

# OCN LONDON

## QUALIFICATION GUIDE

### Level 2 Qualifications 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

Version 5 11 May 2020  
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OCN London aims to support learning and widening opportunities by recognising achievement through credit-based courses and qualifications, promoting high standards of excellence and inclusiveness.

We are proud of our long-term role and unique history in providing innovative learning solutions for a wide range of learners and particularly those who have not previously benefitted from education.

At the heart of what OCN London offers is:

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

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

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## General Information

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, identifies the learners for whom the qualifications have been developed and specifies the rules of combination for achievement of the qualifications. The guide also covers important aspects of assessment and moderation that are particular to the qualifications. The guide should be used by all involved in the delivery and assessment of the qualifications.

The Curriculum and Relationship Development Manager (CRDM) for your Centre will provide support and advice on how to seek approval to offer these qualifications. Please contact the main switchboard for the name of your CRDM if you do not already know it. If you are not yet an OCN London Approved Centre but wish to use these qualifications, please contact the administrative team at OCN London for details of the Centre Approval application process.

## Qualification Overview

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

The [OCNLR Level 2 Qualifications in Progression](#) are available at Level 2 only.

#### OCNLR Level 2 Award

- Qualification Number: 600/8757/2
- Qualification credit value: 9
- Operational start date: 1 April 2013
- Review date: 31 December 2019
- Guided Learning Hours (GLH): 59
- Total Qualification Time (TQT): xx hours
- Assessment requirements: Internally assessed, internally and externally moderated.

#### OCNLR Level 2 Certificate

- Qualification Number: 600/9013/3
- Qualification credit value: 25
- Operational start date: 1 May 2013
- Review date: 31 December 2019
- Guided Learning Hours (GLH): 177
- Total Qualification Time (TQT): xx hours
- Assessment requirements: Internally assessed, internally and externally moderated.

#### OCNLR Level 2 Diploma

- Qualification Number: 603/9037/6
- Qualification credit value: 45
- Operational start date: 1 May 2013
- Review date: 31 December 2019
- Guided Learning Hours (GLH): 331
- Total Qualification Time (TQT): xx hours
- Assessment requirements: internally assessed, internally and externally moderated.

## Purpose of the qualifications

The purpose of these qualifications 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

## 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](#) 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](#) 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](#) 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.

As there are so many units, a detailed list and the unit specifications are accessible through separate 'Unit Books', available at the OCN London web page for that qualification. (Click on the name of the qualification above, in blue, on this page, to link to the web page, or go to [www.ocnlondon.org.uk](http://www.ocnlondon.org.uk) and search for the qualification.)

## Qualification Units Groups

### 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

## Assessment process

The assessment process for these qualifications 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 these qualifications.

## Devising assessments

Each unit has a supplementary page with suggestions for the types of assessment activities that can be used to assess learners against the unit. Tutor/assessors should refer to this page before devising assessment tasks.

OCN London assessment guidance relevant to the units in the qualifications is in the [OCNLR Assessment Guidance and Ofqual Level Descriptors](#) [link to the correct level(s)] 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.

Tutor/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 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 the 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/assessor 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 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 tutor/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 tutor/assessor.

### To be sufficiently knowledgeable

Each tutor/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.

# **OCNLR Assessment Guidance and Ofqual Level Descriptors**

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

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

## About OCN London

OCN London is a well-established national awarding organisation with over 25 years' experience in accrediting learning. We are a not-for-profit organisation with charitable status, dedicated to widening participation in learning and training, social inclusion and employability. We are also a market leader in the recognition of achievement through credit-based units and qualifications. Based in London, we work with Centres both across the UK and abroad, offering national qualifications and accredited programmes.

Our mission is to provide opportunities for people from across society to benefit from learning, particularly those who have not previously benefitted from education.

### Why work with us?

- We are agile and responsive. This means you will get a personal service with direct access to a named contact and a quick turnaround.
- We pride ourselves on our close relationships with Centres. The people we work with see us as a trusted partner, not just a supplier.
- We want to help you get the best from your learners and employees.
- We have a reputation for high quality. The OCN London brand carries national recognition and kudos.
- We are flexible and recognise the importance of accommodating the needs of different learners and different learning styles.
- We offer exceptional value for money. Just ask the people we work with.
- We are committed to the belief that learning can change lives.

OCN London is regulated by Ofqual and the Quality Assurance Agency for Higher Education.

If you would like to deliver any of these qualifications, please contact our Curriculum Development Team on **020 7689 5867**.

For further information call **020 7278 5511**. E: [enquiries@ocnlondon.org.uk](mailto:enquiries@ocnlondon.org.uk)

Or visit our website: [www.ocnlondon.org.uk](http://www.ocnlondon.org.uk)

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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 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. If you have opened this Unit Book within a web browser, just click on a link and the full unit will open. (If you have problems call or email OCN London. See contact details in the footer of each page.)

