

Qualification Unit Guide

OCNLR Level 1 Certificate and Diploma in Progression (QCF)



OCN London Qualification Units for

OCNLR Level 1 Certificate and Diploma in Progression (QCF)

Certificate: Qualification No: 600/8679/8

Diploma: Qualification No: 600/8973/8

About the Unit Guide

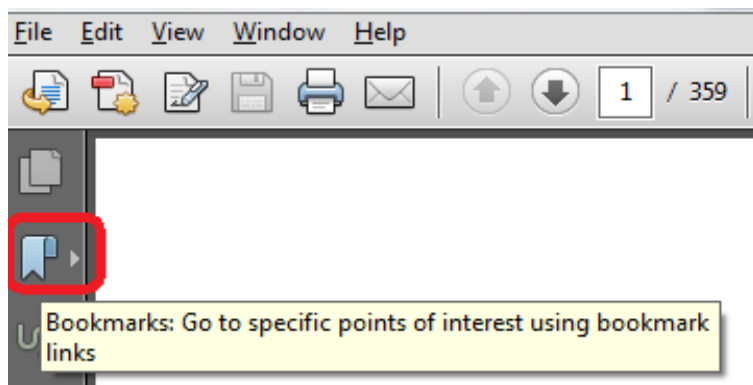
This unit guide contains a comprehensive list of units with learning outcomes and assessment criteria for the **OCNLR Level 1 Certificate and Diploma in Progression (QCF)**.

The guide is to be used in conjunction with the **OCNLR Level 1 Certificate and Diploma in Progression (QCF) Qualification Guide** which can be found on the OCN London website www.ocnlondon.org.uk.

The unit guide breaks down the units by level and by type. If using the guide on a computer, you can click through the content list to browse the available units.

If you have any further questions on any of the content in this unit guide or the corresponding qualification specification, please contact your Curriculum Development Manager and request a consultation.

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Qualification Units

	Unit title	OCNLR Unit code	Ofqual unit reference number	Level
Core Skills	Accessing Public Transport	ZQ1/E3/LQ/001	Y/501/5171	E3
	Active Citizenship in the Local Community	HE4/1/LQ/002	L/504/8510	L1
	Alcohol and Drug Misuse Awareness	HH3/E3/LQ/001	T/504/8484	E3
	Aspects of Citizenship	HE4/E3/LQ/001	J/504/8425	E3
	Aspects of Citizenship	HE4/1/LQ/003	R/504/8511	L1
	Assertive Living	HB1/1/LQ/005	A/500/8892	L1
	Assertiveness and Decision Making Skills	HB1/E3/LQ/001	L/504/8538	E3
	Banking and Other Financial Organisations	HE1/1/LQ/001	Y/503/3038	L1
	Basic Food Preparation and Cooking	HJ1/1/LQ/002	K/502/5042	L1
	Building a Personal Skills Portfolio	HB1/1/LQ/004	A/504/8566	L1
	Caring for Your Child	HJ2/1/LQ/002	Y/500/4686	L1
	College Induction	HB1/E3/LQ/003	D/504/8124	E3
	Data Calculations	HD4/1/LQ/001	K/503/3044	L1
	Data Handling: Extracting and Interpreting Data	HD4/E3/LQ/001	M/500/9702	E3
	Data Handling: Recording and Representing Data	HD4/E3/LQ/002	T/500/9703	E3
	Develop Independent Skills for Living in the Community	HD6/1/LQ/001	K/500/4689	L1
	Developing an Awareness of Social and Physical Aspects of Adult Relationships	HJ1/E3/LQ/001	R/504/8492	E3
	Developing and Applying Addition and Subtraction Skills	HD4/E3/LQ/003	A/500/9704	E3
	Developing and Applying Fraction Skills	HD4/E3/LQ/004	F/500/9705	E3
	Developing and Applying Number Skills	HD4/E3/LQ/005	M/504/2974	E3
	Developing and Applying Shape and Space Skills	HD4/E3/LQ/006	R/500/9708	E3
	Developing Domestic Skills	HD6/E3/LQ/010	J/504/8506	E3
	Developing Group and Teamwork Communication Skills	HB1/1/LQ/006	F/500/5380	L1
	Developing Household Skills	HD6/1/LQ/002	Y/500/5451	L1
	Developing Lip Reading Skills	HB1/1/LQ/007	H/500/5470	L1
	Developing own Interpersonal Skills	HB7/1/LQ/001	D/504/8429	L1
	Developing Parenting Skills	HJ2/1/LQ/003	D/500/4690	L1
	Developing Personal Confidence and Self Awareness	HB1/1/LQ/001	D/504/8432	L1
	Developing Personal Development Skills	HB1/1/LQ/008	M/500/5469	L1
	Developing Personal Hygiene Skills for Healthy Hands and Feet	HJ1/E3/LQ/002	H/504/8481	E3
	Developing Personal Hygiene Skills for Oral Health	HJ1/E3/LQ/003	L/504/8524	E3
	Developing Personal Learning Programme	HB1/1/LQ/009	F/500/4696	L1
	Developing Personal Learning Skills	HB1/1/LQ/010	R/500/4699	L1
	Developing Presentation Skills	HB1/1/LQ/011	M/502/0604	L1

Core Skills	Developing Skills for Independent Life	HD6/1/LQ/003	R/500/4704	L1
	Developing Skills for Shopping for Your Home	HD6/E3/LQ/015	D/500/4706	E3
	Developing Skills for Table Setting in your Home	HD6/E3/LQ/011	R/504/8508	E3
	Division of Whole Numbers	HD4/E3/LQ/007	Y/500/9709	E3
	Engage in Discussion	HD3/E3/LQ/001	F/503/3048	E3
	Family Relationships	HJ2/1/LQ/004	K/500/4708	L1
	Food Safety and Storage	HD8/E3/LQ/012	H/600/6211	E3
	General Skills for Independent Living	HD6/E3/LQ/012	A/504/8521	E3
	Grammar and Punctuation in Practical Use	HD3/E3/LQ/002	R/503/3393	E3
	Grammar Skills	HD3/E3/LQ/003	A/503/3050	E3
	Handling Data	HD4/1/LQ/002	A/503/3291	L1
	Health and Hygiene in the Home	HJ1/1/LQ/003	F/500/5458	L1
	Healthy Living	HJ1/1/LQ/004	T/500/4713	L1
	Improving Assertiveness and Decision Making	HB1/1/LQ/012	R/500/4718	L1
	Improving own Confidence	HB1/1/LQ/013	R/500/8901	L1
	Improving Own Learning and Performance	HB1/1/LQ/014	M/504/3705	L1
	Improving own Spelling	HD3/E3/LQ/004	F/503/3051	E3
	Independent Shopping for Household Items	HD6/1/LQ/004	D/500/5452	L1
	Induction to Study	HB1/1/LQ/015	Y/500/8902	L1
	Introduction to Alcohol Awareness for the Individual	HH3/1/LQ/001	L/500/5382	L1
	Introduction to Developing a Personal Learning Programme	HB1/E3/LQ/004	T/504/8498	E3
	Introduction to Developing Parenting Skills	HJ2/E3/LQ/003	A/500/4700	E3
	Introduction to Drug Awareness for the Individual	HH3/1/LQ/002	F/504/2882	L1
	Introduction to Food, Drink and Cooking	HJ1/E3/LQ/006	Y/504/8509	E3
	Introduction to Group and Teamwork Communication Skills	HB1/E3/LQ/016	Y/500/5515	E3
	Introduction to Home and Personal Safety Awareness	HB5/E3/LQ/001	T/500/4680	E3
	Introduction to Issues of Substance Misuse	HH3/E3/LQ/002	A/500/5524	E3
	Introduction to Lip Reading Skills	HB1/E3/LQ/017	T/500/4727	E3
	Introduction to Making and Using Story Sacks for Family Learning	HB1/E3/LQ/018	T/500/4677	E3
	Introduction to Peer Support Skills	PT1/1/LQ/001	K/602/4788	L1
	Introduction to Road Safety	ZX4/E3/LQ/001	D/501/5172	E3
	Introduction to Skills for Employability	HC4/E3/LQ/005	J/501/5179	E3
	Introduction to Teamwork Skills	HB1/E3/LQ/019	A/500/4695	E3
	Introduction to the Local Community	HD6/E3/LQ/016	F/500/4682	E3
Introduction to the Rights and Responsibilities of Citizenship	HE4/E3/LQ/002	Y/500/4705	E3	
Introduction to Understanding and Achieving Personal Learning Goals	HB1/E3/LQ/020	R/500/4685	E3	
Introduction to Understanding Diversity in Society	HB7/E3/LQ/003	H/500/4691	E3	

Core Skills	Introduction to Understanding Sex and Relationships	HJ1/E3/LQ/007	K/500/4692	E3
	Introduction to Understanding Young People, Law and Order	HH3/E3/LQ/003	J/500/5526	E3
	Living in the Community	HD6/E3/LQ/017	J/503/3052	E3
	Maintaining a Wheeled Vehicle for Personal Use	HD6/1/LQ/005	M/503/3286	L1
	Making and Using Story Sacks for Family Learning	HB1/1/LQ/016	L/500/5379	L1
	Making Choices in Pursuit of Personal Goals	HB1/E3/LQ/021	L/503/3053	E3
	Making Choices in Pursuit of Personal Goals	HB1/1/LQ/017	T/500/4744	L1
	Managing Own Personal Relationships with Others	HB1/1/LQ/018	R/503/3054	L1
	Managing Your Own Learning	HB1/1/LQ/019	A/500/4745	L1
	Measure	HD4/E3/LQ/015	L/500/9710	E3
	Measure: Distance and Length	HD4/E3/LQ/008	R/500/9711	E3
	Measure: Time and Temperature	HD4/1/LQ/003	D/503/3056	L1
	Measure: Weight	HD4/E3/LQ/009	D/503/3378	E3
	Money: Adding and Subtracting	HD4/E3/LQ/010	Y/500/9712	E3
	Multiplication of Whole Numbers	HD4/E3/LQ/011	D/500/9713	E3
	Personal Body Hygiene Awareness	HJ1/E3/LQ/008	F/500/4729	E3
	Personal Budgeting and Managing Money	HE1/E3/LQ/001	H/503/3057	E3
	Personal Budgeting and Managing Money	HE1/1/LQ/002	H/503/3172	L1
	Probability	HD4/1/LQ/004	Y/503/3282	L1
	Punctuation and Grammar Skills	HD3/1/LQ/001	L/503/3392	L1
	Reading Comprehension	HD3/E3/LQ/005	D/503/3154	E3
	Reading Grammar and Punctuation	HD3/E3/LQ/006	H/503/3155	E3
	Reading Key Personal Words	HD3/E3/LQ/007	K/503/3156	E3
	Recognising Issues of Substance Misuse	HH3/1/LQ/003	M/500/5388	L1
	Recognising Own Skills for Personal Development	HB1/E3/LQ/022	J/500/4702	E3
	Responsible Road Vehicle Ownership and Use	HD5/1/LQ/001	M/503/3157	L1
	Sex and Relationships Education	HJ1/1/LQ/001	Y/504/8557	L1
	Skills for Hygiene in the Home and Everyday Life	HJ1/E3/LQ/005	L/504/8491	E3
	Skills for Shopping	HD5/E3/LQ/007	F/501/5178	E3
	Skills Used in Reading for Meaning	HD3/1/LQ/002	T/503/3158	L1
	Speaking and Listening Skills	HD3/1/LQ/003	J/503/3293	L1
	Speaking to Communicate	HD3/E3/LQ/008	T/503/3161	E3
	Spelling and Handwriting Skills	HD3/E3/LQ/009	A/503/3159	E3
	Spelling in Practice	HD3/E3/LQ/010	A/503/3162	E3
	Spelling Rules and Strategies in Practical Use	HD3/1/LQ/004	F/503/3163	L1
	Spelling Skills	HD3/1/LQ/005	F/503/3390	L1
Study Skills	HC7/1/LQ/002	L/504/8197	L1	

