505/8803</a>	Tools and Equipment for Garment Making	L1	3
<a href="#">L/505/8857</a>	Understanding Musical Instruments and Their Sounds	L2	6
<a href="#">L/506/0852</a>	Understanding The Use Of Digital Sampling Techniques For Composing And Producing Music	L1	3
<a href="#">J/505/8906</a>	Understanding the Use of Music for Commerce	L2	6
<a href="#">L/505/1004</a>	Using Aural Skills in Music	L1	3
<a href="#">J/505/3382</a>	Using Aural Skills in Music	L2	3
<a href="#">T/505/8609</a>	Using Craft Skills with Natural Materials	L1	3
<a href="#">T/505/5032</a>	Using Digital Sampling Techniques for Composing	L2	6
<a href="#">F/505/8841</a>	Using Sequencing Technology in Composition	L2	3
<a href="#">F/505/8726</a>	Using the Internet as a Medium for Music	L1	3
	<b>Hair and beauty; unit group</b>		
<a href="#">R/600/1036</a>	Assist with hair colour services	L1	4
<a href="#">R/600/4874</a>	Colour Hair Using Temporary Colour	L1	3
<a href="#">R/505/6141</a>	Create and Maintain Retail Displays in the Salon	L1	2
<a href="#">F/505/0688</a>	Introduction to Working in a Hair and Beauty Salon	L1	3
<a href="#">Y/505/8635</a>	Plaiting and Twisting Hair	L1	3
<a href="#">H/504/9601</a>	Salon Reception Duties	L1	3
<a href="#">A/502/3795</a>	Styling Men's Hair	L1	3
<a href="#">F/502/3796</a>	Styling Women's Hair	L1	3
	<b>Health and Social Care; unit group</b>		
<a href="#">D/505/8703</a>	Care Planning Skills for the Care Worker	L2	3
<a href="#">M/505/8933</a>	Caring for Your Baby	L1	3
<a href="#">H/504/8514</a>	Developing Skills for Listening to Children	L1	3
<a href="#">K/504/8515</a>	Developing Skills for Listening to Children	L2	3
<a href="#">M/504/8516</a>	Developing Skills in Caring for Young Children	L1	3
<a href="#">K/506/0941</a>	How The Body Works	L1	4
<a href="#">J/505/6105</a>	Introduction to Safeguarding Children	L1	3
<a href="#">T/504/8968</a>	Nutrition and Weight Management	L2	6

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">A/504/8969</a>	Nutrition, Performance and Healthy Eating	L1	3
<a href="#">M/504/8970</a>	Nutrition, Performance and Healthy Eating	L2	3
<a href="#">J/505/1602</a>	Play for Early Learning	L1	3
<a href="#">L/505/1603</a>	Play for Early Learning	L2	6
<a href="#">Y/505/8926</a>	Skills in Providing Personal Care in Care Settings	L2	3
<a href="#">D/505/1606</a>	The Importance of Play	L2	3
<a href="#">K/505/1608</a>	The Intellectual and Language Development of Children	L1	3
<a href="#">M/505/1609</a>	The Intellectual and Language Development of Children	L2	3
<a href="#">K/505/1611</a>	The Physical and Psychological Needs of Children	L1	3
<a href="#">M/505/1612</a>	The Physical Development of Children	L2	3
<a href="#">T/504/9084</a>	The Role of the Care Worker in Caring for the Person with Dementia	L2	3
<a href="#">A/504/9085</a>	The Role of Young People as Peer Mentors	L1	3
<a href="#">Y/504/8588</a>	Understanding Ageing and the Older Person	L2	3
<a href="#">R/504/9612</a>	Understanding Child Development	L1	3
<a href="#">R/504/8525</a>	Understanding Child Protection Theory	L2	3
<a href="#">L/505/8650</a>	Understanding Children's Social and Emotional Development	L1	3
<a href="#">H/504/9615</a>	Understanding Children's Social and Emotional Development	L2	3
<a href="#">R/504/8590</a>	Understanding Disability, Society and the Law	L2	3
<a href="#">H/505/8606</a>	Understanding Growth, Social and Emotional Development of Children	L1	3
<a href="#">Y/504/8591</a>	Understanding Health Promotion in Care Settings	L2	3
<a href="#">T/505/8836</a>	Understanding Hearing Impairment	L2	3
<a href="#">Y/505/1619</a>	Understanding How Children Learn	L2	3
<a href="#">M/504/9617</a>	Understanding How to Care for Babies under Twelve Months	L2	3
<a href="#">F/505/8838</a>	Understanding How to Meet the Physical Needs of Children	L2	3
<a href="#">H/504/8478</a>	Understanding Mental Health	L2	3
<a href="#">T/504/8971</a>	Understanding Physical Disabilities	L2	3
<a href="#">Y/504/9613</a>	Understanding Play	L1	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">J/505/8839</a>	Understanding Record Keeping for the Care Worker	L2	3