## 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 which follows on page 5. 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

(Units 1 to 98 – in alphabetical order)

	Unit Name	Ofqual reference	Level	Credit
1	Action Planning to Improve Performance in Mathematics	H_504_2955	L2	1
2	Active Citizenship in the Local Community	Y_504_8722	L2	1
3	Adapting to Change at Work	D_504_8513	L2	3
4	Alcohol Awareness for the Individual	M_505_8821	L2	3
5	Aspects of Citizenship	Y_504_8512	L2	3
6	Body Image	J_504_8814	L2	2
7	Building a Personal Skills Portfolio	K_504_8207	L2	3
8	Calculations	Y_505_1958	L2	3
9	Career Planning	F_504_8648	L2	3
10	Changing Roles and Relationships in Adolescence	K_504_8725	L2	3
11	Communicating Information	T_505_8819	L2	1
12	Communication in the Workplace	R_504_7519	L2	3
13	Communication Skills for Group and Teamwork	L_504_7695	L2	3
14	Conflict Resolution	M_504_8726	L2	3
15	Critical Thinking	A_505_1967	L2	3
16	Customer Service	F/504/8729	L2	3
17	Data Handling and Probability	K/506/7842	L2	3
18	Debt Management	F/504/8794	L2	2
19	Decision Making Skills	Y/504/7599	L2	1
20	Developing a Personal Exercise Programme	A/504/7594	L2	6
21	Developing Confidence and Self-Esteem	M/503/0968	L2	1
22	Developing own Interpersonal Skills	R/504/8430	L2	3
23	Developing Personal Confidence and Self Awareness	D/504/8527	L2	3
24	Discursive Writing	M/504/8757	L2	3
25	Drug Awareness	M/504/8290	L2	3
26	Eating Disorders	Y/504/8798	L2	1
27	Employment Rights and Responsibilities	Y/505/4391	L2	2
28	Employment Rights, Contracts and Pay	R/505/8830	L2	3
29	Equal Opportunities, Prejudice and Discrimination	Y/505/6044	L2	3
30	Exploring Computers to Support Family Learning	Y/505/8702	L2	2
31	Family Relationships	T/504/8808	L2	3
32	Health and Safety Awareness in a Working Environment	M/504/8693	L2	3
33	Healthy Living	Y/504/8266	L2	3
34	Human Behaviour in Relationships	M/504/8810	L2	3
35	Improving Assertiveness and Decision Making Skills	F/505/8709	L2	3
36	Improving Own Learning and Performance	D/506/1052	L2	3
37	Improving Punctuation and Grammar Skills	L/504/8488	L2	3
38	Improving Spelling Skills	D/504/8494	L2	3

# Level 2 Core Skills

(Units 1 to 98 – in alphabetical order)

	Unit Name	Ofqual reference	Level	Credit
39	Introduction to Mentoring	H/505/8671	L2	1
40	Investigating a Career	L/504/8572	L2	3
41	Issues of Substance Misuse	K/504/8689	L2	1
42	Leadership Skills	Y/504/7778	L2	3
43	Learning from Volunteering	D/505/7194	L2	2
44	Maintaining Sexual Health	T/504/8579	L2	1
45	Making and Using Story Sacks	M/504/8581	L2	3
46	Making Choices in Pursuit of Personal Goals	J/505/5052	L2	3
47	Managing Your Own Learning	K/505/8915	L2	3
48	Mentoring Practice	T/504/8629	L2	2
49	Negotiation Skills	Y/504/7781	L2	3
50	Numeracy in Context - Planning a Mathematical Project	A/505/4030	L2	3
51	Oral Communication Skills	F/504/8763	L2	3
52	Parenting Skills	D/505/8927	L2	3
53	Personal and Social Responsibility	H/504/8836	L2	3
54	Personal Budgeting and Managing Money	L/504/7843	L2	3
55	Personal Career Preparation	D/505/5123	L2	1
56	Personal Development	L/504/7793	L2	3
57	Personal Learning Skills	H/504/7797	L2	6
58	Personal Risk	K/504/8840	L2	1
59	Personal Study Skills	M/504/8127	L2	6
60	Plan and Cook for a Healthy Lifestyle	Y/504/8655	L2	3
61	Practical Presentation Skills	M/504/8659	L2	3
62	Preparation for a Recruitment Interview	M/504/8662	L2	2
63	Preparing for Work	L/506/0740	L2	3
64	Problem Solving Skills	J/504/8683	L2	3
65	Public Sector Boards	F/504/8634	L2	2
66	Reading Strategies	T/505/5385	L2	3
67	Recognising and Dealing with Bullying	T/505/7301	L2	2
68	Recognising Employment Opportunities	Y/504/8686	L2	1
69	Representing Others	K/507/6413	L2	3
70	Research Skills	L/504/8202	L2	3
71	Rights and Responsibilities of Citizenship	R/504/8847	L2	3
72	Sex and Relationships Education	H/504/8559	L2	3
73	Shape Using Pythagoras and Trigonometry	H/505/8833	L2	3
74	Speaking and Listening Skills	A/506/0670	L2	3
75	Stress and Stress Management Techniques	H/504/8819	L2	3
76	Supporting a Child with Reading	R/504/8699	L2	3
77	Supporting a Child with Writing	L/504/8703	L2	3
78	Supporting Children's Literacy and Numeracy Development	M/504/8712	L2	2



# Level 2 Core Skills

(Units 1 to 98 – in alphabetical order)