Core Skills	Supporting a Child with Reading	HD3/1/LQ/006	A/602/4794	L1
	Supporting a Child with Writing	HD3/1/LQ/007	L/602/4797	L1
	Supporting Your Children in Family Learning	HD3/1/LQ/008	M/500/4807	L1
	Supporting Your Children's Literacy and Numeracy Development through Family Learning	HD3/1/LQ/009	J/500/5655	L1
	Take Part in an Activity	HB1/E3/LQ/023	Y/503/3279	E3
	Take Part in an Activity	HB1/1/LQ/020	A/503/3386	L1
	Time	HD4/E3/LQ/012	K/500/9715	E3
	Time Management	AF2/1/LQ/001	R/503/2664	L1
	Transforming Own Behaviour in Conflict	HB1/1/LQ/021	J/503/3164	L1
	Understanding and Using 2D Shapes	HD4/1/LQ/005	H/503/3169	L1
	Understanding and Using Decimals	HD4/1/LQ/006	R/503/3278	L1
	Understanding and Using Fractions	HD4/1/LQ/007	Y/503/3170	L1
	Understanding and Using Percentages	HD4/1/LQ/008	D/503/3252	L1
	Understanding Changing Roles and Relationships in Adolescence	HJ2/1/LQ/005	F/500/4777	L1
	Understanding Diversity within Society	HE4/1/LQ/001	M/504/8483	L1
	Understanding Eating Disorders	HH5/1/LQ/001	Y/500/4784	L1
	Understanding Equal Opportunities	HE4/1/LQ/004	M/500/4788	L1
	Understanding Family Relationships	HJ2/E3/LQ/002	F/500/4679	E3
	Understanding How and Why to Support Children in Family Learning	HB1/E3/LQ/024	F/500/5511	E3
	Understanding Length, Weight and Capacity	HD4/1/LQ/009	L/503/3277	L1
	Understanding Numbers	HD4/1/LQ/010	R/503/3166	L1
	Understanding Own Response to Body Image	HB6/1/LQ/001	Y/500/5448	L1
	Understanding Peer Mediation	HB1/1/LQ/022	D/503/3168	L1
	Understanding Perimeter and Area	HD4/1/LQ/011	J/503/3276	L1
	Understanding Personal and Interpersonal Conflict	HB1/1/LQ/023	H/503/3253	L1
	Understanding Personal Awareness	HB1/1/LQ/024	K/503/3254	L1
	Understanding Personal Relationships	HB1/1/LQ/025	T/500/4789	L1
	Understanding Prejudice and Discrimination	HE4/1/LQ/005	M/500/4791	L1
	Understanding Rights and Responsibilities of Citizenship	HE4/1/LQ/006	A/500/4793	L1
	Understanding Self and Others	HB1/E3/LQ/025	M/503/3255	E3
	Understanding Self in Conflict	HB1/1/LQ/026	T/503/3256	L1
	Understanding Stress and Stress Management Techniques	HB3/1/LQ/001	M/500/5486	L1
	Understanding the Importance of a Balanced Diet and Regular Exercise	HB1/1/LQ/027	Y/503/3167	L1
Understanding the Peer Mediation Process	HB1/1/LQ/028	A/503/3257	L1	
Understanding the use of Computers for Family Learning	HB1/E3/LQ/026	A/500/4678	E3	
Understanding Volume	HD4/1/LQ/012	F/503/3258	L1	
Understanding Young People, Law and Order	HH4/1/LQ/001	R/500/5481	L1	

Core Skills	Understanding your Pregnancy and Preparation for your Baby	HJ2/1/LQ/006	R/500/4797	L1
	Using an Ordnance Survey Map	HC4/1/LQ/010	L/503/3389	L1
	Using Addition and Subtraction	HD4/E3/LQ/013	F/503/3275	E3
	Using Calculations: Addition and Subtraction of Whole Numbers	HD4/1/LQ/013	J/503/3259	L1
	Using Calculations: Multiplication and Division of Whole Numbers	HD4/1/LQ/014	F/503/3356	L1
	Using Cooking Skills in the Domestic Kitchen	HD6/1/LQ/006	A/503/3260	L1
	Using Listening and Responding Skills	HD3/E3/LQ/011	T/503/3287	E3
	Using Punctuation	HD3/E3/LQ/012	F/503/3289	E3
	Using Teamwork Skills	HB1/1/LQ/029	T/500/4808	L1
	Work, Review and Plan	HB1/1/LQ/030	L/500/8914	L1
	Working with Your Child to Develop Literacy Skills	HD3/1/LQ/010	R/500/4802	L1
	Working with Your Child to Develop Numeracy Skills	HD3/1/LQ/011	Y/500/4803	L1
	Writing Composition Skills	HD3/E3/LQ/013	T/503/3290	E3
	Writing for Meaning Skills	HD3/1/LQ/012	D/503/3302	L1
	Young Parenthood	HD5/E3/LQ/008	K/503/3271	E3
	Young Parenthood	HD5/1/LQ/002	A/503/3274	L1
	Communication in the Workplace	HC4/1/LQ/011	J/503/7618	L1
	Developing Skills for Gaining Employment	HC6/E3/LQ/004	F/504/8519	E3
	Health and Safety Awareness in a Working Environment	HC4/1/LQ/009	J/504/8487	L1
	Health and Safety Awareness in the Workplace	HC4/E3/LQ/003	R/504/8489	E3
	Health and Safety in a Practical Environment	HC1/1/LQ/004	Y/600/3239	L1
	Introduction to a Training Course	HC4/E3/LQ/001	H/504/8495	E3
	Introduction to Career Preparation	HC1/E3/LQ/001	M/504/8497	E3
	Introduction to Customer Service Skills	HC4/E3/LQ/006	K/500/4840	E3
	Introduction to Developing Personal Study Skills	HC7/E3/LQ/001	H/500/5369	E3
	Introduction to Preparing for a Recruitment Interview	HC6/E3/LQ/005	H/500/4819	E3
	Introduction to Recognising Employment Opportunities	HC4/E3/LQ/007	K/500/4823	E3
	Introduction to Undertaking an Enterprise Project	HC4/E3/LQ/008	R/500/5366	E3
	Job Seeking Skills	HC6/1/LQ/004	M/500/8985	L1
	Personal Career Planning	HC1/1/LQ/005	R/503/8092	L1
	Personal Career Preparation	HC1/1/LQ/006	H/500/5422	L1
	Prepare for Interview	HC6/1/LQ/005	K/500/8886	L1
	Preparing for a Recruitment Interview	HC6/1/LQ/006	A/500/5295	L1
	Preparing for Work	HC6/1/LQ/007	J/503/2662	L1
Problem Solving in the Workplace	HC4/1/LQ/021	J/500/5302	L1	
Recognising Employment Opportunities	HC4/1/LQ/012	D/500/5306	L1	

Core Skills	Understanding a Work Experience Placement	HC4/E3/LQ/009	Y/500/5367	E3
	Understanding Customer Service	HC4/1/LQ/013	H/503/2667	L1
	Understanding Employment Rights, Contracts and Pay	HC4/1/LQ/014	M/500/5312	L1
	Understanding Work-Based Learning and Apprenticeships	HC4/1/LQ/015	T/500/8888	L1
	Understanding Working Patterns	HC4/1/LQ/016	A/500/8889	L1
	Understanding Welfare at Work	HC4/1/LQ/017	H/503/8100	L1
	Understanding Your Employment Contract and Payslip	HC4/E3/LQ/010	T/500/4825	E3
	Understanding Your Pay	HC4/1/LQ/018	H/600/9934	L1
	Undertaking an Enterprise Project	HC1/1/LQ/007	L/500/5317	L1
	Work-Based Placement	HC4/1/LQ/019	M/500/8890	L1
	Work Experience	HC4/1/LQ/020	K/500/5423	L1
Optional Units	Caring for Your Baby	HJ2/1/LQ/007	D/504/2890	L1
	Developing Skills for a Healthy Lifestyle	HJ1/E3/LQ/004	J/504/8490	E3
	Understanding Nutrition, Performance and Healthy Eating	PA1/1/LQ/001	L/500/5091	L1
	Understanding the Principles of Care, Organisational Policies and the Role of the Care Worker	PT1/1/LQ/002	L/500/5513	L1
	Understanding the Role of Young People as Peer Mentors	PT1/1/LQ/003	R/500/5092	L1
	Developing Skills for Listening to Children	HJ2/E3/LQ/001	T/504/8517	E3
	Developing Skills for Listening to Children	HJ2/1/LQ/001	H/504/8514	L1
	Developing Skills in Caring for Young Children	HF1/1/LQ/001	M/504/8516	L1
	Introduction to Developing Language and Communication Skills in Children	HF1/1/LQ/002	M/500/5097	L1
	Introduction to Developing Skills for Caring For Your Child	HF1/E3/LQ/001	A/504/8518	E3
	Introduction to Food and Nutrition for Children and Young People	HF1/E3/LQ/002	M/500/5004	E3
	Introduction to Preparing, Presenting and Keeping Food for Children and Young People	HF1/E3/LQ/003	T/500/5005	E3
	Planning Physical Care Needs of Young Children	HF1/E3/LQ/004	R/504/8184	E3
	Respecting Children as Individuals	HF1/E3/LQ/005	Y/504/8185	E3
	Understanding Child Development	HF1/1/LQ/003	K/500/5521	L1
	Understanding Children's Social and Emotional Development	HF1/1/LQ/004	T/500/5523	L1
	Understanding Growth, Social and Emotional Development of Children	HF1/1/LQ/005	K/500/5101	L1
	Understanding Human Growth and Development	HF1/E3/LQ/006	F/500/5007	E3
	Understanding Play	HF1/1/LQ/006	R/503/3183	L1
	Understanding Play for Early Learning	HF1/1/LQ/007	F/503/8167	L1

Optional Units	Understanding the Intellectual and Language Development of Children from Birth to Eight	HF1/1/LQ/008	Y/503/3184	L1
	Understanding the Physical and Psychological Needs of Children	HF1/1/LQ/009	R/500/5528	L1
	Using Craft Activities with Children and Young People	HF1/1/LQ/010	R/500/5108	L1
	Cultivating Compost and Soils	SE2/1/LQ/001	L/503/2713	L1
	Cultivating Herbs	SE2/1/LQ/002	R/503/2714	L1
	Developing an Awareness of Soil Types and Garden Habitats	SE2/E3/LQ/001	R/500/5402	E3
	Developing Practical Floristry Skills	SE7/1/LQ/001	L/503/5000	L1
	Developing Skills for Sowing and Growing Plants	SE2/E3/LQ/002	Y/500/5403	E3
	Developing Skills for Using and Maintaining Garden Tools	SE2/E3/LQ/003	D/500/5404	E3
	Developing Skills in Garden Horticulture	SE2/1/LQ/003	T/504/2880	L1
	Introduction to Amenity Horticulture Skills	SE2/E3/LQ/004	J/500/5395	E3
	Introduction to Cultivating Plant Cuttings	SE2/E3/LQ/005	L/500/5396	E3
	Introduction to Garden Horticulture	SE2/E3/LQ/006	Y/500/5398	E3
	Introduction to Garden Maintenance Skills	SE2/E3/LQ/007	D/500/5399	E3
	Introduction to Planting in a Container	SE2/E3/LQ/008	J/500/5400	E3
	Introduction to Practical Floristry Skills	SE7/E3/LQ/001	L/500/5401	E3
	Introduction to Propagation of Plants	SE2/E3/LQ/009	K/500/5017	E3
	Pest, Disease and Weed Control	SE2/1/LQ/004	H/503/7612	L1
	Understanding Organic Horticulture	SE2/1/LQ/005	M/500/5116	L1
	Understanding Plant Pruning	SE2/1/LQ/006	F/500/5119	L1
	Understanding Sowing and Growing Techniques	SE2/1/LQ/007	J/500/5350	L1
	Understanding Techniques used in Floristry	SE7/1/LQ/002	L/500/5351	L1
	Understanding the Skills Required for Floristry	SE7/E3/LQ/002	R/500/5397	E3
	Carry out a Systematic Cycle Check	XS8/1/LQ/001	H/502/7324	L1
	Checking and Maintaining a Car's Tyre Pressure and Tread	XS1/1/LQ/001	M/500/5584	L1
	Checking and Maintaining Car Tyre Pressures and Tread	XS1/E3/LQ/001	J/500/5445	E3
	Checking and Maintaining Fluid Levels on a Car	XS1/E3/LQ/002	J/500/5560	E3
	Clean and Prepare a Cycle for Use	XS8/E3/LQ/001	L/502/7320	E3
	Identification of Basic External and Internal Car Parts	XS1/E3/LQ/003	L/500/5561	E3
	Identification of Basic External and Internal Car Parts	XS1/1/LQ/002	A/500/5586	L1
	Lubricate and tension a single speed cycle chain	XS8/E3/LQ/002	L/502/7253	E3
	Motor Vehicle Workshop Tools and Equipment	XS1/E3/LQ/004	J/502/4657	E3
Remove and Replace a Cycle Rim Brake Assembly	XS8/1/LQ/002	Y/502/7322	L1	