<a href="#">A/505/7218</a>	Understanding the Cognitive Development of Children	L2	3
<a href="#">J/505/5911</a>	Understanding the Language and Communication Development of Children	L2	5
<a href="#">J/505/8808</a>	Understanding the Principles of Care, Organisational Policies and the Role of the Care Worker	L1	3
<a href="#">H/505/1980</a>	Understanding the Role of the Care Worker in Time of Death	L2	3
<a href="#">M/504/9620</a>	Understanding the Value of Food and Nutrition for Children and Young People	L2	3
<a href="#">A/505/8840</a>	Understanding Visual Impairment	L2	3
	<b>Horticulture and Forestry; unit group</b>		
<a href="#">J/601/7671</a>	Care and pruning of plants	L2	3
<a href="#">A/504/9233</a>	Cultivating Compost and Soils	L1	3
<a href="#">R/506/1016</a>	Cultivating Herbs	L1	3
<a href="#">J/504/9316</a>	Floristry Techniques	L1	3
<a href="#">F/504/9315</a>	Floristry Techniques	L2	3
<a href="#">D/504/9273</a>	Garden Horticulture Skills	L1	3
<a href="#">H/504/9274</a>	Garden Horticulture Skills	L2	3
<a href="#">D/506/0418</a>	Organic Horticulture	L1	3
<a href="#">F/504/9301</a>	Pest, Disease and Weed Control	L1	3
<a href="#">A/504/9247</a>	Practical Floristry Skills	L1	3
<a href="#">M/505/8740</a>	Practical Floristry Skills	L2	3
<a href="#">J/601/2633</a>	Preparing soil for sowing and planting	L1	1
<a href="#">H/505/8797</a>	Sowing and Growing Techniques	L1	3
<a href="#">A/500/5453</a>	Understanding how to Cultivate Herbs	L2	3
<a href="#">L/505/3304</a>	Understanding How to Grow Fruit and Vegetables	L2	3
<a href="#">Y/505/3306</a>	Understanding How to Select Plants	L2	3
<a href="#">F/500/5119</a>	Understanding Plant Pruning	L1	1
	<b>Hospitality and Catering; unit group</b>		
<a href="#">K/506/2589</a>	Baking Bread, Pastry, Cakes and Biscuits	L2	3
<a href="#">T/505/5452</a>	Cooking with Meat, Fish and Vegetables	L2	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">J/502/4898</a>	Customer Service in the Hospitality Industry	L1	3
<a href="#">K/504/9602</a>	Developing Cooking Skills	L2	3
<a href="#">R/505/3286</a>	Developing Good Practice Skills for use in the Kitchen	L2	3
<a href="#">Y/504/9451</a>	Housekeeping in Hospitality	L2	3
<a href="#">M/504/9603</a>	Identifying and Using Grains, Pulses and Dairy Produce in Cooking	L2	3
<a href="#">A/502/5059</a>	Introduction to Food Commodities	L1	1
<a href="#">M/502/4894</a>	Introduction to the Hospitality Industry	L1	2
<a href="#">Y/504/9448</a>	Reception, Billing and Cashier Procedures for Front Office Staff	L2	3
<a href="#">F/505/8922</a>	Understanding How to Use Hotel Reservation Systems	L2	3
<a href="#">T/502/5075</a>	Using Kitchen Equipment	L1	1
	<b>IT for Users; unit group</b>		
<a href="#">K/502/4389</a>	Audio Software	L1	2
<a href="#">D/502/4390</a>	Audio Software	L2	3
<a href="#">F/502/4558</a>	Data Management Software	L1	2
<a href="#">J/502/4559</a>	Data Management Software	L2	3
<a href="#">H/502/4553</a>	Database Software	L1	3
<a href="#">M/502/4555</a>	Database Software	L2	4
<a href="#">M/502/4572</a>	Design Software	L1	3
<a href="#">T/502/4573</a>	Design Software	L2	4
<a href="#">Y/502/4565</a>	Desktop Publishing Software	L1	3
<a href="#">D/502/4566</a>	Desktop Publishing Software	L2	4
<a href="#">R/505/3062</a>	Imaging Software	L1	3
<a href="#">L/502/4613</a>	Imaging Software	L2	4
<a href="#">Y/502/4291</a>	IT Communication Fundamentals	L1	2
<a href="#">D/502/4292</a>	IT Communication Fundamentals	L2	2
<a href="#">L/502/4384</a>	IT Software Fundamentals	L1	3
<a href="#">R/502/4385</a>	IT Software Fundamentals	L2	3
<a href="#">Y/502/4615</a>	Multimedia Software	L1	3
<a href="#">D/502/4616</a>	Multimedia Software	L2	4

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">F/505/6054</a>	Personal Digital Photograph Processing	L1	2
<a href="#">K/502/4621</a>	Presentation Software	L1	3
<a href="#">M/502/4622</a>	Presentation Software	L2	4
<a href="#">A/502/4624</a>	Spreadsheet Software	L1	3
<a href="#">F/502/4625</a>	Spreadsheet Software	L2	4
<a href="#">J/502/4299</a>	Using Email	L1	2
<a href="#">M/502/4300</a>	Using Email	L2	3
<a href="#">H/502/4374</a>	Using Mobile IT Devices	L1	2