	Unit Name	Ofqual reference	Level	Credit
79	Supporting Your Children in Family Learning	<a href="#">R/505/8889</a>	L2	3
80	Team Building Skills	<a href="#">H/504/8657</a>	L2	3
81	Teamwork Skills	<a href="#">D/505/4490</a>	L2	3
82	The Mentoring Process	<a href="#">K/504/8630</a>	L2	3
83	Understanding and Managing Emotions	<a href="#">Y/505/5198</a>	L2	1
84	Understanding Boundaries and Confidentiality	<a href="#">L/506/6229</a>	L2	3
85	Understanding Common Measures and Shape	<a href="#">T/504/8520</a>	L2	3
86	Understanding Diversity within Society	<a href="#">F/504/8505</a>	L2	3
87	Understanding Mediation	<a href="#">F/503/9819</a>	L2	3
88	Understanding Personal Finance: Savings and Credit	<a href="#">K/505/8672</a>	L2	1
89	Understanding Prejudice and Discrimination	<a href="#">F/506/0640</a>	L2	3
90	Understanding Team Motivation	<a href="#">F/505/8676</a>	L2	3
91	Understanding Welfare at Work	<a href="#">Y/506/2572</a>	L2	3
92	Understanding Young People, Law and Order	<a href="#">Y/505/8912</a>	L2	3
93	Undertaking an Enterprise Project	<a href="#">H/504/8867</a>	L2	3
94	Using Algebra and Graphs	<a href="#">L/505/5375</a>	L2	3
95	Using Spelling Rules and Strategies	<a href="#">K/505/4024</a>	L2	3
96	Work Experience	<a href="#">H/504/8884</a>	L2	3
97	Writing for Meaning Skills	<a href="#">R/505/8746</a>	L2	3

# Level 1 Core Skills

(Units 1 to 116 – in alphabetical order)

	Unit Name	Ofqual reference	Level	Credit
1	Action Planning to Improve Performance in Mathematics	<a href="#">D/504/2937</a>	L1	1
2	Active Citizenship in the Local Community	<a href="#">L/504/8510</a>	L1	1
3	Alcohol Awareness for the Individual	<a href="#">F/505/8791</a>	L1	3
4	Aspects of Citizenship	<a href="#">R/504/8511</a>	L1	3
5	Assertive Living	<a href="#">L/506/0558</a>	L1	3
6	Banking and Other Financial Organisations	<a href="#">R/504/7486</a>	L1	1
7	Basic Food Preparation and Cooking	<a href="#">K/505/4072</a>	L1	3
8	Behaviour in Conflict	<a href="#">R/504/8718</a>	L1	3
9	Body Image	<a href="#">F/504/8813</a>	L1	2
10	Building a Personal Skills Portfolio	<a href="#">A/504/8566</a>	L1	3
11	Career Planning	<a href="#">M/504/8645</a>	L1	3
12	Career Preparation	<a href="#">L/506/0737</a>	L1	1
13	Caring for Your Child	<a href="#">F/505/8564</a>	L1	3
14	Changing Roles and Relationships in Adolescence	<a href="#">H/504/8724</a>	L1	3
15	Communication in the Workplace	<a href="#">J/504/7517</a>	L1	3
16	Communication Skills for Group and Teamwork	<a href="#">A/504/7689</a>	L1	3
17	Customer Service	<a href="#">T/504/8727</a>	L1	3
18	Data Calculations	<a href="#">K/503/3044</a>	L1	1
19	Developing a Personal Learning Programme	<a href="#">M/504/8287</a>	L1	3
20	Developing Confidence and Self-Esteem	<a href="#">K/503/0967</a>	L1	1
21	Developing own Interpersonal Skills	<a href="#">D/504/8429</a>	L1	3
22	Developing Skills For Independent Life	<a href="#">J/506/0560</a>	L1	3
23	Domestic Cooking Skills	<a href="#">H/504/8870</a>	L1	3
24	Drug Awareness	<a href="#">T/504/8291</a>	L1	3
25	Drugs and Substance Misuse	<a href="#">T/503/0969</a>	L1	1
26	Eating Disorders	<a href="#">R/504/8797</a>	L1	1
27	Employment Rights, Contracts and Pay	<a href="#">R/505/8794</a>	L1	3
28	Family Relationships	<a href="#">M/504/8225</a>	L1	3
29	Food Safety in the Home and Community	<a href="#">H/505/6063</a>	L1	2
30	Handling Data	<a href="#">R/506/1050</a>	L1	2
31	Health and Hygiene in the Home	<a href="#">K/505/8557</a>	L1	3
32	Health and Safety Awareness in a Working Environment	<a href="#">J/504/8487</a>	L1	1
33	Health and Safety in a Practical Environment	<a href="#">Y/505/4441</a>	L1	1
34	Healthy Living	<a href="#">L/504/8264</a>	L1	3
35	Household Skills	<a href="#">J/505/4001</a>	L1	3
36	Improving Assertiveness and Decision Making	<a href="#">D/505/8555</a>	L1	3
37	Improving Own Confidence	<a href="#">T/504/8274</a>	L1	3

# Level 1 Core Skills

(Units 1 to 116 – in alphabetical order)

