

Qualification Guide

OCNLR Level 3 Award in Progression

OCN London Qualification Guide

OCNLR Level 3 Award in Progression

Qualification No: 600/9038/8

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

This qualification guide contains details of everything you need to know about the **OCNLR Level 3 Award 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 this qualification, then please contact us on enquiries@ocnlondon.org.uk for details of the Centre Approval application process.

Qualification Overview

The **OCNLR Level 3 Award in Progression** qualification has been developed to provide learners with the opportunity to broaden and deepen their knowledge and skills in specific vocational areas to maintain and develop career options and/or in preparation for further learning in higher education settings. The Award therefore includes a large number of units spanning a wide range of knowledge areas and skills sets, offering opportunities for alternative programmes of learning to be developed that while engaging with learners' interests, will also present a good degree of challenge.

The **OCNLR Level 3 Award in Progression** is one of a suite of OCNLR Progression qualifications that have been developed to provide a flexible, responsive and graduated range of general, pre-vocational and vocationally relevant qualifications.

The Award is suitable for use in a range of learning situations and lend themselves to the development of individualised learning programmes.

The **OCNLR Level 3 Award in Progression** qualification is 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 2.

Level 3 Award

- Qualification Number: 600/9038/8
- Qualification credit value: 12
- Operational start date: 1st May 2013
- Review date: 31st July 2026
- Total Qualification Time (TQT): 120
- Guided Learning Hours (GLH): 82
- Assessment requirements: internally assessed, internally and externally moderated

Purpose of the qualification

The **OCNLR Level 3 Award in Progression** is the highest level qualification available in the OCNLR Progression suite of qualifications.

The purpose of the OCNLR Progression qualifications is to provide a flexible and alternative range of learning opportunities that will provide a significant challenge for learners and enable them to consolidate, develop and deepen their learning.

The optional 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/or 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. The qualifications also contain parallel level 2 units in many areas, to accommodate the learning needs of learners with 'spiky profiles'.

Who the qualification is for

The **OCNLR Level 3 Award in Progression** qualification is suitable for learners who:

- want to progress to further education or higher education
- need to develop advanced learning to learn skills
- are seeking to take on increased responsibilities in life and work
- are seeking to enter new work areas and are looking to update and/or add to their employment skills and knowledge
- would benefit from alternative approaches to the curriculum and learning.

Entry guidance

The minimum age for access to the qualification is 16 years.

Progression and related qualifications

The **OCNLR Level 3 Award in Progression** should provide a sound basis for learners to move on to the higher-level qualifications, or for securing and maintaining employment.

Structure of the qualification

Rules of combination for achievement

The **OCNLR Level 3 Award in Progression** comprises a range of core and optional units.

Learners must achieve 12 credits in total:

- 3 credits must come from the core units
- Of the remaining 9 credits, a maximum of 3 credits can be achieved from the Level 2 units.

Qualification unit 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 Curriculum Account Manager.

Core Skills Units

- Study Skills
- Interpersonal Skills
- Citizenship Skills
- Personal Health, Safety and Development Skills
- Life and work Skills

Vocational Units

- Administration
- Building and Construction
- Business Management
- Crafts, Creative Arts and Design
- Child Development and Well-Being
- Hospitality and Catering
- Horticulture and Forestry
- Health and Social Care
- IT for Users
- Languages and Literature
- Mathematics and Statistics
- Marketing and Sales
- Performing Arts
- Science
- Sport, Leisure and Recreation
- Travel and Tourism

Assessment and Moderation

Assessment process

The assessment process for this qualification is 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 this qualification.

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 this qualification is 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 this qualification 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

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

[Level 3 Assessment Guidance and Ofqual's Level Descriptors](#)

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How to use this Unit Book

How to Access Individual Unit Specifications

This Unit Book lists all the units relating to these OCNLR Level 3 Award in Progression. 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 3 Award in Progression contains 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 set out below.