Optional Units	Remove and replace cycle saddles, seatposts and handlebars	XS8/E3/LQ/003	D/502/7273	E3
	Remove and replace cycle wheels, tyres and inner tubes	XS8/E3/LQ/004	T/502/6971	E3
	Repair a Cycle Puncture	XS8/1/LQ/003	R/502/7321	L1
	Routine Motorcycle Checks	XS1/E3/LQ/005	L/502/4675	E3
	Routine Motorcycle Maintenance Processes and Procedures	XS1/1/LQ/003	D/600/3310	L1
	Routine Vehicle Checks	XS1/E3/LQ/006	M/502/4670	E3
	Routine Wheel and Tyre Checks	XS1/E3/LQ/007	A/502/4669	E3
	Tools, Equipment and Materials for Vehicle Maintenance	XS1/1/LQ/004	F/600/3297	L1
	Valeting a Car Interior	XS1/E3/LQ/008	K/504/2889	E3
	Washing a Car Exterior	XS1/E3/LQ/009	K/500/5535	E3
	Wax and Polish a Car Exterior	XS1/E3/LQ/010	K/503/3576	E3
	Brickwork: Introduction to Assisting Workshop Practice	TG2/E3/LQ/001	M/501/5189	E3
	Brickwork: Introduction to Building a Half Brick Wall Three Courses High	TG2/E3/LQ/002	H/501/5187	E3
	Brickwork: Introduction to Building a Three Brick Square Hollow Pillar	TG2/E3/LQ/003	K/501/5188	E3
	Carpentry Hand Skills	WK1/1/LQ/001	J/503/2659	L1
	Constructing a Cavity Wall Using Bricklaying Skills	TG2/1/LQ/002	F/500/5606	L1
	Constructing a Half Brick Wall Using Bricklaying Skills	TG2/1/LQ/001	F/504/8522	L1
	Constructing a One Brick Wide Wall Using Bricklaying Skills	TG2/1/LQ/003	F/500/5640	L1
	Developing Plumbing Skills	TH3/1/LQ/001	K/502/3694	L1
	Introduction to Brickwork	TG2/E3/LQ/004	D/501/5186	E3
	Introduction to Building and Construction	TG1/E3/LQ/001	J/501/5182	E3
	Introduction to Carpentry and Joinery	WK1/E3/LQ/001	L/501/5183	E3
	Introduction to Health and Safety: Construction	PL5/E3/LQ/001	F/501/5181	E3
	Painting and Decorating Skills	TG8/E3/LQ/001	F/503/2661	E3
	Painting and Decorating: Cutting and Hanging Wall Coverings	TG8/E3/LQ/002	K/503/2671	E3
	Plastering Techniques	TG1/1/LQ/001	A/503/2657	L1
	Preparing Ceilings and Walls for Decoration	TG8/1/LQ/002	M/500/5603	L1
	Use of Tools and Equipment for Bricklaying	TG2/1/LQ/004	D/500/5354	L1
	Using and Maintaining Woodworking Tools	TG7/1/LQ/001	Y/503/2651	L1
	Using Decorative Paint Effects for Interior Walls	TG8/1/LQ/003	D/500/5595	L1
	Using Floor and Wall Tiling Techniques	TG8/1/LQ/004	M/500/5598	L1
	Using Painting Skills for Interior Ceilings and Walls	TG8/1/LQ/001	J/504/8523	L1
	Using Plastering Skills - Floating Coat to an Attached Pier	TG1/1/LQ/002	A/500/5359	L1
Using Plastering Skills - Plastering to a Window Reveal	TG1/1/LQ/003	T/500/5358	L1	

Optional Units	Wallpapering Skills	TG8/1/LQ/005	R/503/2650	L1
	Handling Stock in a Retail Environment	BC3/E3/LQ/001	A/504/8177	E3
	Keeping the Work Area Clean, Tidy and Safe in a Retail Environment	BC3/E3/LQ/002	F/504/8178	E3
	Looking after Customers in a Retail Environment	BC3/E3/LQ/003	J/504/8179	E3
	Understanding the business of retail	BC3/1/LQ/001	A/502/5756	L1
	Understanding the retail selling process	BC3/1/LQ/002	T/502/5805	L1
	Colour Hair Using Temporary Colour	HL7/1/LQ/001	R/600/4874	L1
	Create and Maintain Retail Displays in the Salon	HL7/1/LQ/002	Y/600/6335	L1
	Hair Plaiting	HL7/E3/LQ/001	R/502/3804	E3
	Hairdressing: Introduction to Assisting a Stylist	HL7/E3/LQ/002	K/501/5191	E3
	Hairdressing: Introduction to Health and Safety	HL7/E3/LQ/003	M/501/5192	E3
	Hairdressing: Introduction to Working Relationships	HL7/E3/LQ/004	T/501/5193	E3
	Hand Care	HL1/E3/LQ/001	K/502/3467	E3
	Introduction to the Hair and Beauty Sector	HL7/E3/LQ/005	A/502/3800	E3
	Plaiting and Twisting Hair	HL7/1/LQ/003	Y/502/3805	L1
	Salon Reception Duties	HL7/1/LQ/004	R/600/6334	L1
	Skin Care	HL1/E3/LQ/002	Y/502/3464	E3
	Styling Men's Hair	HL7/1/LQ/005	A/502/3795	L1
	Styling Women's Hair	HL7/1/LQ/006	F/502/3796	L1
	Basic Cooking	HD8/E3/LQ/013	Y/502/4808	E3
	Basic Food Preparation	NF4/E3/LQ/001	J/600/0711	E3
	Customer Service in the Hospitality Industry	NF4/1/LQ/001	J/502/4898	L1
	Introduction to Food Commodities	HF1/1/LQ/011	A/502/5059	L1
	Introduction to the Hospitality Industry	NA1/1/LQ/001	M/502/4894	L1
	Using kitchen equipment	NF1/1/LQ/001	T/502/5075	L1
	Developing Angling Skills	MH4/E3/LQ/001	J/503/3567	E3
	Developing Angling Skills	MH4/1/LQ/001	L/503/3568	L1
	Health and Fitness	HJ5/E3/LQ/001	A/501/5194	E3
	Indoor Team Games	MA3/E3/LQ/001	f/501/5195	E3
	Introduction to Participating in Leisure Activities	MA1/E3/LQ/001	F/500/4827	E3
	Participating in Leisure Activities	MA1/1/LQ/001	R/504/2885	L1
	Outdoor Craft Skills using Natural Materials	JF1/E3/LQ/001	H/504/0736	E3
	Planning and Participating in Short Walks	MH1/E3/LQ/001	K/503/3867	E3
	Taking Part in Exercise and Fitness	MA1/1/LQ/002	M/501/7248	L1
Taking Part in Sport	MA1/1/LQ/003	R/500/5593	L1	
The Angling Environment	MH4/E3/LQ/002	F/503/3874	E3	
The Angling Environment	MH4/1/LQ/002	J/503/3570	L1	
Using Craft Skills with Natural Materials	JF1/1/LQ/001	M/503/4051	L1	
Acoustic Recording Techniques	LK1/1/LQ/001	K/503/3349	L1	
Backstage Theatre Skills	LC4/1/LQ/001	H/503/3348	L1	
Developing Creative Writing Skills	LC4/1/LQ/002	D/500/5581	L1	

Optional Units	Developing DJing Skills	LK4/1/LQ/001	H/500/5582	L1
	Developing Music Skills for Solo Performance	LF5/1/LQ/001	A/500/5488	L1
	Developing Musical Ensemble Skills	LH1/1/LQ/001	K/500/5468	L1
	Developing Oral Storytelling Skills for Performance	LC1/1/LQ/001	K/500/5583	L1
	Developing Performance Improvisation Techniques	LC4/1/LQ/003	Y/500/5580	L1
	Developing Technical Skills for Performance in the Arts	LC4/1/LQ/004	D/500/5855	L1
	Introduction to Composing Music	LF5/1/LQ/002	T/500/5490	L1
	Introduction to Musical Theatre	LC4/1/LQ/005	H/500/5856	L1
	Introduction to Physical Performance Skills	LC1/E3/LQ/001	D/500/5256	E3
	Performing Physical Theatre	LC1/1/LQ/002	T/500/5487	L1
	Rehearsing for a Production	LC1/1/LQ/003	L/503/3344	L1
	Song Writing Skills in Popular Music	LF5/1/LQ/003	J/503/3343	L1
	Sound and Audio Production Skills	LK1/1/LQ/003	T/503/3340	L1
	The Theory of Music	LF4/1/LQ/001	A/500/5491	L1
	Understanding the use of Digital Sampling Techniques for Composing and Producing Music	LK1/1/LQ/002	L/500/5236	L1
	Using Aural Skills in Music	LF5/1/LQ/004	M/500/5472	L1
	Using the Internet as a Medium for Music	LK1/1/LQ/004	D/500/5841	L1
	Clothing Design	JK1/E3/LQ/001	D/503/3347	E3
	Core Skills and Techniques for Craft	JA8/E3/LQ/001	R/501/5198	E3
	Garment Construction Techniques	JK6/1/LQ/001	Y/503/3346	L1
	Industrial Sewing Operations	JK6/1/LQ/002	F/500/5279	L1
	Introduction to Mixed Media in 2D	JB2/E3/LQ/001	L/501/5202	E3
	Needle/Textile Crafts	JA8/E3/LQ/002	R/501/5203	E3
	Preparation for Garment Construction	JK6/1/LQ/003	R/503/3345	L1
	Using Commercial Garment Patterns	JK6/1/LQ/004	F/503/3339	L1
	Using Tools and Equipment for Garment Making	JK6/1/LQ/005	H/500/5288	L1
	Discover Local History	DB6/E3/LQ/001	H/501/5206	E3
	Discover Local History	DB6/1/LQ/001	Y/504/8607	L1
	Developing Filing Skills	AY4/1/LQ/001	H/500/5338	L1
	Developing Reception and Filing Skills	AY7/E3/LQ/001	A/500/5085	E3
	Using Faxes and Photocopiers	AY8/1/LQ/001	A/500/5345	L1
	Using the Telephone, Fax and Photocopier	AY8/E3/LQ/001	F/500/5086	E3
	Understanding Budgetary Control within a Business Environment	AG1/1/LQ/001	R/500/5318	L1
	Understanding Business Communication	AF3/1/LQ/002	R/500/5321	L1
	Understanding Business Meeting Techniques	AF6/1/LQ/001	F/500/5332	L1
	Understanding Time Management in the Workplace	AF2/1/LQ/002	A/500/5684	L1
	Audio and Video Software	CQ6/E3/LQ/001	H/502/0177	E3
	Audio Software	CQ6/1/LQ/001	K/502/4389	L1

Optional Units	Computer Basics	CN1/E3/LQ/001	Y/502/0189	E3
	Computer Security and Privacy	CN0/E3/LQ/001	Y/502/0192	E3
	Data Management Software	CM3/E3/LQ/001	R/502/2216	E3
	Data Management Software	CM3/1/LQ/001	F/502/4558	L1
	Database Software	CP2/E3/LQ/001	J/502/0169	E3
	Database Software	CP2/1/LQ/001	H/502/4553	L1
	Design and Imaging Software	CQ5/E3/LQ/001	L/502/0173	E3
	Design Software	CQ5/1/LQ/001	M/502/4572	L1
	Desktop Publishing Software	CQ2/E3/LQ/001	Y/502/0175	E3
	Desktop Publishing Software	CQ2/1/LQ/001	Y/502/4565	L1
	Digital Lifestyle	CP5/E3/LQ/001	D/502/0193	E3
	Imaging Software	CQ5/1/LQ/002	J/502/4612	L1
	Introduction to Personal Digital Photograph Processing	CQ6/E3/LQ/002	M/500/5536	E3
	Introduction to Using the Internet for Shopping	CR1/E3/LQ/001	A/503/8118	E3
	IT Communication Fundamentals	CP4/1/LQ/001	Y/502/4291	L1
	IT Software Fundamentals	CP0/1/LQ/001	L/502/4384	L1
	IT User Fundamentals	CN0/E3/LQ/002	T/502/0166	E3
	Multimedia Software	CQ6/1/LQ/002	Y/502/4615	L1
	Personal Information Management Software	CX0/E3/LQ/001	J/502/2214	E3
	Presentation Software	CQ5/E3/LQ/002	A/502/0170	E3
	Presentation Software	CQ5/1/LQ/003	K/502/4621	L1
	Productivity Programmes	CN0/E3/LQ/003	R/502/0191	E3
	Specialist/Bespoke Software	CP4/E3/LQ/001	L/502/2215	E3
	Spreadsheet Software	CP3/E3/LQ/001	F/502/0168	E3
	Spreadsheet Software	CP3/1/LQ/001	A/502/4624	L1
	The Internet and World Wide Web	CR3/E3/LQ/001	L/502/0190	E3
	Using Email	CR3/E3/LQ/002	J/502/0172	E3
	Using Email	CR3/1/LQ/001	J/502/4299	L1
	Using Mobile IT Devices	CN4/E3/LQ/001	D/502/0176	E3
	Using Mobile IT Devices	CN4/1/LQ/001	H/502/4374	L1
	Using the Internet	CR3/E3/LQ/002	F/502/0171	E3
	Using the Internet	CR3/1/LQ/002	T/502/4296	L1
	Video Software	CQ6/1/LQ/003	K/502/4392	L1
Website Software	CQ0/1/LQ/001	L/502/4630	L1	
Word Processing Software	CQ1/E3/LQ/001	A/502/0167	E3	
Word Processing Software	CQ1/1/LQ/001	L/502/4627	L1	

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Unit Title: Accessing Public Transport	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	ZQ1/E3/LQ/001
Ofqual Unit Reference Number:	Y/501/5171