	Unit Name	Ofqual reference	Level	Credit
38	Improving Own Learning and Performance	<a href="#">D/504/9497</a>	L1	3
39	Independent Shopping for Household Items	<a href="#">J/504/8277</a>	L1	3
40	Induction to Study	<a href="#">R/504/8279</a>	L1	3
41	Introduction to Peer Support Skills	<a href="#">M/505/8625</a>	L1	2
42	Issues of Substance Misuse	<a href="#">H/504/8688</a>	L1	1
43	Job Seeking Skills	<a href="#">J/506/0736</a>	L1	3
44	Living in the Community	<a href="#">K/504/8563</a>	L1	3
45	Maintaining a Wheeled Vehicle for Personal Use	<a href="#">M/504/8578</a>	L1	2
46	Making and Using Story Sacks	<a href="#">K/504/8580</a>	L1	3
47	Making Choices in Pursuit of Personal Goals	<a href="#">L/506/0575</a>	L1	3
48	Managing Personal Relationships	<a href="#">K/504/8627</a>	L1	3
49	Managing Your Own Learning	<a href="#">L/505/8552</a>	L1	3
50	Measure: Time and Temperature	<a href="#">R/506/0920</a>	L1	2
51	Parenting Skills	<a href="#">L/505/8566</a>	L1	3
52	Peer Mediation	<a href="#">R/504/8816</a>	L1	3
53	Personal and Interpersonal Conflict	<a href="#">A/504/8826</a>	L1	3
54	Personal Awareness	<a href="#">K/504/8837</a>	L1	3
55	Personal Budgeting and Managing Money	<a href="#">Y/506/0787</a>	L1	3
56	Personal Development	<a href="#">J/504/7792</a>	L1	3
57	Personal Learning Skills	<a href="#">D/504/7796</a>	L1	6
58	Personal Relationships	<a href="#">T/504/8839</a>	L1	3
59	Planning and Leading an Activity	<a href="#">F/507/6370</a>	L1	3
60	Preparing for a Recruitment Interview	<a href="#">K/505/8722</a>	L1	3
61	Preparing for Interviews	<a href="#">R/505/5300</a>	L1	1
62	Preparing For Work	<a href="#">Y/506/0739</a>	L1	3
63	Presentation Skills	<a href="#">T/504/8131</a>	L1	2
64	Probability	<a href="#">K/506/0924</a>	L1	1
65	Problem Solving in the Workplace	<a href="#">H/505/8587</a>	L1	3
66	Punctuation and Grammar Skills	<a href="#">J/506/0896</a>	L1	2
67	Reading for Meaning	<a href="#">Y/506/0899</a>	L1	3
68	Responsible Road Vehicle Ownership and Use	<a href="#">R/504/8685</a>	L1	2
69	Responsible Road Vehicle Ownership and Use	<a href="#">H/504/8691</a>	L1	2
70	Rights and Responsibilities of Citizenship	<a href="#">J/504/8845</a>	L1	3
71	Sex and Relationships Education	<a href="#">Y/504/8557</a>	L1	3
72	Skills for Lip Reading	<a href="#">R/504/7780</a>	L1	6
73	Speaking and Listening Skills	<a href="#">J/506/0669</a>	L1	3
74	Spelling Rules and Strategies in Practical Use	<a href="#">A/505/5386</a>	L1	3
75	Spelling Skills	<a href="#">H/506/0906</a>	L1	3
76	Stress and Stress Management Techniques	<a href="#">Y/504/8817</a>	L1	3

# Level 1 Core Skills

(Units 1 to 116 – in alphabetical order)

	Unit Name	Ofqual reference	Level	Credit
77	Supporting a Child with Reading	<a href="#">J/504/8697</a>	L1	3
78	Supporting a Child with Writing	<a href="#">A/504/8700</a>	L1	3
79	Supporting Children's Literacy and Numeracy Development	<a href="#">K/504/8711</a>	L1	3
80	Supporting Your Children in Family Learning	<a href="#">J/505/8596</a>	L1	3
81	Take Part in an Activity	<a href="#">A/504/8714</a>	L1	1
82	Teamwork Skills	<a href="#">J/504/8876</a>	L1	3
83	The Peer Mediation Process	<a href="#">T/504/8856</a>	L1	3
84	Time Management	<a href="#">L/504/8717</a>	L1	3
85	Understanding and Using 2D Shapes	<a href="#">A/506/0927</a>	L1	1
86	Understanding and Using Decimals	<a href="#">F/506/0928</a>	L1	2
87	Understanding and Using Fractions	<a href="#">J/506/0929</a>	L1	2
88	Understanding and Using Percentages	<a href="#">A/506/0930</a>	L1	2
89	Understanding Diversity within Society	<a href="#">M/504/8483</a>	L1	3
90	Understanding Equal Opportunities	<a href="#">M/506/0634</a>	L1	3
91	Understanding Length, Weight and Capacity	<a href="#">F/506/0931</a>	L1	1
92	Understanding Numbers	<a href="#">J/506/0932</a>	L1	2
93	Understanding Prejudice and Discrimination	<a href="#">J/506/0638</a>	L1	3
94	Understanding Self in Conflict	<a href="#">J/505/8811</a>	L1	3
95	Understanding the Importance of a Balanced Diet and Regular Exercise	<a href="#">Y/506/0613</a>	L1	1
96	Understanding the Role of a Mentor	<a href="#">T/506/3275</a>	L1	2
97	Understanding Volume	<a href="#">R/506/0934</a>	L1	1
98	Understanding Welfare at Work	<a href="#">M/506/1993</a>	L1	3
99	Understanding Work-Based Learning and Apprenticeships	<a href="#">Y/506/0742</a>	L1	1
100	Understanding Young People, Law and Order	<a href="#">T/506/0649</a>	L1	3
101	Understanding Your Pay	<a href="#">A/505/5291</a>	L1	3
102	Understanding your Pregnancy and Preparation for your Baby	<a href="#">D/505/8667</a>	L1	3
103	Undertaking an Enterprise Project	<a href="#">D/504/8866</a>	L1	3
104	Using a CV and Covering Letter to Apply for a Job	<a href="#">J/505/6931</a>	L1	2
105	Using an Ordnance Survey Map	<a href="#">F/505/8631</a>	L1	2
106	Using Calculations: Addition and Subtraction of Whole Numbers	<a href="#">D/506/0936</a>	L1	1
107	Using Calculations: Multiplication And Division of Whole Numbers	<a href="#">H/506/0937</a>	L1	2
108	Using Perimeter and Area	<a href="#">Y/505/5377</a>	L1	1
109	Work Experience	<a href="#">T/505/8724</a>	L1	3
110	Work, Review and Plan	<a href="#">L/505/8616</a>	L1	3

