

# 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

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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](mailto:enquiries@ocnlondon.org.uk) for details of the Centre Approval application process.

## Qualification Overview

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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: 1<sup>st</sup> May 2013
- Review date: 31<sup>st</sup> March 2029
- 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

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### 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

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### 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

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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](#)

## 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 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
<a href="#">Y/504/8722</a>	Active Citizenship in the Local Community	L2	1
<a href="#">D/504/8723</a>	Active Citizenship in the Local Community	L3	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="#">K/504/8210</a>	Building a Personal Skills Portfolio	L3	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/504/7521</a>	Communication in the Workplace	L3	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	2
<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="#">R/504/8430</a>	Developing Own Interpersonal Skills	L2	3
<a href="#">Y/504/8526</a>	Developing own Interpersonal Skills	L3	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
<a href="#">Y/504/8798</a>	Eating Disorders	L2	1
<a href="#">R/505/8830</a>	Employment Rights, Contracts and Pay	L2	3
<a href="#">L/505/8843</a>	Employment Rights, Contracts and Pay	L3	3
<a href="#">Y/505/8702</a>	Exploring Computers to Support Family Learning	L2	3
<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

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<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="#">F/504/8276</a>	Improving Own Learning and Performance	L3	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="#">M/505/8737</a>	Leadership Skills	L3	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="#">A/505/8742</a>	Managing Your Own Learning	L3	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="#">D/505/8927</a>	Parenting Skills	L2	3
<a href="#">R/508/6398</a>	Peer Mentoring for Learning	L3	4
<a href="#">F/508/6395</a>	Peer Mentoring Skills	L3	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="#">J/505/8680</a>	Personal Career Planning	L3	3
<a href="#">D/505/5123</a>	Personal Career Preparation	L2	1
<a href="#">K/505/6047</a>	Personal Career Preparation	L3	1
<a href="#">L/504/7793</a>	Personal Development	L2	3
<a href="#">K/504/8840</a>	Personal Risk	L2	1
<a href="#">M/504/8127</a>	Personal Study Skills	L2	6
<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="#">R/505/8844</a>	Presentation Skills	L3	3
<a href="#">L/504/8670</a>	Problem Solving in the Workplace	L3	3
<a href="#">J/504/8683</a>	Problem Solving Skills	L2	3
<a href="#">T/506/5382</a>	Problem Solving Skills	L3	3
<a href="#">F/504/8634</a>	Public Sector Boards	L2	2
<a href="#">T/505/5385</a>	Reading Strategies	L2	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<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="#">D/504/8687</a>	Recognising Employment Opportunities	L3	1
<a href="#">L/504/8202</a>	Research Skills	L2	3
<a href="#">R/504/8203</a>	Research Skills	L3	6
<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="#">H/504/8822</a>	Stress and Stress Management Techniques	L3	6
<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="#">L/504/8880</a>	Teamwork Skills	L3	3
<a href="#">F/504/8715</a>	Theory of Team Building Skills	L3	3
<a href="#">Y/505/5198</a>	Understanding and Managing Emotions	L2	3
<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="#">K/504/8868</a>	Undertaking an Enterprise Project	L3	6
<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="#">M/504/8886</a>	Work Experience	L3	3
<a href="#">R/505/8746</a>	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
	<b>Building and Construction; unit group</b>		
<a href="#">H/504/9632</a>	Developing Brickwork Bonding Skills	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="#">H/505/0666</a>	Plastering Techniques	L2	3
<a href="#">A/506/1284</a>	Using and Maintaining Woodworking Tools	L2	3
<a href="#">M/505/0752</a>	Wallpapering Skills	L2	3
<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	2
<a href="#">H/505/8704</a>	Communication Skills for Business	L2	3
<a href="#">T/505/0803</a>	The Marketing Environment	L2	3
<a href="#">K/504/7977</a>	Understanding Business Organisations	L2	3
<a href="#">J/505/8923</a>	Understanding the External Environment for Business	L2	3
	<b>Creative and Performing Arts; unit group</b>		
<a href="#">K/617/4853</a>	Developing Song Writing Skills	L3	6
<a href="#">F/505/7527</a>	DJ Skills	L2	3
<a href="#">J/505/8730</a>	DJing Skills	L3	3
<a href="#">Y/505/8697</a>	Garment Construction Skills - Contemporary Garments	L2	3
<a href="#">H/505/8900</a>	Introduction to Composing Music	L3	9
<a href="#">A/505/8756</a>	Multi-track Recording Techniques	L3	6
<a href="#">F/505/5731</a>	Musical Ensemble Skills	L3	6
<a href="#">F/505/8757</a>	Music Skills for Solo Performance	L3	6
<a href="#">A/504/7157</a>	Oral Storytelling for Performance	L2	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">L/505/8745</a>	Oral Storytelling Skills for Performance	L3	3