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about various modes of transport.	1.1. Identify two modes of public transport, for example bus, train, tram, taxi.
2. Know how to plan a journey from one location to another.	2.1. Give an example of the best mode of transport to reach a location with regards to cost, ease of planning, comfort, time. 2.2. List times of arrival/departure, changing routes, using timetables, etc.
3. Know how and when to pay for public transport.	3.1. List modes of transport which require payment of fares and those which can be accessed with bus passes etc. 3.2. Undertake a journey where a fare has to be made, for example naming destinations, offering a fare, receiving ticket.
4. Know how to travel safely on various modes of public transport.	4.1. Identify hazards and how to safely overcome them when using various modes of public transport, for example waiting until vehicles stop before boarding/alighting, not standing close to platform/pavement edges, avoiding automatic door closers.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Active Citizenship in the Local Community	
Level:	One
Credit Value:	1
GLH:	9
OCNLR Unit Code:	HE4/1/LQ/002
Ofqual Unit Reference Number:	L/504/8510

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the social diversity of citizens in the local community.	1.1. Outline the diverse nature of the population in own local community.
2. Understand the importance of active participation in the local community.	2.1. Outline own involvement in an organisation, club or activity in the local community. 2.2. Outline ways in which diverse members of the community can interact together. 2.3. State how taking an active part in the local community can contribute to social cohesion.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay	O	Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Alcohol and Drug Misuse Awareness	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HH3/E3/LQ/010
Ofqual Unit Reference Number:	T/504/8484

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the differences between some types of drugs and alcoholic drinks.	1.1. Identify different types of drugs that exist. 1.2. State the effects of each type. 1.3. Identify different alcoholic drinks. 1.4. State the unit strength of each.
2. Understand the causes of alcohol and/or drug misuse.	2.1. State reasons why people may misuse drugs and/or alcohol.
3. Know the physical and/or psychological effects of drug and alcohol misuse.	3.1. Identify physical and/or psychological effects of drug misuse. 3.2. Identify physical and/or psychological effects of alcohol misuse.
4. Understand the implications of drug and/or alcohol misuse on others.	4.1. State the effects that drug and/or alcohol misuse can have on others, for example, family, friends and/or society.
5. Understand health issues associated with drug and alcohol misuse.	5.1. Identify ways in which drug misuse can impact on health. 5.2. Identify ways in which alcohol misuse can impact on health.
6. Know about the effects of withdrawing from drugs and/or alcohol.	6.1. State the effects of withdrawing from drugs and/or alcohol.
7. Know about agencies offering help and information.	7.1. Identify sources of help and information for: <ul style="list-style-type: none"> • drug misuse • alcohol misuse.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Aspects of Citizenship	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HE4/E3/LQ/001
Ofqual Unit Reference Number:	J/504/8425

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand that individuals have rights and responsibilities.	1.1. Identify three legal rights of a British citizen. 1.2. Identify one responsibility that individuals have to maintain their own well-being. 1.3. Identify one responsibility that individuals have to others.
2. Understand equal opportunity issues in relation to current legislation.	2.1. Give an example of an equality issue covered by current legislation. 2.2. State one example of a group of people who might benefit from equality of opportunity.
3. Understand the main functions of local and national government.	3.1. State what a person needs to do in order to be able to vote in an election. 3.2. Identify two services provided by local government. 3.3. Identify two services provided by national government.
4. Know public services available in own local community.	4.1. List two of the main public services available in own community.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Aspects of Citizenship	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HE4/1/LQ/003
Ofqual Unit Reference Number:	R/504/8511

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand that individuals have rights and responsibilities.	1.1. Outline different examples of the legal rights of a British citizen. 1.2. Outline the types of responsibilities individuals have to maintain their own well being. 1.3. Outline the types of responsibilities an individual has to others.
2. Understand equality issues in relation to current legislation.	2.1. Identify key provisions in the current equalities legislation. 2.2. Outline a current equality issue.
3. Understand the main functions of local and national government.	3.1. Outline how people are elected to local and central government. 3.2. Outline the main responsibilities of local government. 3.3. Outline the main responsibilities of central government.
4. Know public services available in own local community.	4.1. Identify the main public services available in own community.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Assertive Living	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB1/1/LQ/005
Ofqual Unit Reference Number:	A/500/8892

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand different types of behaviour.	1.1. List the main characteristics of, and give two examples of each of the following types of behaviour: 1.1.1. passive 1.1.2. assertive 1.1.3. aggressive.
2. Know about self-esteem and how it can be enhanced.	2.1. Give three examples of factors which influence how people feel about themselves. 2.2. Identify his/her self-esteem needs and indicate how they can be met.
3. Know about stress and strategies for reducing it.	3.1. Outline what stress is. 3.2. Give three examples of causes of stress in his/her life. 3.3. Identify two ways in which his/her stress could be reduced.
4. Understand the need for time management and be able to implement it.	4.1. Define time management and demonstrate his/her time management skills by punctual attendance and completion of work on time. 4.2. List four ways in which he/she can improve his/her time management.
5. Understand personal strengths and interests.	5.1. Identify and outline three personal strengths and three interests.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Assertiveness and Decision Making Skills	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HB1/E3/LQ/001
Ofqual Unit Reference Number:	L/504/8538

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to speak up for him/herself in a structured situation.	1.1. Contribute to a group discussion or role-play in a structured and supported situation on at least two occasions.
2. Be able to make decisions and choices in a structured situation.	2.1. State own decisions and choices in a structured situation on at least two occasions.
3. Be able to recognise the rights and responsibilities of self and others in a group situation.	3.1. Identify own responsibilities and rights in a group situation. 3.2. Identify others' responsibilities and rights in a group situation.
4. Know how to negotiate to achieve a desired outcome.	4.1. Give at least one example of how to negotiate with others to achieve a desired outcome.
5. Be able to recognise the benefits of self-assertiveness and self-control.	5.1. Give examples of at least two situations where self-control is required. 5.2. Give an example of a situation in which assertiveness can be used to achieve a desired outcome.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Banking and Other Financial Organisations	
Level:	One
Credit Value:	1
GLH:	9
OCNLR Unit Code:	HE1/1/LQ/001
Ofqual Unit Reference Number:	Y/503/3038

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand credit and borrowing.	1.1. Outline the advantages and disadvantages of borrowing. 1.2. Calculate the cost of making a purchase using credit.
2. Understand how different bank accounts work.	2.1. Outline different kinds of banking accounts available. 2.2. Outline different ways to withdraw cash from an account. 2.3. Outline different ways that money can be deposited into an account.
3. Understand the role of financial organisations offering saving and borrowing.	3.1. Identify different services offered by high street banks. 3.2. Give examples of different ways and places to save money. 3.3. Indicate different ways and places to borrow money. 3.4. Compare different ways and places to borrow money.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Basic Food Preparation and Cooking	
Level:	One
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HJ1/1/LQ/002
Ofqual Unit Reference Number:	K/502/5042

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the principal methods of cooking.	1.1. State the principal methods of cooking. 1.2. State typical cooking methods for different commodities.
2. Be able to prepare, cook and present simple dishes.	2.1. Prepare, cook and present simple dishes safely and hygienically, using wet and dry methods. 2.2. Clean work areas and equipment safely and hygienically during and after preparing and cooking food. 2.3. State safe working practices for different cooking methods. 2.4. Review own performance and make suggestions for future improvements.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Building a Personal Skills Portfolio	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB1/1/LQ/004
Ofqual Unit Reference Number:	A/504/8566

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to identify own skills and achievements.	1.1. Identify own qualities, skills, experience and knowledge.
2. Be able to assess the potential of own skills and achievements to contribute to future opportunities and goals.	2.1. Outline how personal qualities, skills, abilities, experience and knowledge can help in achieving personal goals.
3. Know the types of information that can be used to evidence own skills and achievements.	3.1. Outline different types of information that can be used to evidence personal qualities, skills, abilities and experience.
4. Be able to build a portfolio of information to evidence skills and achievements.	4.1. Assemble a range of evidence into a portfolio structured so that key elements can be identified.
5. Know what needs to be included in a curriculum vitae (CV).	5.1. Identify core elements of CV. 5.2. Produce a personal CV which incorporates all core information in a simple structure.
6. Be able to identify personal goals and the actions required to achieve them.	6.1. Identify three personal goals and possible ways of achieving them.
7. Understand the value of a personal skills portfolio.	7.1. Give some examples of how a portfolio can be used for personal and/or educational and/or career development.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	P	Production of artefact	O
Reflective log/diary		Practice file	

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Unit Title: Caring for Your Child	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HJ2/1/LQ/002
Ofqual Unit Reference Number:	Y/500/4686

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be aware of childhood behaviour patterns/problems.	1.1. Identify at least 3 behaviour patterns/problems which can arise in children at different stages of growth and suggest how one such problem could be dealt with.
2. Understand the importance of play in child development.	2.1. Identify a range of play activities suitable for children at each stage of development.
3. Understand the nature of children's social and emotional development.	3.1. Give examples of social and emotional aspects of child development including gender and cultural stereotyping.
4. Understand the importance of safety and hygiene in childcare.	4.1. List common sources of accidents to children inside and outside the home and suggest precautions to help prevent them. 4.2. Identify 3 hygiene measures necessary to prevent the spread of infection.
5. Be aware of children's physical development up to 11 years.	5.1. Outline the important aspects of a child's physical development up to 11 years.
6. Understand the nutritional needs of children.	6.1. Outline a balanced diet for a specific child. 6.2. List ideas for healthy eating on a limited budget.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	P	Practice file	

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Unit Title: College Induction	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HB1/E3/LQ/003
Ofqual Unit Reference Number:	D/504/8124

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to locate facilities at college/learning environment.	1.1. State how to get to different facilities of the college/learning environment.
2. Be able to identify members of staff and their roles.	2.1. Identify significant members of staff. 2.2. State why s/he might need to contact them.
3. Be able to identify reasons for attending college.	3.1. State two reasons why s/he has come to college.
4. Understand own responsibilities while at college.	4.1. State own responsibilities during the college day.
5. Understand differences between college and a previous establishment.	5.1. Identify two differences between college and previous establishment. 5.2. Identify one thing s/he prefers about college.
6. Be able to identify Health and Safety procedures.	6.1. State fire evacuation procedures. 6.2. State key Health and Safety procedures.

Assessment

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Data Calculations	
Level:	One
Credit Value:	1
GLH:	9
OCNLR Unit Code:	HD4/1/LQ/001
Ofqual Unit Reference Number:	K/503/3044

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the arithmetical average for a set of data.	1.1. Use the term 'average' in everyday contexts. 1.2. Find the mean for a given set of data.
2. Understand the range of a set of data.	2.1. Use the term 'range' as a measure of spread for sets of data in everyday usage. 2.2. Calculate the range of given data sets.

Assessment

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O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Data Handling: Extracting and Interpreting Data	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD4/E3/LQ/001
Ofqual Unit Reference Number:	M/500/9702

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to extract and interpret information.	1.1. Extract and interpret information from lists, tables, diagrams and simple charts.
2. Know how to make numerical comparisons from bar charts and pictograms.	2.1. Identify categories on a bar chart or pictogram. 2.2. Use a bar chart or pictogram to read the frequencies of categories. 2.3. Make comparisons between categories using a bar chart or pictogram.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer		Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Data Handling: Recording and Representing Data	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD4/E3/LQ/002
Ofqual Unit Reference Number:	T/500/9703

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to observe and record numerical information.	1.1. Identify appropriate categories for different collections of data, for example, number of people in a household, month of birthday, favourite football team or pop group, traffic survey. 1.2. Collect data in a tally chart. 1.3. Translate the tally into a frequency table by totalling the tallies.
2. Know how to organise and represent information.	2.1. Display data collected in a suitable table, bar chart or pictogram, with appropriate labelling. 2.2. Display given data sets in different ways appropriately, for example, table, bar chart, pictogram, spreadsheet.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Develop Independent Skills for Living in the Community	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HD6/1/LQ/001
Ofqual Unit Reference Number:	K/500/4689

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand what a community is.	1.1. List the main components of a community. 1.2. Outline the links between an individual and the community in which they live.
2. Recognise the location and use of buildings and facilities in own local area.	2.1. Outline the functions of three key buildings and facilities. 2.2. State how these are used to support people within the community.
3. Apply independent skills in own community.	3.1. State what is meant by independence. 3.2. State how this independence influences decisions within the community. 3.3. Identify when it would be appropriate to use own independent skills.
4. Recognise facilities and services available to the community.	4.1. Identify own needs within the community. 4.2. Suggest ways in which these needs could be met.
5. Understand own responsibilities as part of a community.	5.1. List the positive and negative ways in which an individual can influence their community. 5.2. Give examples of the consequences of individual's actions to others in the community.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Developing an Awareness of Social and Physical Aspects of Adult Relationships	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HJ1/E3/LQ/007
Ofqual Unit Reference Number:	R/504/8492

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the nature of adult relationships.	1.1. State an example of an adult relationship. 1.2. Identify one important characteristic of a successful adult relationship and say why it is important.
2. Understand issues relating to adult physical relationships.	2.1. State the legal age for: <ul style="list-style-type: none"> • marriage • consent to sexual activity. 2.2. Identify the contraceptives that, when used properly, prevent pregnancy and/or sexually transmitted infections.