# Level 1 Core Skills

(Units 1 to 116 – in alphabetical order)

	Unit Name	Ofqual reference	Level	Credit
111	Work-Based Placement	<a href="#">L/506/0804</a>	L1	3
112	Working Patterns	<a href="#">F/504/8861</a>	L1	1
113	Working with Your Child to Develop Literacy Skills	<a href="#">F/504/8892</a>	L1	3
114	Working with Your Child to Develop Numeracy Skills	<a href="#">J/504/8893</a>	L1	3
115	Writing for Meaning Skills	<a href="#">M/506/0911</a>	L1	3
116	Young Parenthood	<a href="#">K/504/8904</a>	L1	2

## Optional Units

# Optional Units in subject groups

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

	Unit Name	Ofqual reference	Level	Credit
<b>1</b>	<b>Building and Construction; unit group</b>			
1	Carpentry Hand Skills	<a href="#">A/505/1354</a>	L1	3
2	Constructing a Cavity Wall Using Bricklaying Skills	<a href="#">L/504/9625</a>	L1	3
3	Constructing a Half Brick Wall Using Bricklaying Skills	<a href="#">Y/504/9627</a>	L1	3
4	Constructing a One Brick Wide Wall Using Bricklaying Skills	<a href="#">H/504/9629</a>	L1	3
5	Developing Brickwork Bonding Skills	<a href="#">H/504/9632</a>	L2	3
6	Developing Plumbing Skills	<a href="#">H/505/8668</a>	L1	4
7	Domestic Plumbing Systems	<a href="#">R/505/8827</a>	L2	3
8	Identifying Types of Timber Used for Construction	<a href="#">H/505/4345</a>	L2	3
9	Introduction to Construction Professions	<a href="#">F/505/6295</a>	L2	1
10	Plastering Techniques	<a href="#">R/504/9643</a>	L1	3
11	Plastering Techniques	<a href="#">H/505/0666</a>	L2	3
12	Preparing Ceilings and Walls for Decoration	<a href="#">T/505/0669</a>	L1	1
13	Use and Maintain Woodworking Tools	<a href="#">A/505/8725</a>	L1	3
14	Use of Tools and Equipment for Bricklaying	<a href="#">D/504/9645</a>	L1	3
15	Using and Maintaining Woodworking Tools	<a href="#">A/506/1284</a>	L2	3
16	Using Decorative Paint Effects for Interior Walls	<a href="#">F/505/4398</a>	L1	3
17	Using Floor and Wall Tiling Techniques	<a href="#">H/504/9646</a>	L1	3
18	Using Painting Skills for Interior Ceilings and Walls	<a href="#">K/504/9647</a>	L1	3
19	Using Plastering Skills - Floating Coat to an Attached Pier	<a href="#">M/504/9648</a>	L1	3
20	Using Plastering Skills - Plastering to a Window Reveal	<a href="#">T/504/9649</a>	L1	3
21	Valves, Taps and Cisterns in Domestic Plumbing	<a href="#">T/505/4267</a>	L2	3
22	Wallpapering Skills	<a href="#">M/505/0752</a>	L2	3
23	Wallpapering Skills	<a href="#">A/505/1600</a>	L1	3
24	Woodwork Jointing Skills	<a href="#">J/505/8744</a>	L2	3
<b>2</b>	<b>Business and Administration; unit group</b>			
1	Business Organisation Structures	<a href="#">A/504/7823</a>	L2	3
2	Budgetary Control within a Business Environment	<a href="#">T/504/9358</a>	L1	3
3	Business Meeting Techniques	<a href="#">J/505/8792</a>	L1	3