Rules of Combination

Level 3 Award in Progression

Learners must achieve 12 credits, of which 3 must come from the Core units. A maximum of 3 credits can be achieved from the Level 2 units.

Level 2 Units?

Although this qualification is at level 3, a limited number of level 2 units can be achieved that count towards the Rule of Combination for the qualification. Level 2 units are integrated into the groups of unit lists as appropriate, but to help identify them graphically and separate them from level 3 units, the level 2 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 & 3 Core Skills

In alphabetical order

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
Y/504/8722	Active Citizenship in the Local Community	L2	1
D/504/8723	Active Citizenship in the Local Community	L3	1
D/504/8513	Adapting to Change at Work	L2	3
M/505/8821	Alcohol Awareness for the Individual	L2	3
Y/504/8512	Aspects of Citizenship	L2	3
J/504/8814	Body Image	L2	2
K/504/8207	Building a Personal Skills Portfolio	L2	3
K/504/8210	Building a Personal Skills Portfolio	L3	3
Y/505/1958	Calculations	L2	3
F/504/8648	Career Planning	L2	3
K/504/8725	Changing Roles and Relationships in Adolescence	L2	3
T/505/8819	Communicating Information	L2	1
R/504/7519	Communication in the Workplace	L2	3
L/504/7521	Communication in the Workplace	L3	3
L/504/7695	Communication Skills for Group and Teamwork	L2	3
M/504/8726	Conflict Resolution	L2	3
A/505/1967	Critical Thinking	L2	2
F/504/8729	Customer Service	L2	3
K/506/7842	Data Handling and Probability	L2	3
F/504/8794	Debt Management	L2	2
Y/504/7599	Decision Making Skills	L2	1
R/504/8430	Developing Own Interpersonal Skills	L2	3
Y/504/8526	Developing own Interpersonal Skills	L3	3
D/504/8527	Developing Personal Confidence and Self Awareness	L2	3
M/504/8757	Discursive Writing	L2	3
M/504/8290	Drug Awareness	L2	3
Y/504/8798	Eating Disorders	L2	1
R/505/8830	Employment Rights, Contracts and Pay	L2	3
L/505/8843	Employment Rights, Contracts and Pay	L3	3
Y/505/8702	Exploring Computers to Support Family Learning	L2	3
T/504/8808	Family Relationships	L2	3
M/504/8693	Health and Safety Awareness in a Working Environment	L2	3
Y/504/8266	Healthy Living	L2	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
M/504/8810	Human Behaviour in Relationships	L2	3
F/505/8709	Improving Assertiveness and Decision Making Skills	L2	3
D/506/1052	Improving Own Learning and Performance	L2	3
F/504/8276	Improving Own Learning and Performance	L3	3
H/505/8671	Introduction to Mentoring	L2	1
L/504/8572	Investigating a Career	L2	3
K/504/8689	Issues of Substance Misuse	L2	1
Y/504/7778	Leadership Skills	L2	3
M/505/8737	Leadership Skills	L3	3
D/505/7194	Learning from Volunteering	L2	2
T/504/8579	Maintaining Sexual Health	L2	1
M/504/8581	Making and Using Story Sacks	L2	3
J/505/5052	Making Choices in Pursuit of Personal Goals	L2	3