Assessment

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	P	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Developing and Applying Addition and Subtraction Skills	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD4/E3/LQ/003
Ofqual Unit Reference Number:	A/500/9704

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
5. Use addition involving whole numbers with up to three digits to give totals up to 1000.	5.1. Decide appropriately when to use addition in at least two different practical situations. 5.2. Present results in context.
6. Use subtraction involving numbers of up to three digits.	6.1. Decide appropriately when to use subtraction in at least two different practical situations. 6.2. Present results in context.
7. Use a combination of addition and subtraction calculation.	7.1. Decide appropriately when to use addition and subtraction, in combination, in at least two different practical situations. 7.2. Present results in context.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Developing and Applying Fraction Skills	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD4/E3/LQ/004
Ofqual Unit Reference Number:	F/500/9705

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Read, write and understand common fractions such as $\frac{3}{4}$, $\frac{2}{3}$, $\frac{1}{10}$.	1.1. Identify and record a unit fraction as one part of the whole when divided into equal parts, with the bottom number (denominator) indicating the number of equal parts, for common fractions such as $\frac{1}{4}$, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{10}$. 1.2. Identify and record a non-unit fraction as several equal parts of a whole, the number of parts indicated by the top number (numerator), for common fractions such as $\frac{3}{4}$, $\frac{2}{3}$, $\frac{3}{10}$. 1.3. Read and record common unit and non-unit fraction names, for example, thirds, quarters, tenths.
2. Recognise and use equivalent fraction forms such as $\frac{5}{10} = \frac{1}{2}$, $\frac{5}{5} = 1$.	2.1. Identify equivalent fractions for common fractions such as halves, quarters, fifths, tenths. 2.2. Identify a fraction with the numerator and denominator the same as equivalent to a whole one.
3. Recognise common fractions.	3.1. Use common fractions in two different everyday situations.

Assessment

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Developing and Applying Number Skills	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD4/E3/LQ/005
Ofqual Unit Reference Number:	M/504/2974

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise the written form of whole numbers up to 1000.	1.1. Read whole numbers up to 1000 in digit form. 1.2. Read number names of whole numbers up to 1000. 1.3. Record whole numbers up to 1000 in digit form. 1.4. Record number names of whole numbers up to 1000.
2. Understand (and compare) the value of whole numbers up to 1000.	2.1. Arrange whole numbers up to 1000 in order of size. 2.2. Identify HTU place value.
3. Recognise number patterns involving whole numbers up to 1000.	3.1. Count up to 100 in 2s, 5s, and 10s. 3.2. Count up to 1000 in 100s.
4. Approximate by rounding (to the nearest 10 or 100 for whole numbers up to 1000).	4.1. Round whole numbers up to 1000 to the nearest 10. 4.2. Round whole numbers up to 1000 to the nearest 100.
5. Use numbers up to 1000.	5.1. Use numbers in two different everyday situations.

Assessment

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Developing and Applying Shape and Space Skills	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD4/E3/LQ/006
Ofqual Unit Reference Number:	R/500/9708

This unit has 1 learning outcome

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>The learner will:</p> <p>1. Identify and use the properties of 2D and 3D shapes to solve practical problems using appropriate vocabulary.</p>	<p>The learner can:</p> <p>1.1. Use appropriate vocabulary related to shape, for example, side, length, angle, line of symmetry.</p> <p>1.2. Identify right angles on everyday items.</p> <p>1.3. Sort 2D and 3D items into those with and without right angles.</p> <p>1.4. Find lines of symmetry of paper cut outs of regular shapes by folding.</p> <p>1.5. Identify and sketch lines of symmetry in shapes and images.</p> <p>1.6. Sort 2D shapes according to the number of sides, number of angles, number of equal sides, number of equal angles, number of lines of symmetry.</p> <p>1.7. Identify which 2D shapes fit together without leaving gaps.</p> <p>1.8. Investigate ways of stacking 3D shapes of the same size, for example, cans on a shop shelf, items in packing cases or delivery vans.</p>

Assessment

The grid below gives details of the assessment activities to be used with the unit attached.

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O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Developing Domestic Skills	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HD6/E3/LQ/010
Ofqual Unit Reference Number:	J/504/8506

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to sort garments according to the treatment needed for cleaning purposes.	1.1. Identify two labels and symbols on clothes. 1.2. Sort clothing for appropriate cleaning/washing into two chosen piles according to labels and symbols.
2. Be able to use a washing machine safely.	2.1. Follow the procedures to power a machine on and off. 2.2. Select the appropriate washing cycle.
3. Be able to use an iron safely.	3.1. Unplug the iron when filling with water. 3.2. Plug the iron in safely. 3.3. Set iron to the correct temperature. 3.4. Iron at least two items of laundry. 3.5. Unplug the iron safely.
4. Understand the need for correct cleaning materials for specific tasks.	4.1. Match different cleaning materials with their specific use.
5. Be able to store cleaning materials with consideration to potential hazard.	5.1. Identify two warning symbols and store the items in the correct place.
6. Know what to do in an emergency situation for water, electricity and gas.	6.1. Identify the location of the: <ul style="list-style-type: none"> • water stop cock • electricity fuse box. 6.2. Demonstrate what to do in an emergency with water and electricity. 6.3. State what to do when there is a gas leak.
7. Understand emergency procedures.	7.1. Identify what is meant by an emergency. 7.2. List correct procedures when calling for emergency help.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Developing Group and Teamwork Communication Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB1/1/LQ/006
Ofqual Unit Reference Number:	F/500/5380

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
8. Understand the roles and responsibilities associated with working in a group.	8.1. Identify different roles for group members when completing specific group tasks.
9. Interact successfully with group members and staff in a range of contexts.	9.1. Communicate appropriately to others in a range of structured situations.
10. Demonstrate listening and conversational skills for social interaction.	10.1. Select information being communicated orally and respond appropriately, showing that the information has been understood.
11. Be aware of others' rights to communicate within a group situation.	11.1. Allow others to express their view/responses without interrupting on a number of occasions in different group situations. 11.2. Discuss why this is important.
12. Recognise the importance of co-operation when working in group situations.	12.1. Identify a number of situations when co-operation is necessary to achieve a group task.
13. Accept and respond to praise and criticism in a variety of context.	13.1. Identify the appropriate response to praise and constructive criticism from group members in different structured contexts.
14. Be aware of the role of those in authority and their relationship with them.	14.1. Identify their relationship with those in authority.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	
Report		Group discussion	P
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Developing Household Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HD6/1/LQ/002
Ofqual Unit Reference Number:	Y/500/5451

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Sort garments according to the treatment needed for cleaning purposes.	1.1. Identify main labels and symbols on clothes and state what they mean. 1.2. Sort into correct piles.
2. Use the washing machine safely.	2.1. Follow the procedures to power the machine on and off. 2.2. Select appropriate washing cycle. 2.3. Measure correct amount of detergent and insert correctly into machine.
3. Use iron safely.	3.1. Unplug the iron when filling with water. 3.2. Plug the iron in safely and select correct temperature. 3.3. Correctly iron at least four different types of laundry items using different temperature settings.
4. Use correct cleaning materials for specific tasks.	4.1. Identify appropriate use for cleaning materials and solutions. 4.2. Carry out two cleaning tasks using the correct materials.
5. Correctly store and use cleaning materials showing awareness of potential hazards.	5.1. Identify a range of warning symbols and store correctly. 5.2. Outline the meaning of the warning symbols. 5.3. List reasons why materials should be stored correctly.

<p>6. Describe what to do in an emergency situation for water, electricity and gas.</p>	<p>6.1. Identify the location of the:</p> <ul style="list-style-type: none">6.1.1. water stop cock6.1.2. electricity fuse box. <p>6.2. Demonstrate and outline what to do in an emergency situation that involves water and electricity.</p> <p>6.3. Outline the correct procedure for detecting and reporting a gas leak.</p>
<p>7. Understand emergency procedures.</p>	<p>7.1. List situations that constitute an emergency.</p> <p>7.2. Outline the correct procedures for</p> <p>7.3. summoning emergency help.</p>

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Developing own Interpersonal Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB7/1/LQ/001
Ofqual Unit Reference Number:	D/504/8429

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to identify own skills.	1.1. Outline own strengths and weaknesses.
2. Understand the need for time management.	2.1. Outline why managing own time is important. 2.2. Identify ways of improving own time management.
3. Be able to recognise signs of stress.	3.1. Identify signs and symptoms of stress in self and others.
4. Be able to recognise different types of criticism.	4.1. Outline the difference between constructive and destructive criticism.
5. Be able to recognise confident behaviour in self and others.	5.1. Outline real situations which illustrate confident behaviour.
6. Know what is meant by non-verbal communication.	6.1. Identify different examples of non-verbal communication.
7. Know the difference between aggressive, passive and assertive behaviour.	7.1. Outline examples of aggressive, passive and assertive behaviour.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Developing Lip Reading Skills	
Level:	One
Credit Value:	6
GLH:	54
OCNLR Unit Code:	HB1/1/LQ/007
Ofqual Unit Reference Number:	H/500/5470

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know a range of speech movements and differentiate between vowels and consonants.	1.1. Identify speech movements that look the same, eg, tdn, sh, ch, jh, gh. 1.2. Identify and differentiate between the more visible consonant shapes (p, b, m/w, q/sh, ch, j/f, v/th/r/l) in isolation and running speech and comment on how they feel. 1.3. Identify sounds and words which look alike. 1.4. Demonstrate the ability to: <ul style="list-style-type: none"> 1.4.1. lipread simple de-voiced messages 1.4.2. use simple de-voiced messages. 1.5. Record the difference between the four main vowel confusion groups in isolation and in running speech. 1.6. Outline the difficulties in observing the less visible consonants. 1.7. Correctly interpret an aural listening exercise to discriminate between long vowels of: aw, oo, ah, ee.
2. Know how the British Manual Alphabet can be used as an aid to lipreading.	2.1. Demonstrate the British Manual Alphabet. 2.2. Distinguish the most common homophone speech movements through the use of the British Manual Alphabet.

<p>3. Know how to watch, observe and follow speech on the face.</p>	<p>3.1. State how natural rhythm helps lipreading. 3.2. Identify examples which would alter natural rhythm and say why. 3.3. Demonstrate the skills of listening, looking and thinking. 3.4. Identify the meaning of short stories, personal experiences and everyday conversation.</p>
<p>4. Know how finger spelling works.</p>	<p>4.1. Identify single letters in finger spelling, for example, practising simple words in one to one situations. 4.2. Follow and use simple finger spelling of known words in conversations.</p>
<p>5. Understand the need for good communication skills.</p>	<p>5.1. Identify why other people's co-operation and clear speech is valuable. 5.2. Identify one way of managing difficult situations. 5.3. Identify why speaking one at a time is valuable to a lipreader. 5.4. Outline the importance of non-verbal clues of facial expression and body language.</p>
<p>6. Know how to use a range of conversation strategies based on social, personal and linguistic knowledge.</p>	<p>6.1. Identify open and closed questions. 6.2. Use a range of open and closed questions. 6.3. Join in and contribute to discussions. 6.4. State why it is helpful to know the subject of conversations. 6.5. State why it is important to a lipreader to relay, repeat and re-phrase. 6.6. Relay and re-phrase conversation. 6.7. Identify the limitations of lip-reading.</p>

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

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O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	P	Practice file	O

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Unit Title: Developing Parenting Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HJ2/1/LQ/003
Ofqual Unit Reference Number:	D/500/4690

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Have an awareness of the responsibilities of being a parent.	1.1. Identify the major responsibilities of parenthood.
2. Understand the rights and needs of different family members.	2.1. Identify the individual rights and needs of parent(s), children and other members of the family.
3. Recognise the importance of being honest with children and others in the family.	3.1. Give examples of the importance of being honest with children.
4. Understand the importance of listening to children and giving them choices.	4.1. Give examples of situations in which it is important to listen to children. 4.2. List ways to offer choices to children.
5. Recognise the major stages of a child's development and be aware of some of the techniques that may be used to cope with children's behaviour.	5.1. Identify the major stages of a child's development. 5.2. Identify and outline basic techniques that might be used to cope with children's behaviour in given situations.
6. Understand how children learn through daily activities.	6.1. Identify ways in which children learn through daily activities. 6.2. Suggest ways in which parents can achieve this.
7. Be aware of their own needs as a parent and consider ways of meeting them.	7.1. Identify their own needs as a parent. 7.2. Suggest a plan of action for beginning to meet these.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay	O	Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Developing Personal Confidence and Self Awareness	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB1/1/LQ/001
Ofqual Unit Reference Number:	D/504/8432

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand reasons for feeling confident and lacking confidence.	1.1. Identify a situation when s/he felt confident and how s/he behaved in this situation. 1.2. Identify a situation when s/he lacked confidence and how s/he behaved in this situation. 1.3. Give an example of where s/he lacks confidence. 1.4. Outline how our own behaviour can influence the ways in which other people view us.
2. Understand effective participation in social situations.	2.1. Identify social situations which make her/him feel uncomfortable and give reasons why. 2.2. Outline an example of behaviour which would be inappropriate in a social situation. 2.3. Identify ways in which s/he could change her/his attitude and behaviour to participate more effectively in social situations.
3. Understand ways to manage stress.	3.1. State what makes her/him feel stressed. 3.2. State how s/he deals with feeling stressed. 3.3. Identify techniques which can help reduce stress. 3.4. State ways in which these techniques can help her/him feel better.