# Optional Units in subject groups

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

	Unit Name	Ofqual reference	Level	Credit
4	Communication Skills for Business	H/505/8704	L2	3
5	Filing Skills	R/505/0825	L1	3
6	The Marketing Environment	T/505/0803	L2	3
7	Understanding Business Communication	H/506/0548	L1	3
8	Understanding Business Organisations	K/504/7977	L2	3
9	Understanding the Business of Retail	A/502/5756	L1	1
10	Understanding the Retail Selling Process	T/502/5805	L1	2
11	Understanding Time Management in the Workplace	R/505/8584	L1	2
12	Understanding the External Environment for Business	J/505/8923	L2	3
13	Using Fax Machines and Photocopiers	D/505/0827	L1	3
3	<b>Creative and Performing Arts; unit group</b>			
1	Acoustic Recording Techniques	R/506/0822	L1	6
2	Acoustic Recording Techniques	J/505/1003	L2	6
3	Aural Analysis	L/505/5201	L2	3
4	Backstage Theatre Skills	Y/504/7974	L1	3
5	Commercial Garment Patterns	R/504/9996	L1	3
6	Composing Music	J/504/7128	L1	6
7	Composing Music	Y/504/7134	L2	9
8	Craft Activities with Children and Young People	M/505/1576	L1	3
9	Creative Writing Skills	M/505/8706	L2	3
10	DJ Skills	A/505/7381	L1	3
11	DJ Skills	F/505/7527	L2	3
12	Garment Construction	K/505/9854	L1	3
13	Garment Construction Skills – Contemporary Garments	Y/505/8697	L2	3
14	Imaging Software	R/505/3062	L1	3
15	Industrial Sewing Operations	R/505/8620	L1	6
16	Music Analysis	Y/505/5220	L2	3
17	Music Skills for Solo Performance	D/505/8619	L1	6
18	Music Skills for Solo Performance	F/505/8905	L2	6
19	Musical Ensemble Skills	J/504/8117	L1	5
20	Musical Ensemble Skills	M/504/7155	L2	6
21	Musical Theatre	D/506/0838	L1	3
22	Oral Storytelling Skills	F/504/7158	L1	3
23	Oral Storytelling for Performance	A/504/7157	L2	3
24	Performance Improvisation Techniques	H/505/0909	L1	3
25	Performance Improvisation Techniques	T/505/8920	L2	3



## Optional Units in subject groups

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

	Unit Name	Ofqual reference	Level	Credit
26	Performance Planning Skills – Designer	F/505/8919	L2	9
27	Performance Planning Skills – Stage Manager	M/505/8852	L2	9
28	Performance Planning Skills – Technician	T/505/8853	L2	9
29	Performance Realisation Skills – Performer	T/505/8822	L2	9
30	Performance Realisation Skills – Stage Manager	A/505/8806	L2	9
31	Performance Realisation Skills – Technician	A/505/8823	L2	9
32	Performing Physical Theatre	A/505/4898	L1	3
33	Performing Physical Theatre	M/505/4803	L2	3
34	Preparation for Garment Construction	R/503/3345	L1	2
35	Rehearsal Skills	T/505/3376	L2	3
36	Rehearsing for a Production	F/504/8052	L1	3
37	Song Writing Skills In Popular Music	F/506/0847	L1	6
38	Song Writing Skills	M/506/2593	L2	6
39	Sound And Audio Production Skills	F/506/0850	L1	3
40	Sound and Audio Production Skills	D/505/7535	L2	3
41	Technical Skills for Performance in the Arts	M/505/8723	L1	3
42	Technical Skills for Performance in the Arts	T/505/8741	L2	3
43	The Internet as a Tool for Music Promotion	M/504/7186	L2	3
44	The Theory of Music	T/505/1000	L1	6
45	The Theory of Music	K/505/5027	L2	6
46	Tools and Equipment for Garment Making	K/505/8803	L1	3
47	Understanding Musical Instruments and Their Sounds	L/505/8857	L2	6
48	Understanding The Use Of Digital Sampling Techniques For Composing And Producing Music	L/506/0852	L1	3
49	Understanding the Use of Music for Commerce	J/505/8906	L2	6
50	Using Aural Skills in Music	L/505/1004	L1	3
51	Using Aural Skills in Music	J/505/3382	L2	3
52	Using Craft Skills with Natural Materials	T/505/8609	L1	3
53	Using Digital Sampling Techniques for Composing	T/505/5032	L2	6
54	Using Sequencing Technology in Composition	F/505/8841	L2	3
55	Using the Internet as a Medium for Music	F/505/8726	L1	3

# Optional Units in subject groups

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

	Unit Name	Ofqual reference	Level	Credit
1	Assist with hair colour services	R/600/1036	L1	4
2	Colour Hair Using Temporary Colour	R/600/4874	L1	3
3	Create and Maintain Retail Displays in the Salon	R/505/6141	L1	2
4	Introduction to Working in a Hair and Beauty Salon	F/505/0688	L1	3
5	Plaiting and Twisting Hair	Y/505/8635	L1	3
6	Salon Reception Duties	H/504/9601	L1	3
7	Styling Men's Hair	A/502/3795	L1	3
8	Styling Women's Hair	F/502/3796	L1	3
5	Health and Social Care; unit group			
1	Care Planning Skills for the Care Worker	D/505/8703	L2	3
2	Caring for Your Baby	M/505/8933	L1	3
3	Developing Skills for Listening to Children	H/504/8514	L1	3
4	Developing Skills for Listening to Children	K/504/8515	L2	3
5	Developing Skills in Caring for Young Children	M/504/8516	L1	3
6	How The Body Works	K/506/0941	L1	4
7	Introduction to Safeguarding Children	J/505/6105	L1	3
8	Nutrition and Weight Management	T/504/8968	L2	6
9	Nutrition, Performance and Healthy Eating	A/504/8969	L1	3
10	Nutrition, Performance and Healthy Eating	M/504/8970	L2	3
11	Play for Early Learning	J/505/1602	L1	3
12	Play for Early Learning	L/505/1603	L2	6
13	Skills in Providing Personal Care in Care Settings	Y/505/8926	L2	3
14	The Importance of Play	D/505/1606	L2	3
15	The Intellectual and Language Development of Children	K/505/1608	L1	3
16	The Intellectual and Language Development of Children	M/505/1609	L2	3
17	The Physical and Psychological Needs of Children	K/505/1611	L1	3
18	The Physical Development of Children	M/505/1612	L2	3
19	The Role of the Care Worker in Caring for the Person with Dementia	T/504/9084	L2	3
20	The Role of Young People as Peer Mentors	A/504/9085	L1	3
21	Understanding Ageing and the Older Person	Y/504/8588	L2	3
22	Understanding Child Development	R/504/9612	L1	3
23	Understanding Child Protection Theory	R/504/8525	L2	3