K/505/8915	Managing Your Own Learning	L2	3
A/505/8742	Managing Your Own Learning	L3	3
T/504/8629	Mentoring Practice	L2	2
Y/504/7781	Negotiation Skills	L2	3
A/505/4030	Numeracy in Context - Planning a Mathematical Project	L2	3
D/505/8927	Parenting Skills	L2	3
R/508/6398	Peer Mentoring for Learning	L3	4
F/508/6395	Peer Mentoring Skills	L3	3
H/504/8836	Personal and Social Responsibility	L2	3
L/504/7843	Personal Budgeting and Managing Money	L2	3
J/505/8680	Personal Career Planning	L3	3
D/505/5123	Personal Career Preparation	L2	1
K/505/6047	Personal Career Preparation	L3	1
L/504/7793	Personal Development	L2	3
K/504/8840	Personal Risk	L2	1
M/504/8127	Personal Study Skills	L2	6
M/504/8659	Practical Presentation Skills	L2	3
M/504/8662	Preparation for a Recruitment Interview	L2	2
L/506/0740	Preparing for Work	L2	3
R/505/8844	Presentation Skills	L3	3
L/504/8670	Problem Solving in the Workplace	L3	3
J/504/8683	Problem Solving Skills	L2	3
T/506/5382	Problem Solving Skills	L3	3
F/504/8634	Public Sector Boards	L2	2
T/505/5385	Reading Strategies	L2	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
T/505/7301	Recognising and Dealing with Bullying	L2	2
Y/504/8686	Recognising Employment Opportunities	L2	1
D/504/8687	Recognising Employment Opportunities	L3	1
L/504/8202	Research Skills	L2	3
R/504/8203	Research Skills	L3	6
R/504/8847	Rights and Responsibilities of Citizenship	L2	3
H/504/8559	Sex and Relationships Education	L2	3
H/505/8833	Shape Using Pythagoras and Trigonometry	L2	3
A/506/0670	Speaking and Listening Skills	L2	3
H/504/8819	Stress and Stress Management Techniques	L2	3
H/504/8822	Stress and Stress Management Techniques	L3	6
R/504/8699	Supporting a Child with Reading	L2	3
L/504/8703	Supporting a Child with Writing	L2	3
M/504/8712	Supporting Children's Literacy and Numeracy Development	L2	2
R/505/8889	Supporting Your Children in Family Learning	L2	3
H/504/8657	Team Building Skills	L2	3
D/505/4490	Teamwork Skills	L2	3
L/504/8880	Teamwork Skills	L3	3
F/504/8715	Theory of Team Building Skills	L3	3
Y/505/5198	Understanding and Managing Emotions	L2	3
T/504/8520	Understanding Common Measures and Shape	L2	3
F/504/8505	Understanding Diversity within Society	L2	3
F/503/9819	Understanding Mediation	L2	3
K/505/8672	Understanding Personal Finance: Savings and Credit	L2	1
F/506/0640	Understanding Prejudice and Discrimination	L2	3
F/505/8676	Understanding Team Motivation	L2	3
Y/506/2572	Understanding Welfare at Work	L2	3
Y/505/8912	Understanding Young People, Law and Order	L2	3
H/504/8867	Undertaking an Enterprise Project	L2	3
K/504/8868	Undertaking an Enterprise Project	L3	6
L/505/5375	Using Algebra and Graphs	L2	3
K/505/4024	Using Spelling Rules and Strategies	L2	3
H/504/8884	Work Experience	L2	3
M/504/8886	Work Experience	L3	3
R/505/8746	Writing for Meaning Skills	L2	3