<p>4. Be able to set goals for own development.</p>	<p>4.1. Identify one short term goal. 4.2. Produce a straightforward action plan which identifies ways to meet the goal. 4.3. Identify and record achievements which lead to attainment of the goal. 4.4. Outline ways in which goal setting has contributed to own self confidence.</p>
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Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	P	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Developing Personal Development Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB1/1/LQ/008
Ofqual Unit Reference Number:	M/500/5469

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Acknowledge and recognise their strengths and weaknesses.	1.1. Identify personal strengths and weaknesses.
2. Acknowledge and recognise their skills and investigate ways of self-improvement.	2.1. Identify personal skills learned in life, work and training. 2.2. State how these could be used in the future.
3. Acknowledge and assess their current life situation and relationships.	3.1. Describe their current life situation in realistic terms including home situation and relationships.
4. Develop the ability to make positive decisions.	4.1. Demonstrate the ability to make considered choices in a positive manner.
5. Set personal objectives and make action plans for self-improvement.	5.1. Identify and record personal short-term goals. 5.2. Produce an action plan for achieving these goals.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	P	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Developing Personal Hygiene Skills for Healthy Hands and Feet	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HJ1/E3/LQ/008
Ofqual Unit Reference Number:	H/504/8481

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about common foot conditions.	1.1. Identify some of the most common foot conditions and their causes.
2. Know of the correct footwear to use.	2.1. State how footwear can cause problems for feet. 2.2. State how correct footwear can alleviate certain foot conditions.
3. Understand how feet and toenails can be cared for.	3.1. Outline how feet and toe nails should be cared for.
4. Understand the importance of keeping hands and nails clean.	4.1. Demonstrate the correct way to wash hands. 4.2. Outline why hands should be washed after visiting the toilet and before handling food.
5. Understand that good nail care is important for personal hygiene.	5.1. Demonstrate the basic steps of nail hygiene. 5.2. State with examples why clean well-kept nails are an important part of personal hygiene.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Developing Personal Hygiene Skills for Oral Health	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HJ1/E3/LQ/009
Ofqual Unit Reference Number:	L/504/8524

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the importance of visiting the dentist regularly.	1.1. State why it is necessary to make regular visits to the dentist.
2. Be able to recognise problems that can occur from poor oral hygiene.	2.1. Identify some conditions associated with poor oral hygiene.
3. Understand the importance of correct tooth brushing for good dental health.	3.1. State the importance of correct tooth brushing for good dental health. 3.2. Demonstrate the recommended way to correctly brush your teeth.
4. Know of the products that are available to support strong dental hygiene.	4.1. List the products available to support strong dental hygiene.
5. Know what sorts of foods can cause tooth decay.	5.1. List a selection of foods that can cause tooth decay.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Developing Personal Learning Programme	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB1/1/LQ/009
Ofqual Unit Reference Number:	F/500/4696

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Consider previous skills and experience and their relevance for future learning.	1.1. Outline relevant previous learning experiences and achievements. 1.2. State perceived strengths and needs. 1.3. Identify which strengths can be built on and which need further development.
2. Seek guidance and advice in respect of own learning needs.	2.1. Identify and use at least two sources of guidance and advice. 2.2. Give at least two learning options available. 2.3. Select a learning option based on advice and guidance given.
3. Understand the purpose and value of negotiating own learning programme.	3.1. Outline the main reasons for negotiating own learning programme. 3.2. Identify the main aspects to be considered when discussing own learning programme. 3.3. Negotiate and agree own learning programme with an appropriate other person.
4. Review learning programme in the context of own needs and development.	4.1. State main learning goals. 4.2. Consider, at regular intervals, whether learning goals have been achieved. 4.3. Identify what further action needs to be taken to achieve own learning goals. 4.4. Seek further guidance and advice to help achieve own learning goals.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay	O	Practical demonstration	
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Developing Personal Learning Skills	
Level:	One
Credit Value:	6
GLH:	54
OCNLR Unit Code:	HB1/1/LQ/010
Ofqual Unit Reference Number:	R/500/4699

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate an understanding of the brain.	1.1. Identify and list at least three important facts about the brain. 1.2. State how this is relevant to his/her learning.
2. Understand how learning takes place.	2.1. Outline how s/he has learnt something and say how it worked. 2.2. Identify and list the best ways for her/him to learn.
3. Show awareness of his/her own learning profile.	3.1. List different learning styles. 3.2. Identify and outline own preferred learning style. 3.3. List strategies for learning more effectively.
4. Make plans to use the learning to learn skills to aid learning in other subjects.	4.1. Identify, plan and undertake two learning tasks. 4.2. Set realistic targets to achieve in each learning task. 4.3. Record own learning and state how the targets are being met. 4.4. Outline how the learning took place.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Developing Presentation Skills	
Level:	One
Credit Value:	2
GLH:	18
OCNLR Unit Code:	HB1/1/LQ/011
Ofqual Unit Reference Number:	M/502/0604

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the reasons for using presentations and the use of different types of presentation styles.	1.1. Outline the reasons for using presentations. 1.2. Give examples of two presentation styles.
2. Understand the key elements and skills involved in the preparation and delivery of a presentation.	2.1. Identify the key elements in preparation and delivery of a presentation. 2.2. Outline the skills required to deliver effective presentations.
3. Be able to deliver a presentation.	3.1. Deliver a short presentation on an agreed topic to a small group. 3.2. Use visual aids in a presentation.
4. Understand how to review own performance.	4.1. State what went well. 4.2. Identify areas for improvement.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	P
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Developing Skills for Independent Life	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HD6/1/LQ/003
Ofqual Unit Reference Number:	R/500/4704

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand what is meant by independent living.	1.1. Describe briefly what living independently means to him/herself.
2. Record positive and negative aspects of their own experience of the transition to independence.	2.1. Identify positive aspects of transition to independence. 2.2. Identify the specific difficulties which people from different cultural backgrounds may experience.
3. Develop an awareness of the responsibilities for both tenant and landlord incorporated in tenancy agreement.	3.1. Identify and comment on two key responsibilities of the tenant in a tenancy agreement. 3.2. Identify and comment on two key responsibilities of the landlord in a tenancy agreement.
4. Recognise the skills necessary for successful independent living.	4.1. Identify and describe the skills a person would need to have in order to make living independently a success.
5. Develop skills for coping in difficult situations.	5.1. Identify a variety of situations that could be problematic. 5.2. Briefly describe ways of dealing with these situations.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Developing Skills for Shopping for your Home	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HD6/E3/LQ/015
Ofqual Unit Reference Number:	D/500/4706

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise the functions of different types of shops.	1.1. Identify four different kinds of shops. 1.2. State what each shop specialises in. 1.3. State the differences between two retail outlets.
2. Identify the range of items needed to furnish a home.	2.1. List the key items to furnish a home. 2.2. Choose between different types or styles of furnishings and domestic appliances. Give reasons for choice, for example, colour, size, style.
3. Use a budget.	3.1. List items required. 3.2. Check the amount of money available to spend. 3.3. Purchase items on list using appropriate shops. 3.4. Identify different delivery options for large items.
4. Use appropriate behaviour in shops.	4.1. List appropriate behaviour when in shops. 4.2. Recognise basic signs in shops. 4.3. Use lifts, escalators and pay points correctly.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Developing Skills for Table Setting in your Home	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD6/E3/LQ/011
Ofqual Unit Reference Number:	R/504/8508

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare and set a table for an informal function.	1.1. Clean simple items of equipment. 1.2. Make simple napkin folds. 1.3. State when and how to use table coverings, cloths and mats 1.4. State when and how to use lighting and table decorations. 1.5. Place linen, crockery, cutlery and glassware on the table correctly. 1.6. Use a simple table decoration.
2. Be able to set a table for different meals.	2.1. Set a table for a range of meals.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Division of Whole Numbers	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD4/E3/LQ/007
Ofqual Unit Reference Number:	Y/500/9709

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how to divide two digit whole numbers by a single digit.	1.1. Divide two digit numbers by single digits by repeated subtraction. 1.2. Divide two digit whole numbers by single digits by identifying multiples of 2, 3, 4, 5 and 10. 1.3. Divide two digit whole numbers by single digits by identifying multiples of 6, 7, 8 and 9 using multiplication tables/number squares. 1.4. Divide two digit whole numbers by single digits using a calculator. 1.5. Identify that division is not commutative (concept not terminology), for example, $8 \div 4$ is not the same as $4 \div 8$.
2. Know how to use division of two digit whole numbers by single digits.	2.1. Select and use division appropriately in everyday context. 2.2. Present results and interpret remainders in context, for example, four cars needed for 18 people with 5 people per car.
3. Know how to check answers as required.	3.1. Check answers using a different method appropriately.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached.

Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Engage in Discussion	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD3/E3/LQ/001
Ofqual Unit Reference Number:	F/503/3048

This unit has 1 learning outcome

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to engage in discussion.	1.1. Demonstrate the ability to follow and understand the main points of discussions on different topics. 1.2. Demonstrate the ability to make relevant contributions to discussions. 1.3. Use phrases for interruption in a discussion. 1.4. Listen and respond to others' points of view in a discussion. 1.5. Respond to both open and closed questions about familiar topics.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Family Relationships	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HJ2/1/LQ/004
Ofqual Unit Reference Number:	K/500/4708

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise the changing nature of families.	1.1. Describe the variety of forms the family may take.
2. Understand the different roles within the family.	2.1. Identify the different roles of members of a family unit.
3. Understand some of the causes and effects of problems in family life.	3.1. Identify the most common causes of problems and the possible effects these may have on the family.
4. Understand their personal responsibilities within the family to family members.	4.1. Identify their main responsibilities to other members within the family.
5. Recognise that family members have changing needs.	5.1. Outline how the needs of family members may change as circumstances change.
6. Develop their own strategies for future direction and personal development as a member of the family unit.	6.1. Produce a life plan for the future in relation to their own and their family's needs.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Food Safety and Storage	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HD8/E3/LQ/012
Ofqual Unit Reference Number:	H/600/6211

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know basic hygiene rules.	1.1. Identify at least five hygiene procedures before handling food.
2. Know how to store different types of food.	2.1. Identify different food types. 2.2. State foods which will perish and how to store them. 2.3. State foods which are longer lasting and how to store them.
3. Know when food should be discarded.	3.1. Identify how to use "Use by" dates. 3.2. Identify three signs that food is still fresh. 3.3. Describe signs that food may not be safe to use/has "gone off". 3.4. State a possible consequence of eating food that is no longer fresh.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: General Skills for Independent Living	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HD6/E3/LQ/012
Ofqual Unit Reference Number:	A/504/8521

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the responsibilities of caring for their accommodation.	1.1. Identify the responsibilities involved in caring for living accommodation. 1.2. State why it is important to keep the following clean: <ul style="list-style-type: none"> • kitchen • bathroom/toilet • bedroom • lounge/eating area.
2. Know the importance of personal hygiene and having clean clothes.	2.1. State reasons why it is important to have clean clothes. 2.2. State reasons why personal hygiene and clean living are necessary.
3. Understand the importance of a balanced diet and planned meals.	3.1. State reasons why it is important to have a balanced diet and planned meals. 3.2. List foods that provide a balanced diet.
4. Be able to recognise the care required to look after people.	4.1. Outline the basic care needs for each of the following: <ul style="list-style-type: none"> • babies • toddlers • young children • adolescents • old people.
5. Understand the importance of budgeting.	5.1. Identify the areas needed to budget for. 5.2. Make out a basic budget sheet and list headings.
6. Understand the importance of leisure time and suitable activities.	6.1. State why it is important to have some leisure time. 6.2. Identify a range of leisure activities. 6.3. Select a leisure activity outside the home and comment on reason for taking part.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	P
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Grammar and Punctuation in Practical Use	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD3/E3/LQ/002
Ofqual Unit Reference Number:	R/503/3393

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
8. Be able to use writing to communicate.	8.1. Write in complete and coherent sentences including subject/verb agreement. 8.2. Produce neat and legible writing.
9. Be able to use grammar and punctuation correctly.	9.1. Use accurate grammar that includes correct verb tense and subject-verb agreement. 9.2. Use the following punctuation marks to divide multiple adjectives or listed items: <ul style="list-style-type: none"> • capital letters • full stops • question marks • exclamation marks • commas.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer		Performance/exhibition	
Written description	O	Production of artefact	O
Reflective log/diary	O	Practice file	O

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Unit Title: Grammar Skills	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD3/E3/LQ/003
Ofqual Unit Reference Number:	A/503/3050