# Optional Units in subject groups

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

	Unit Name	Ofqual reference	Level	Credit
24	Understanding Children's Social and Emotional Development	L/505/8650	L1	3
25	Understanding Children's Social and Emotional Development	H/504/9615	L2	3
26	Understanding Disability, Society and the Law	R/504/8590	L2	3
27	Understanding Growth, Social and Emotional Development of Children	H/505/8606	L1	3
28	Understanding Health Promotion in Care Settings	Y/504/8591	L2	3
29	Understanding Hearing Impairment	T/505/8836	L2	3
30	Understanding How Children Learn	Y/505/1619	L2	3
31	Understanding How to Care for Babies under Twelve Months	M/504/9617	L2	3
32	Understanding How to Meet the Physical Needs of Children	F/505/8838	L2	3
33	Understanding Mental Health	H/504/8478	L2	3
34	Understanding Physical Disabilities	T/504/8971	L2	3
35	Understanding Play	Y/504/9613	L1	3
36	Understanding Record Keeping for the Care Worker	J/505/8839	L2	3
37	Understanding the Cognitive Development of Children	A/505/7218	L2	3
38	Understanding the Language and Communication Development of Children	J/505/5911	L2	5
39	Understanding the Principles of Care, Organisational Policies and the Role of the Care Worker	J/505/8808	L1	3
40	Understanding the Role of the Care Worker in Time of Death	H/505/1980	L2	3
41	Understanding the Value of Food and Nutrition for Children and Young People	M/504/9620	L2	3
42	Understanding Visual Impairment	A/505/8840	L2	3
6	Horticulture and Forestry; unit group			
1	Care and pruning of plants	J/601/7671	L2	3
2	Cultivating Compost and Soils	A/504/9233	L1	3
3	Cultivating Herbs	R/506/1016	L1	3
4	Floristry Techniques	J/504/9316	L1	3
5	Floristry Techniques	F/504/9315	L2	3
6	Garden Horticulture Skills	D/504/9273	L1	3
7	Garden Horticulture Skills	H/504/9274	L2	3
8	Organic Horticulture	D/506/0418	L1	3
9	Pest, Disease and Weed Control	F/504/9301	L1	3

# Optional Units in subject groups

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

	Unit Name	Ofqual reference	Level	Credit
10	Practical Floristry Skills	<a href="#">A/504/9247</a>	L1	3
11	Practical Floristry Skills	<a href="#">M/505/8740</a>	L2	3
12	Preparing soil for sowing and planting	<a href="#">J/601/2633</a>	L1	1
13	Sowing and Growing Techniques	<a href="#">H/505/8797</a>	L1	3
14	Understanding how to Cultivate Herbs	<a href="#">A/500/5453</a>	L2	3
15	Understanding How to Grow Fruit and Vegetables	<a href="#">L/505/3304</a>	L2	3
16	Understanding How to Select Plants	<a href="#">Y/505/3306</a>	L2	3
17	Understanding Plant Pruning	<a href="#">F/500/5119</a>	L1	1
7	<b>Hospitality and Catering; unit group</b>			
1	Baking Bread, Pastry, Cakes and Biscuits	<a href="#">K/506/2589</a>	L2	3
2	Cooking with Meat, Fish and Vegetables	<a href="#">T/505/5452</a>	L2	3
3	Customer Service in the Hospitality Industry	<a href="#">J/502/4898</a>	L1	3
4	Developing Cooking Skills	<a href="#">K/504/9602</a>	L2	3
5	Developing Good Practice Skills for use in the Kitchen	<a href="#">R/505/3286</a>	L2	3
6	Housekeeping in Hospitality	<a href="#">Y/504/9451</a>	L2	3
7	Identifying and Using Grains, Pulses and Dairy Produce in Cooking	<a href="#">M/504/9603</a>	L2	3
8	Introduction to Food Commodities	<a href="#">A/502/5059</a>	L1	1
9	Introduction to the Hospitality Industry	<a href="#">M/502/4894</a>	L1	2
10	Reception, Billing and Cashier Procedures for Front Office Staff	<a href="#">Y/504/9448</a>	L2	3
11	Understanding How to Use Hotel Reservation Systems	<a href="#">F/505/8922</a>	L2	3
12	Using Kitchen Equipment	<a href="#">T/502/5075</a>	L1	1
8	<b>IT for Users; unit group</b>			
1	Audio Software	<a href="#">K/502/4389</a>	L1	2
2	Audio Software	<a href="#">D/502/4390</a>	L2	3
3	Data Management Software	<a href="#">F/502/4558</a>	L1	2
4	Data Management Software	<a href="#">J/502/4559</a>	L2	3
5	Database Software	<a href="#">H/502/4553</a>	L1	3
6	Database Software	<a href="#">M/502/4555</a>	L2	4
7	Design Software	<a href="#">M/502/4572</a>	L1	3
8	Design Software	<a href="#">T/502/4573</a>	L2	4
9	Desktop Publishing Software	<a href="#">Y/502/4565</a>	L1	3
10	Desktop Publishing Software	<a href="#">D/502/4566</a>	L2	4
11	Imaging Software	<a href="#">R/505/3062</a>	L1	3