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
	Building and Construction; unit group		
H/504/9632	Developing Brickwork Bonding Skills	L2	3
H/505/4345	Identifying Types of Timber Used for Construction	L2	3
F/505/6295	Introduction to Construction Professions	L2	1
H/505/0666	Plastering Techniques	L2	3
A/506/1284	Using and Maintaining Woodworking Tools	L2	3
M/505/0752	Wallpapering Skills	L2	3
J/505/8744	Woodwork Jointing Skills	L2	3
	Business and Administration; unit group		
A/504/7823	Business Organisation Structures	L2	2
H/505/8704	Communication Skills for Business	L2	3
T/505/0803	The Marketing Environment	L2	3
K/504/7977	Understanding Business Organisations	L2	3
J/505/8923	Understanding the External Environment for Business	L2	3
	Creative and Performing Arts; unit group		
K/617/4853	Developing Song Writing Skills	L3	6
F/505/7527	DJ Skills	L2	3
J/505/8730	DJing Skills	L3	3
Y/505/8697	Garment Construction Skills – Contemporary Garments	L2	3
H/505/8900	Introduction to Composing Music	L3	9
A/505/8756	Multi-track Recording Techniques	L3	6
F/505/5731	Musical Ensemble Skills	L3	6
F/505/8757	Music Skills for Solo Performance	L3	6
A/504/7157	Oral Storytelling for Performance	L2	3
L/505/8745	Oral Storytelling Skills for Performance	L3	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
T/505/8920	Performance Improvisation Techniques	L2	3
Y/505/8747	Performance Improvisation Techniques	L3	3
M/505/5756	Performing Physical Theatre	L3	3
T/505/3376	Rehearsal Skills	L2	3
D/505/5767	Rehearsal Skills	L3	3
D/505/7535	Sound and Audio Production Skills	L2	3
Y/505/8750	Sound and Audio Production Skills	L3	3
J/505/8758	Studio Mixing Techniques	L3	6
T/505/8741	Technical Skills for Performance in the Arts	L2	3
L/505/8860	Technical Skills for Performance in the Arts	L3	3
L/505/8759	Techniques of Live Sound Engineering	L3	6
M/504/7186	The Internet as a Tool for Music Promotion	L2	3
Y/505/8893	The Theory of Music	L3	6
D/505/8751	Understanding and Using Sequencing Technology in Composition	L3	3
D/505/8894	Understanding and Using the Internet for Music Promotion	L3	6
A/505/8904	Understanding the use of Digital Sampling Techniques for Composing and Producing Music	L3	6
J/505/3382	Using Aural Skills in Music	L2	3
L/505/8812	Using Aural Skills in Music	L3	6
F/505/8841	Using Sequencing Technology in Composition	L2	3
	Health and Social Care; unit group		
D/505/8703	Care Planning Skills for the Care Worker	L2	3
K/504/8515	Developing Skills for Listening to Children	L2	3
M/504/8970	Nutrition, Performance and Healthy Eating	L2	3
Y/504/8655	Plan and Cook for a Healthy Lifestyle	L2	3
F/505/1596	Play for Children Birth to Three Years	L3	3
R/506/4580	Principles of Childcare	L3	6
Y/505/8926	Skills in Providing Care in Care Settings	L2	3
D/505/1606	The Importance of Play	L2	3
Y/504/8588	Understanding Ageing and the Older Person	L2	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
R/504/8525	Understanding Child Protection Theory	L2	3
H/504/9615	Understanding Children's Social and Emotional Development	L2	3
R/505/6107	Understanding Different Approaches to the Use of Counselling Skills	L3	3
R/504/8590	Understanding Disability, Society and the Law	L2	3
Y/504/8591	Understanding Health Promotion in Care Settings	L2	3
T/505/8836	Understanding Hearing Impairment	L2	3
Y/505/1619	Understanding How Children Learn	L2	3
M/504/9617	Understanding How to Care for Babies under Twelve Months	L2	3
F/505/8838	Understanding How to Meet the Physical Needs of Children	L2	3
H/504/8478	Understanding Mental Health	L2	3
H/505/8914	Understanding Play for Early Learning in a Childcare Setting	L3	6
J/505/8839	Understanding Record Keeping for the Care Worker	L2	3
A/505/7218	Understanding the Cognitive Development of Children	L2	3