This unit has 1 learning outcome

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
10. Be able to use grammar to aid understanding.	10.1. Identify complete and coherent sentences including subject/verb agreement. 10.2. Indicate where meaning is made clear by using correct grammar. 10.3. Use past tense narratives.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer		Performance/exhibition	
Written description	O	Production of artefact	O
Reflective log/diary	O	Practice file	O

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Unit Title: Handling Data	
Level:	One
Credit Value:	2
GLH:	18
OCNLR Unit Code:	HD4/1/LQ/002
Ofqual Unit Reference Number:	A/503/3291

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to extract information from data.	1.1. Extract information from tables. 1.2. Extract information from line graphs. 1.3. Extract information from pie charts.
2. Be able to interpret information from data.	2.1. Interpret information from tables. 2.2. Interpret information from line graphs. 2.3. Interpret information from pie charts. 2.4. Interpret diagrams in practical contexts. 2.5. Interpret scale drawings using a simple scale.
3. Be able to represent discrete data.	3.1. Implement methods for collecting data. 3.2. Represent data collected in suitable ways. 3.3. Organise given data sets in suitable ways. 3.4. Represent given data sets in suitable ways.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Health and Hygiene in the Home	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HJ1/1/LQ/003
Ofqual Unit Reference Number:	F/500/5458

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to maintain a clean and hygienic home.	1.1. Give examples as to why it is important to keep a kitchen and bathroom clean. 1.2. Identify cleaning materials used to clean the sink, bath, shower and toilet. 1.3. Identify different floor surfaces. 1.4. Outline how to clean three different floor surfaces. 1.5. Identify cleaning materials and the methods used to clean small objects.
2. Know how to care for clothing.	2.1. Identify the key factors indicating when particular clothing needs washing. 2.2. Identify different ways to keep clothing in good condition. 2.3. Perform a laundry task.
3. Understand the need for basic personal hygiene.	3.1. Give examples of when it is important to wash his/her hands. 3.2. Outline the need for regular full body washing routines. 3.3. Name some toilet products they might use. 3.4. Give reasons for the need for regular dental check ups. 3.5. State the recommended interval between dental check ups. 3.6. Demonstrate good dental cleaning techniques and state why these are necessary.

4. Know how to maintain a healthy body.	4.1. Identify four requirements for a healthy body. 4.2. Name foods which are good for maintaining a healthy body. 4.3. Give reasons why at least three help to maintain a healthy body.
5. Understand the importance of regular eye tests.	5.1. Outline why regular eye tests are important. 5.2. State the standard interval between eyesight tests for people who wear glasses.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Healthy Living	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HJ1/1/LQ/004
Ofqual Unit Reference Number:	T/500/4713

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand why personal fitness is important.	1.1. Identify the main reasons for developing personal fitness.
2. Recognise the role that exercise plays in a healthy life style.	2.1. Select appropriate activities for developing personal fitness in relation to weight, health and age.
3. Understand the role of a balanced diet in promoting personal good health.	3.1. Identify the principles of healthy eating. 3.2. Design nutritionally balanced meals for self.
4. Understand the importance of personal hygiene and good grooming.	4.1. State good reasons for the need for personal hygiene and good grooming.
5. Understand the basic issues of sex education and contraception.	5.1. Identify methods of contraception. 5.2. Identify main sexually transmitted diseases and their causes.
6. Recognise the importance of taking responsibility for their health and life style through action planning for the future.	6.1. Identify choices about his / her own lifestyle based on knowledge gained. 6.2. Produce a simple action plan.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	P
Oral question and answer	O	Performance/exhibition	
Written description	P	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Improving Assertiveness and Decision Making	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB1/1/LQ/012
Ofqual Unit Reference Number:	R/500/4718

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Speak up for him/herself in a structured situation with confidence.	1.1. Make a strong case for him/herself in a structured and supported situation through role play.
2. Make decisions and choices about him/herself in a structured situation with confidence.	2.1. Make positive decisions and choices through discussion and role play.
3. Recognise the rights and responsibilities of self and others in given situations.	3.1. Show in a group discussion that he/she can recognise own rights and responsibilities and the rights and responsibilities of others.
4. Understand how to negotiate to achieve a desired outcome.	4.1. Show in a role-play situation how effective negotiation can be used to achieve a desired outcome.
5. Recognise the implications and benefits of self-control and assertiveness.	5.1. Identify situations in which assertiveness can be used to achieve the desired outcome. 5.2. List the benefits of being assertive.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	P
Essay		Practical demonstration	
Report	O	Group discussion	P
Oral question and answer		Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Improving Own Confidence	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB1/1/LQ/013
Ofqual Unit Reference Number:	R/500/8901

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about confidence.	1.1. Identify key characteristics of a confident person. 1.2. List personal characteristics, skills and qualities that make him/her feel confident. 1.3. List three things he/she has been successful in. 1.4. Outline the reasons why he/she wants to improve his/her confidence.
2. Know about communication skills and how they can contribute to improving confidence.	2.1. Indicate how he/she thinks improving his/her communication skills will improve his/her confidence. 2.2. Outline why it is important to receive and respond to others with tolerance and support. 2.3. Give two benefits of being able to listen to ideas and opinions, and demonstrate listening to: <ul style="list-style-type: none"> 2.3.1. another person on a one-to-one basis 2.3.2. people in a group situation. 2.4. Give two benefits of being able to express ideas and opinions and demonstrate being able to express him/herself to: <ul style="list-style-type: none"> 2.4.1. another person on a one-to-one basis 2.4.2. people in a group situation.

<p>3. Know about decision-making and associated emotions and feelings.</p>	<p>3.1. Outline how being an effectual decision-maker can lead to increased confidence.</p> <p>3.2. Identify an occasion when he/she has made an important:</p> <p>3.2.1. personal decision</p> <p>3.2.2. decision with another person(s).</p> <p>3.3. List three things that he/she considered when making the:</p> <p>3.3.1. personal decision</p> <p>3.3.2. decision with another person(s).</p> <p>3.4. Give an example of a likely emotion/feeling that someone might experience when they feel:</p> <p>3.4.1. fully involved in the decision-making</p> <p>3.4.2. marginally involved or excluded from the decision-making.</p> <p>3.5. Indicate how these feelings might impact on confidence.</p>
<p>4. Know that having goals/goals targets can increase confidence.</p>	<p>4.1. Indicate the relevance of having specific goals and setting targets to increasing confidence.</p> <p>4.2. List one short term goal and one long term goal for both of the following:</p> <p>4.2.1. personal</p> <p>4.2.2. career/ education.</p> <p>4.3. Identify three ways in which his/her personal and career/education goals can be achieved.</p> <p>4.4. Outline the steps he/she will take to achieve one of the identified goals.</p>

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	O
Report		Group discussion	P
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Improving Own Learning and Performance	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB1/1/LQ/014
Ofqual Unit Reference Number:	M/504/3705

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Show an awareness of different ways of learning which reflects his/her likes and dislikes.	1.1. Describe two different ways of learning and identify whether s/he likes or dislikes them. 1.2. Identify two subjects which s/he enjoys or is good at and give reasons for his/her selections.
2. Use his/her own strengths, aptitudes and skills to determine realistic learning target(s).	2.1. Identify areas for improvement and say why these have been selected. 2.2. Identify a realistic long term learning target.
3. Make decisions about how to achieve learning targets.	3.1. Produce a list of steps that have to be achieved in order to reach the long term learning target. 3.2. Comment on his/her progress towards the learning target.
4. Review performance.	4.1. Identify what support or advice h/he might need to achieve his/her learning target. 4.2. Identify improvements in performance and revise long term targets.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached.

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Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Improving Own Spelling	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD3/E3/LQ/004
Ofqual Unit Reference Number:	F/503/3051

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand own spelling strengths and weaknesses.	1.1. Identify which words they know. 1.2. State when to seek help. 1.3. Give examples of words to learn from own errors. 1.4. Indicate which words are most important to learn.
2. Be able to maintain a personal spelling programme.	2.1. Use their knowledge of sound-symbol relationships to help work out correct spellings of familiar words. 2.2. Use their knowledge of phonological patterns to help work out correct spellings of familiar words. 2.3. Use a variety of reading strategies to decode unfamiliar words. 2.4. Use spelling records over an identified time span.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Independent Shopping for Household Items	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HD6/1/LQ/004
Ofqual Unit Reference Number:	D/500/5452

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise the functions of different types of shops.	1.1. Identify six different kinds of shops. 1.2. State what each shop specialises in. 1.3. State the differences between four retail outlets, for example, Markets, Supermarkets, local shops and department stores.
2. Identify the range of items needed to furnish a home.	2.1. List the key items needed to furnish a home. 2.2. Describe their uses. 2.3. Choose between different types or styles of furnishings and domestic appliances, for example, curtains, floor coverings and cooker. 2.4. Give reasons for choice, for example, colour, size and style.
3. Use a budget.	3.1. List items required. 3.2. Check the amount of money available to spend and adjust list appropriately. 3.3. Purchase items on list using appropriate shops. 3.4. Identify different delivery options for large items. 3.5. Explain the importance of keeping purchase receipts and guarantees.
4. Use appropriate behaviour in shops.	4.1. List appropriate behaviour to use in shops, for example, good manners, paying for items, not handling some goods.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	P	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Induction to Study	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB1/1/LQ/015
Ofqual Unit Reference Number:	Y/500/8902

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about the college surroundings and learning environment.	1.1. Identify and locate the following specific areas: 1.1.1. Library 1.1.2. Learning Resource Centre 1.1.3. student services. 1.2. Outline the services provided by each of the areas.
2. Know about health & safety policies/procedures.	2.1. Identify and locate the following: 2.1.1. fire exits 2.1.2. fire alarm points 2.1.3. fire extinguishers 2.1.4. fire assembly points. 2.2. Outline the procedure he/she must follow: 2.2.1. when a First Aider is required 2.2.2. when finding a fire 2.2.3. in response to a fire drill.
3. Know how to use the library.	3.1. Outline the different types of resources/facilities available in the library. 3.2. Identify and extract local and national information from at least two different resources.

<p>4. Know about personal study planning.</p>	<p>4.1. Define what personal study planning is outlining the benefits.</p> <p>4.2. Outline a personal study plan for five weeks of his/her programme of study that identifies:</p> <ul style="list-style-type: none"> 4.2.1. areas of study 4.2.2. timetable of activities 4.2.3. course work to be undertaken 4.2.4. assignments due 4.2.5. resources 4.2.6. timescale for completion of each part of the plan. <p>4.3. Outline his/her experience of following the personal study plan identifying those aspects of the plan that:</p> <ul style="list-style-type: none"> 4.3.1. were achieved 4.3.2. were not achieved 4.3.3. he/she would do differently giving examples. <p>4.4. List two personal strengths and two areas for development that he/she has identified while following the personal study plan.</p>
<p>5. Work in groups in a learning situation.</p>	<p>5.1. Indicate why it is important to listen, respond and use language appropriately when presenting to peers.</p> <p>5.2. Outline his/her, and peers, participation in class/group activity.</p> <p>5.3. List the benefits of participating in class/group activities.</p>

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to Alcohol Awareness for the Individual	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HH3/1/LQ/001
Ofqual Unit Reference Number:	L/500/5382

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about differences in unit strengths.	1.1. State the unit strength of at least four alcoholic drinks.
2. Know the possible causes of alcohol misuse.	2.1. Identify reasons why people may misuse alcohol.
3. Recognise some of the physical and psychological effects of alcohol misuse.	3.1. List some psychological and physical effects of alcohol misuse.
4. Be aware of the effects that alcohol misuse can have on others.	4.1. State at least one effect that alcohol misuse can have on each of the following: family, friends and society.
5. Be aware of the health issues associated with alcohol misuse.	5.1. List ways in which alcohol misuse can impact on health, for example, nutrition, liver, heart, mental health, sexual health.
6. Recognise the effects of withdrawing from alcohol.	6.1. List the effects of withdrawing from alcohol.
7. Know some of the agencies offering help and information about alcohol misuse.	7.1. Identify sources of help and information in relation to alcohol abuse.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	P
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	P	Practice file	

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Unit Title: Developing Skills for a Healthy Lifestyle	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HB1/E3/LQ/027
Ofqual Unit Reference Number:	T/504/8498

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to consider own skills and experience when planning for further learning.	1.1. State favourite areas of learning. 1.2. List own skills in those areas. 1.3. Identify a preferred area for further learning.
2. Be able to seek advice and guidance in respect of own learning needs.	2.1. Identify an appropriate person who can provide advice and guidance. 2.2. Consider further available learning opportunities with an appropriate person. 2.3. Agree possible learning options.
3. Understand the purpose and value of discussing own learning programme.	3.1. State a reason why it is important to talk about own learning programme with an appropriate person. 3.2. Identify what is most important about own learning programme. 3.3. Agree a suitable learning programme with an appropriate other person.
4. Be able to review progress on personal learning programme.	4.1. Identify learning goal(s). 4.2. State progress made towards achieving goal(s) at regular intervals. 4.3. Identify appropriate person(s) who can provide on-going guidance and advice.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	P	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to Developing Parenting Skills	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HJ2/E3/LQ/003
Ofqual Unit Reference Number:	A/500/4700