# Optional Units in subject groups

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

	Unit Name	Ofqual reference	Level	Credit
12	Imaging Software	L/502/4613	L2	4
13	IT Communication Fundamentals	Y/502/4291	L1	2
14	IT Communication Fundamentals	D/502/4292	L2	2
15	IT Software Fundamentals	L/502/4384	L1	3
16	IT Software Fundamentals	R/502/4385	L2	3
17	Multimedia Software	Y/502/4615	L1	3
18	Multimedia Software	D/502/4616	L2	4
19	Personal Digital Photograph Processing	F/505/6054	L1	2
20	Presentation Software	K/502/4621	L1	3
21	Presentation Software	M/502/4622	L2	4
22	Spreadsheet Software	A/502/4624	L1	3
23	Spreadsheet Software	F/502/4625	L2	4
24	Using Email	J/502/4299	L1	2
25	Using Email	M/502/4300	L2	3
26	Using Mobile IT Devices	H/502/4374	L1	2
27	Using Mobile IT Devices	K/502/4375	L2	2
28	Using the Internet	T/502/4296	L1	3
29	Using the Internet	A/502/4297	L2	4
30	Video Software	K/502/4392	L1	2
31	Video Software	M/502/4393	L2	3
32	Website Software	L/502/4630	L1	3
33	Website Software	R/502/4631	L2	4
34	Word Processing Software	L/502/4627	L1	3
35	Word Processing Software	R/502/4628	L2	4
9	Languages and Literature; unit group			
1	Creative Writing Skills	M/505/0881	L1	3
2	Developing Language and Communication Skills in Children	R/505/5880	L1	3
3	Language History	H/504/8755	L2	3
4	Narrative Writing	L/504/8765	L2	3
5	Practical Writing: Reports and Formal Letters	A/504/8759	L2	3
6	Reading and Comprehension of Texts	T/504/8761	L2	3
7	Response to Literature	A/504/8762	L2	3
8	Writing Standard English	J/504/8764	L2	3
10	Mathematics and Statistics; unit group			
1	Algebra and Graphs	A/504/8776	L2	3

# Optional Units in subject groups

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

	Unit Name	Ofqual reference	Level	Credit
2	Basic Arithmetic Skills	M/504/8774	L2	3
3	Further Statistics and Probability	F/504/8777	L2	3
4	Mathematical Investigation	T/504/8775	L2	3
5	Measures	K/504/8773	L2	3
6	Shape	H/504/8772	L2	3
7	Statistics and Probability	J/504/8778	L2	3
11	Science; unit group			
1	Aspects of Energy	A/506/2564	L2	3
2	Chemical Changes	Y/504/8770	L2	3
3	Chemical Structure	J/506/2566	L2	3
4	Fundamentals of Physics	D/504/8768	L2	3
5	Human Biology	M/506/2562	L2	3
6	Life Processes and Living Things	Y/505/4682	L2	3
7	Materials and their Properties	H/505/4684	L2	3
8	Physics: Physical Processes	F/504/9489	L2	3
9	The Investigative Process, Principles and Practical Skills	T/504/9229	L2	3
10	Understanding Ecology and Conservation	Y/505/6576	L1	3
12	Sport Leisure and Recreation; unit group			
1	Developing Angling Skills	J/505/8629	L1	3
2	Discover Local History	Y/504/8607	L1	3
3	Participating in Leisure Activities	R/504/2885	L1	3
4	Personal Physical Fitness	D/505/7230	L2	3
5	Planning A Trip To A Visitor Attraction	J/506/0946	L1	4
6	Sport and Active Leisure Project	J/505/8727	L1	4
7	Sports Coaching	Y/505/8991	L1	4
8	Sports Coaching	A/505/3248	L2	5
9	Taking Part in Exercise and Fitness	A/505/7221	L1	4
1	Taking Part in Sport	R/505/1330	L1	3
2	Taking Part in Sport for Personal Improvement	M/505/7233	L2	3
3	The Angling Environment	D/506/4713	L1	3
4	The Environmental Impact of Leisure and Tourism in the UK	M/505/1335	L2	3
5	Understanding Careers in Leisure and Tourism	J/505/3303	L2	3
6	Understanding the Leisure Industry	F/505/8743	L2	3

# Optional Units in subject groups

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

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

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