<a href="#">T/505/8920</a>	Performance Improvisation Techniques	L2	3
<a href="#">Y/505/8747</a>	Performance Improvisation Techniques	L3	3
<a href="#">M/505/5756</a>	Performing Physical Theatre	L3	3
<a href="#">T/505/3376</a>	Rehearsal Skills	L2	3
<a href="#">D/505/5767</a>	Rehearsal Skills	L3	3
<a href="#">D/505/7535</a>	Sound and Audio Production Skills	L2	3
<a href="#">Y/505/8750</a>	Sound and Audio Production Skills	L3	3
<a href="#">J/505/8758</a>	Studio Mixing Techniques	L3	6
<a href="#">T/505/8741</a>	Technical Skills for Performance in the Arts	L2	3
<a href="#">L/505/8860</a>	Technical Skills for Performance in the Arts	L3	3
<a href="#">L/505/8759</a>	Techniques of Live Sound Engineering	L3	6
<a href="#">M/504/7186</a>	The Internet as a Tool for Music Promotion	L2	3
<a href="#">Y/505/8893</a>	The Theory of Music	L3	6
<a href="#">D/505/8751</a>	Understanding and Using Sequencing Technology in Composition	L3	3
<a href="#">D/505/8894</a>	Understanding and Using the Internet for Music Promotion	L3	6
<a href="#">A/505/8904</a>	Understanding the use of Digital Sampling Techniques for Composing and Producing Music	L3	6
<a href="#">J/505/3382</a>	Using Aural Skills in Music	L2	3
<a href="#">L/505/8812</a>	Using Aural Skills in Music	L3	6
<a href="#">F/505/8841</a>	Using Sequencing Technology in Composition	L2	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="#">K/504/8515</a>	Developing Skills for Listening to Children	L2	3
<a href="#">M/504/8970</a>	Nutrition, Performance and Healthy Eating	L2	3
<a href="#">Y/504/8655</a>	Plan and Cook for a Healthy Lifestyle	L2	3
<a href="#">F/505/1596</a>	Play for Children Birth to Three Years	L3	3
<a href="#">R/506/4580</a>	Principles of Childcare	L3	6
<a href="#">Y/505/8926</a>	Skills in Providing Care in Care Settings	L2	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">D/505/1606</a>	The Importance of Play	L2	3
<a href="#">Y/504/8588</a>	Understanding Ageing and the Older Person	L2	3
<a href="#">R/504/8525</a>	Understanding Child Protection Theory	L2	3
<a href="#">H/504/9615</a>	Understanding Children's Social and Emotional Development	L2	3
<a href="#">R/505/6107</a>	Understanding Different Approaches to the Use of Counselling Skills	L3	3
<a href="#">R/504/8590</a>	Understanding Disability, Society and the Law	L2	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="#">H/505/8914</a>	Understanding Play for Early Learning in a Childcare Setting	L3	6
<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="#">R/505/8682</a>	Understanding the Promotion of Physical Development of Children and Young People	L3	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="#">H/504/9274</a>	Garden Horticulture Skills	L2	3
<a href="#">M/505/8740</a>	Practical Floristry Skills	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
	<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
<a href="#">K/504/9602</a>	Developing Cooking Skills	L2	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">R/505/3286</a>	Developing Good Practice Skills for use in the Kitchen	L2	3
<a href="#">M/504/9603</a>	Identifying and Using Grains, Pulses and Dairy Produce in Cooking	L2	3
<a href="#">Y/504/9448</a>	Reception, Billing and Cashier Procedures for Front Office Staff	L2	3
	<b>IT for Users; unit group</b>		
<a href="#">D/502/4390</a>	Audio Software	L2	3
<a href="#">H/502/4391</a>	Audio Software	L3	4
<a href="#">J/502/4559</a>	Data Management Software	L2	3
<a href="#">A/502/4560</a>	Data Management Software	L3	4
<a href="#">T/502/4556</a>	Database Software	L3	6
<a href="#">A/502/4574</a>	Design Software	L3	5
<a href="#">H/502/4567</a>	Desktop Publishing Software	L3	5
<a href="#">R/502/4614</a>	Imaging Software	L3	5
<a href="#">D/502/4292</a>	IT Communication Fundamentals	L2	2
<a href="#">R/502/4385</a>	IT Software Fundamentals	L2	3
<a href="#">H/502/4617</a>	Multimedia Software	L3	6
<a href="#">T/502/4623</a>	Presentation Software	L3	6
<a href="#">J/502/4626</a>	Spreadsheet Software	L3	6
<a href="#">M/502/4300</a>	Using Email	L2	3
<a href="#">T/502/4301</a>	Using Email	L3	3
<a href="#">K/502/4375</a>	Using Mobile IT Devices	L2	2
<a href="#">F/502/4298</a>	Using the Internet	L3	5
<a href="#">M/502/4393</a>	Video Software	L2	3
<a href="#">T/502/4394</a>	Video Software	L3	4
<a href="#">Y/502/4632</a>	Website Software	L3	5
<a href="#">Y/502/4629</a>	Word Processing Software	L3	6
	<b>Languages and Literature; unit group</b>		
<a href="#">M/505/8706</a>	Creative Writing Skills	L2	3
<a href="#">A/505/0897</a>	Creative Writing Skills	L3	3

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">H/504/8755</a>	Language History	L2	3
<a href="#">L/504/8765</a>	Narrative Writing	L2	3
<a href="#">F/504/8763</a>	Oral Communication Skills	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="#">M/505/1609</a>	The Intellectual and Language Development of Children	L2	3
<a href="#">H/505/1610</a>	The Intellectual and Language Development of Children from Birth to Eight	L3	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
<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
	<b>Sport Leisure and Recreation; unit group</b>		

Ofqual Unit Reference Number	Unit Title	Level	Credit Value
<a href="#">M/505/7233</a>	Taking Part in Sport for Personal Improvement	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="#">M/505/1335</a>	The Environmental Impact of Leisure and Tourism in the UK	L2	3
<a href="#">T/505/6293</a>	Understanding Airline and Airport Operations	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

### Barred combinations

Units with the same titles at different levels are barred.