<a href="#">K/502/4375</a>	Using Mobile IT Devices	L2	2
<a href="#">T/502/4296</a>	Using the Internet	L1	3
<a href="#">A/502/4297</a>	Using the Internet	L2	4
<a href="#">K/502/4392</a>	Video Software	L1	2
<a href="#">M/502/4393</a>	Video Software	L2	3
<a href="#">L/502/4630</a>	Website Software	L1	3
<a href="#">R/502/4631</a>	Website Software	L2	4
<a href="#">L/502/4627</a>	Word Processing Software	L1	3
<a href="#">R/502/4628</a>	Word Processing Software	L2	4
	<b>Languages and Literature; unit group</b>		
<a href="#">M/505/0881</a>	Creative Writing Skills	L1	3
<a href="#">R/505/5880</a>	Developing Language and Communication Skills in Children	L1	3
<a href="#">H/504/8755</a>	Language History	L2	3
<a href="#">L/504/8765</a>	Narrative Writing	L2	3
<a href="#">A/504/8759</a>	Practical Writing: Reports and Formal Letters	L2	3
<a href="#">T/504/8761</a>	Reading and Comprehension of Texts	L2	3
<a href="#">A/504/8762</a>	Response to Literature	L2	3
<a href="#">J/504/8764</a>	Writing Standard English	L2	3
	<b>Mathematics and Statistics; unit group</b>		
<a href="#">A/504/8776</a>	Algebra and Graphs	L2	3
<a href="#">M/504/8774</a>	Basic Arithmetic Skills	L2	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">F/504/8777</a>	Further Statistics and Probability	L2	3
<a href="#">T/504/8775</a>	Mathematical Investigation	L2	3
<a href="#">K/504/8773</a>	Measures	L2	3
<a href="#">H/504/8772</a>	Shape	L2	3
<a href="#">J/504/8778</a>	Statistics and Probability	L2	3
	<b>Science; unit group</b>		
<a href="#">A/506/2564</a>	Aspects of Energy	L2	3
<a href="#">Y/504/8770</a>	Chemical Changes	L2	3
<a href="#">J/506/2566</a>	Chemical Structure	L2	3
<a href="#">D/504/8768</a>	Fundamentals of Physics	L2	3
<a href="#">M/506/2562</a>	Human Biology	L2	3
<a href="#">Y/505/4682</a>	Life Processes and Living Things	L2	3
<a href="#">H/505/4684</a>	Materials and their Properties	L2	3
<a href="#">F/504/9489</a>	Physics: Physical Processes	L2	3
<a href="#">T/504/9229</a>	The Investigative Process, Principles and Practical Skills	L2	3
<a href="#">Y/505/6576</a>	Understanding Ecology and Conservation	L1	3
	<b>Sport Leisure and Recreation; unit group</b>		
<a href="#">J/505/8629</a>	Developing Angling Skills	L1	3
<a href="#">Y/504/8607</a>	Discover Local History	L1	3
<a href="#">R/504/2885</a>	Participating in Leisure Activities	L1	3
<a href="#">D/505/7230</a>	Personal Physical Fitness	L2	3
<a href="#">J/506/0946</a>	Planning A Trip To A Visitor Attraction	L1	4
<a href="#">J/505/8727</a>	Sport and Active Leisure Project	L1	4
<a href="#">Y/505/8991</a>	Sports Coaching	L1	4
<a href="#">A/505/3248</a>	Sports Coaching	L2	5
<a href="#">A/505/7221</a>	Taking Part in Exercise and Fitness	L1	4
<a href="#">R/505/1330</a>	Taking Part in Sport	L1	3
<a href="#">M/505/7233</a>	Taking Part in Sport for Personal Improvement	L2	3
<a href="#">D/506/4713</a>	The Angling Environment	L1	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">M/505/1335</a>	The Environmental Impact of Leisure and Tourism in the UK	L2	3
<a href="#">J/505/3303</a>	Understanding Careers in Leisure and Tourism	L2	3
<a href="#">F/505/8743</a>	Understanding the Leisure Industry	L2	3
	<b>Travel and Tourism; unit group</b>		
<a href="#">T/505/6293</a>	Understanding Airline and Airport Operations	L2	3
<a href="#">H/505/3308</a>	Understanding the Tourism Industry	L2	3
<a href="#">T/504/9599</a>	Understanding the Use of Technology in Travel and Tourism	L2	3
<a href="#">J/505/8677</a>	Understanding the Work of a Resort Representative	L2	3
	<b>Vehicle Maintenance; unit group</b>		
<a href="#">F/505/0092</a>	Checking and Maintaining Car Wheels and Tyres	L1	1
<a href="#">Y/505/0101</a>	Identification of Basic Car Parts	L1	3
<a href="#">T/505/3197</a>	Introduction to Motorcycle Maintenance	L1	4
<a href="#">D/506/0869</a>	Repairing A Cycle Puncture	L1	1
<a href="#">R/505/0145</a>	Replacing Cycle Brake Assemblies	L1	2
<a href="#">A/505/0091</a>	Systematic Cycle Checking	L1	2
<a href="#">K/505/8669</a>	Tools, Equipment and Materials for Vehicle Maintenance	L1	4



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