R/505/8682	Understanding the Promotion of Physical Development of Children and Young People	L3	3
M/504/9620	Understanding the Value of Food and Nutrition for Children and Young People	L2	3
A/505/8840	Understanding Visual Impairment	L2	3
	Horticulture and Forestry; unit group		
H/504/9274	Garden Horticulture Skills	L2	3
M/505/8740	Practical Floristry Skills	L2	3
L/505/3304	Understanding How to Grow Fruit and Vegetables	L2	3
Y/505/3306	Understanding How to Select Plants	L2	3
	Hospitality and Catering; unit group		
K/506/2589	Baking Bread, Pastry, Cakes and Biscuits	L2	3
T/505/5452	Cooking with Meat, Fish and Vegetables	L2	3
K/504/9602	Developing Cooking Skills	L2	3
R/505/3286	Developing Good Practice Skills for use in the Kitchen	L2	3
M/504/9603	Identifying and Using Grains, Pulses and Dairy Produce in Cooking	L2	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
Y/504/9448	Reception, Billing and Cashier Procedures for Front Office Staff	L2	3
	IT for Users; unit group		
D/502/4390	Audio Software	L2	3
H/502/4391	Audio Software	L3	4
J/502/4559	Data Management Software	L2	3
A/502/4560	Data Management Software	L3	4
T/502/4556	Database Software	L3	6
A/502/4574	Design Software	L3	5
H/502/4567	Desktop Publishing Software	L3	5
R/502/4614	Imaging Software	L3	5
D/502/4292	IT Communication Fundamentals	L2	2
R/502/4385	IT Software Fundamentals	L2	3
H/502/4617	Multimedia Software	L3	6
T/502/4623	Presentation Software	L3	6
J/502/4626	Spreadsheet Software	L3	6
M/502/4300	Using Email	L2	3
T/502/4301	Using Email	L3	3
K/502/4375	Using Mobile IT Devices	L2	2
F/502/4298	Using the Internet	L3	5
M/502/4393	Video Software	L2	3
T/502/4394	Video Software	L3	4
Y/502/4632	Website Software	L3	5
Y/502/4629	Word Processing Software	L3	6
	Languages and Literature; unit group		
M/505/8706	Creative Writing Skills	L2	3
A/505/0897	Creative Writing Skills	L3	3
H/504/8755	Language History	L2	3
L/504/8765	Narrative Writing	L2	3
F/504/8763	Oral Communication Skills	L2	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
A/504/8759	Practical Writing: Reports and Formal Letters	L2	3
T/504/8761	Reading and Comprehension of Texts	L2	3
A/504/8762	Response to Literature	L2	3
M/505/1609	The Intellectual and Language Development of Children	L2	3
H/505/1610	The Intellectual and Language Development of Children from Birth to Eight	L3	3
J/504/8764	Writing Standard English	L2	3
	Mathematics and Statistics; unit group		
A/504/8776	Algebra and Graphs	L2	3
M/504/8774	Basic Arithmetic Skills	L2	3
F/504/8777	Further Statistics and Probability	L2	3
T/504/8775	Mathematical Investigation	L2	3
K/504/8773	Measures	L2	3
H/504/8772	Shape	L2	3
J/504/8778	Statistics and Probability	L2	3
	Science; unit group		
A/506/2564	Aspects of Energy	L2	3
Y/504/8770	Chemical Changes	L2	3
J/506/2566	Chemical Structure	L2	3
D/504/8768	Fundamentals of Physics	L2	3
M/506/2562	Human Biology	L2	3
Y/505/4682	Life Processes and Living Things	L2	3
H/505/4684	Materials and their Properties	L2	3
F/504/9489	Physics: Physical Processes	L2	3
T/504/9229	The Investigative Process, Principles and Practical Skills	L2	3
	Sport Leisure and Recreation; unit group		
M/505/7233	Taking Part in Sport for Personal Improvement	L2	3
J/505/3303	Understanding Careers in Leisure and Tourism	L2	3
F/505/8743	Understanding the Leisure Industry	L2	3
	Travel and Tourism; unit group		

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
M/505/1335	The Environmental Impact of Leisure and Tourism in the UK	L2	3
T/505/6293	Understanding Airline and Airport Operations	L2	3
T/504/9599	Understanding the Use of Technology in Travel and Tourism	L2	3
J/505/8677	Understanding the Work of a Resort Representative	L2	3

Barred combinations

Units with the same titles at different levels are barred.



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