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the role of a parent in the family unit.	1.1. List the main roles of the parent in the family unit.
2. Recognise the rights of children in a family unit.	2.1. Identify the individual basic rights of children within the family.
3. Understand the importance of listening to children and giving choices.	3.1. Give examples of situations in which it is important to listen to children. 3.2. Give examples of choices which could be given to children in given family situations.
4. Recognise 'difficult' behaviour in children of different ages.	4.1. State at least one example of 'difficult' behaviour for children of different ages, i.e. infant, young child, and teenager.
5. Be aware of techniques for dealing with difficult behaviour.	5.1. Suggest one way in which a parent could deal with 'difficult' behaviour in the examples given.
6. Understand how children learn through daily family activities.	6.1. Identify everyday family activities in which children learn. 6.2. Suggest a practical activity parents and children could do together to help children learn.
7. Understand his/her own needs as a parent.	7.1. Identify his/her own needs as a parent. 7.2. Suggest how these needs can be met.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to Drug Awareness for the Individual	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HH3/1/LQ/002
Ofqual Unit Reference Number:	F/504/2882

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the differences between types of drugs, including their legal status.	1.1. Identify different types of drugs. 1.2. Classify those identified as class A or class B drugs.
2. Know causes of drug misuse.	2.1. Identify reasons why people may misuse drugs.
3. Be able to recognise physical and psychological effects of drug misuse.	3.1. Identify physical and psychological effects of drug misuse.
4. Be able to identify the impact that drug misuse may have on others.	4.1. List some of the effects that drug misuse may have on others.
5. Be able to identify health issues associated with drug misuse.	5.1. Identify ways in which drug misuse can have an impact on health.
6. Know effects of withdrawing from drugs.	6.1. Identify effects of withdrawing from drugs.
7. Be able to identify agencies offering help and information on drug misuse.	7.1. Identify sources of help and information in relation to drug misuse.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	P
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Introduction to Food, Drink and Cooking	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HJ1/E3/LQ/006
Ofqual Unit Reference Number:	Y/504/8509

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know different kitchen utensils and equipment.	1.1. Identify and use small basic items of equipment used in a kitchen. 1.2. Identify which items of electrical equipment may be used and their purpose. 1.3. Safely use a/an: <ul style="list-style-type: none"> • hob • grill • oven • microwave.
2. Understand the importance of preparing balanced nutritious meals.	2.1. Select foods to make a simple balanced meal or snack. 2.2. State why it is important to eat balanced nutritious meals.
3. Be able to prepare hot and cold drinks.	3.1. Identify the range of hot and cold drinks available. 3.2. Prepare a range of basic hot and cold drinks.
4. Be able to recognise food that does not need to be cooked.	4.1. Identify different fresh foods that do not need to be cooked. 4.2. State the types of cold snacks available that do not need cooking or heating.
5. Be able to prepare simple hot and cold snacks.	5.1. List different fresh foods that can form a cooked snack. 5.2. Identify a range of simple hot snacks using basic ingredients. 5.3. Prepare a selection of hot and cold snacks from an agreed list for self and others.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Introduction to Group and Teamwork Communication Skills	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HB1/E3/LQ/016
Ofqual Unit Reference Number:	Y/500/5515

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the roles of different group members working together.	1.1. State the different roles of group members when completing specific group activities.
2. Understand how to communicate verbally with group members.	2.1. Give an example of using verbal communication appropriately with others.
3. Understand the importance of listening to others within group situations.	3.1. List what is important from information being communicated by others. 3.2. State how to respond appropriately.
4. Recognise others' rights to communicate within a group situation.	4.1. Give an example of listening to others in a group situation. 4.2. State why it is important to listen without interrupting in a group situation.
5. Recognise the importance of co-operation when working in group situations.	5.1. Give an example of when co-operation is necessary to achieve a group task.
6. Recognise praise and constructive criticism in a variety of contexts.	6.1. State the appropriate response to praise and constructive criticism from others.
7. Understand relationships within own team.	7.1. Name own team leader. 7.2. State how to respond to own team leader in different structured contexts.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	P
Essay		Practical demonstration	
Report		Group discussion	P
Oral question and answer	P	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Introduction to Home and Personal Safety Awareness	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HB5/E3/LQ/001
Ofqual Unit Reference Number:	T/500/4680

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise methods for safeguarding home, personal possessions and self.	1.1. Identify two ways in which they can safeguard their home. 1.2. Identify two ways in which they can protect their personal belongings. 1.3. Identify two ways to protect themselves.
2. Identify what action needs to be taken when finding a fire.	2.1. Indicate where the alarms are situated. 2.2. State how to activate the alarm. 2.3. Indicate to someone where the fire is located.
3. Respond to a fire drill.	3.1. Take part in a fire drill.
4. Show an understanding of general fire detection devices.	4.1. Identify two fire detection devices.
5. Be able to cope appropriately with an accident.	5.1. Identify the meaning of First Aid. 5.2. Identify what could cause an accident. 5.3. State how to get help.
6. Understand when and how to contact their local GP/Health Centre.	6.1. Indicate one situation where it is appropriate to contact their GP/Health Centre. 6.2. Indicate one situation where it is not appropriate to contact their GP/Health Centre. 6.3. Identify contact details from their local GP and Health Centre from a given list.
7. Summon the emergency services.	7.1. State how to make an emergency call.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to Issues of Substance Misuse	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HH3/E3/LQ/002
Ofqual Unit Reference Number:	A/500/5524

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise legal and illegal substances.	1.1. Name one legal and one illegal substance.
2. Be aware of the impact of the use and misuse of substances.	2.1. Give a reason why people may use legal or illegal substances. 2.2. Give an example of a personal and social effect of the misuse of these substances.
3. Recognise that help/support is available to those who misuse substances.	3.1. Name an organisation that offers help/support to people who misuse substances. 3.2. Say what sort of help this organisation offers.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	P
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Introduction to Lip Reading Skills	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HB1/E3/LQ/017
Ofqual Unit Reference Number:	T/500/4727

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the basic principles of lipreading.	1.1. State the importance of looking at the speaker's mouth. 1.2. State the differences between the main groups of consonants. 1.3. State the differences between the four main vowel groups. 1.4. State the importance of the content of a conversation.
2. Recognise the impact of strategies to improve effective communication.	2.1. Identify some situations that are: 2.1.1. Helpful to lip reading 2.1.2. Unhelpful to lip reading 2.2. Identify strategies to improve effective communication. 2.3. Show how the listener's attention can be gained and maintained when speaking. 2.4. Use non-verbal clues using facial expressions and body language.
3. Know how finger spelling works.	3.1. Follow and use finger spelling signs and simple known words.
4. Be aware of how the ear functions.	4.1. Identify the main components of the auditory system. 4.2. List functions of main components.
5. Recognise non-verbal communication.	5.1. Identify different methods of non-verbal communication. 5.2. Demonstrate the use of non-verbal communication.
6. Know how to differentiate between vowels and consonants and speech shapes.	6.1. Demonstrate speech movements using vowels and consonants. 6.2. Identify sounds and words that look alike.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Introduction to Making and Using Story Sacks for Family Learning	
Level:	Entry Three
Credit Value:	2
GLH:	20
OCNLR Unit Code:	HB1/E3/LQ/018
Ofqual Unit Reference Number:	T/500/4677

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the purpose and content of story sacks.	1.1. Identify the components of a story sack.
2. Know how to produce a story sack and contents.	2.1. State the main characteristics/features of a story sack. 2.2. List a simple game and character for a story sack.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to Peer Support Skills	
Level:	One
Credit Value:	2
GLH:	18
OCNLR Unit Code:	PT1/1/LQ/001
Ofqual Unit Reference Number:	K/602/4788

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the role of the peer supporter.	1.1. Outline the role of a peer supporter. 1.2. Give examples of how peer support can help other people. 1.3. Name three peer support roles within own context. 1.4. Identify two sources of support for the peer supporter.
2. Understand the skills and qualities required to be an effective peer supporter.	2.1. Identify the skills and qualities required to be an effective peer supporter. 2.2. List own relevant skills and areas for development.
3. Understand the importance of listening.	3.1. Identify two essential elements of active listening. 3.2. Identify three barriers to listening.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Introduction to Road Safety	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	ZX4/E3/LQ/001
Ofqual Unit Reference Number:	D/501/5172

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how to cross a road safely.	1.1. Walk along a pavement on an identified route safely. 1.2. Identify safe place to cross, for example unobstructed view, zebra/pelican crossing. 1.3. When crossing a road: <ul style="list-style-type: none"> 1.3.1. stop at kerb 1.3.2. cross when safe to do so 1.3.3. look all around and listen 1.3.4. walk straight across a road 1.3.5. continue to look and listen when crossing.
2. Walk to a specified destination.	2.1. Walk a set route to an identified location on a minimum of three occasions, for example swimming pool, shops, post offices.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to Skills for Employability	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HC4/E3/LQ/005
Ofqual Unit Reference Number:	J/501/5179

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the need for Health and Safety procedures at work.	1.1. List reasons for Health and Safety procedures at work. 1.2. Identify key safety signs that might be encountered. 1.3. Suggest appropriate safe clothing for different types of work. 1.4. Demonstrate ability to ensure own safety in workshop. 1.5. State how to obtain help if needed.
2. Understand how to participate in a work environment.	2.1. Follow simple instructions. 2.2. Perform a single work task. 2.3. Perform short sequence of tasks. 2.4. Give an example of a problem with a task, for example lack of component, faulty parts etc.
3. Demonstrate the skills needed to work as part of a team.	3.1. Use questions and give answers clearly. 3.2. Work with another group member to complete a work task. 3.3. Assist other team members.
4. Recognise the social skills needed for work/employment.	4.1. Show basic understanding of time management skills, for example arriving on time, breaks etc. 4.2. Give examples of reliable and committed behaviour at work. 4.3. State key roles in the workforce. 4.4. Give an example of dealing positively with a difficult situation.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Introduction to Teamwork Skills	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HB1/E3/LQ/019
Ofqual Unit Reference Number:	A/500/4695

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Confirm what needs to be done.	1.1. Confirm own understanding of the task that has been given. 1.2. Confirm how s/he can help achieve the objectives. 1.3. Confirm knowledge of what s/he has to do.
2. Work with others towards achieving given objectives.	2.1. Know what is meant by a group contract and state some conditions that might be included. 2.2. Carry out given tasks, with support if necessary, to meet own responsibilities. 2.3. Follow given guidelines to work safely. 2.4. Ask for help if needed and help others when asked.
3. Identify progress.	3.1. Identify what went well. 3.2. Identify any difficulties.
4. Suggest ways of improving work with others to help achieve given objectives.	4.1. Confirm what s/he might do differently next time. 4.2. Confirm personal action points for ways to improve working with others in a future shared activity.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to the Local Community	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD6/E3/LQ/016
Ofqual Unit Reference Number:	F/500/4682

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise that there are a variety of groups of people within the local community.	1.1. From a given list identify three different groups of people in his/her local community. 1.2. Name a common characteristic of each group.
2. Appreciate the importance of active participation in the local community.	2.1. Name an organisation/club/activity he/she has been involved with in the local community. 2.2. Say why it is important to, and what they enjoyed about, taking an active part in the local community.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay	O	Practical demonstration	
Report		Group discussion	O
Oral question and answer	P	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to the Rights and Responsibilities of Citizenship	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HE4/E3/LQ/002
Ofqual Unit Reference Number:	Y/500/4705

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate understanding of human rights.	1.1. State two basic human rights.
2. Demonstrate understanding of aspects of the law.	2.1. Give a reason why society needs rules. 2.2. Give an example of a school rule and say how it is enforced.
3. Demonstrate understanding of the democratic and electoral process.	3.1. Identify who cannot vote in a general election. 3.2. State two things an elected student council representative could do for his/her peers.
4. Demonstrate understanding of rights and responsibilities.	4.1. Give an example of his/her rights and responsibilities as a: 4.1.1. Consumer 4.1.2. Member of a community 4.2. State one way in which each of the above rights is protected.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to Understanding and Achieving Personal Learning Goals	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HB1/E3/LQ/020
Ofqual Unit Reference Number:	R/500/4685

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate familiarity with learning goals with reference to own skills, interests and other personal goals.	1.1. Identify an important: <ul style="list-style-type: none"> 1.1.1. Achievement 1.1.2. Skill 1.1.3. Interest 1.2. Communicate a possible personal goal. 1.3. Consider a range of options and choose a learning goal which will help achieve a personal goal.
2. Show awareness of opportunities and practical issues involved in pursuing learning goals.	2.1. Communicate an opportunity, which will help to achieve a learning goal. 2.2. Communicate something important about this opportunity by choosing one item from the following list: <ul style="list-style-type: none"> 2.2.1. What will it cost 2.2.2. What else will have to be paid for 2.2.3. How long it will take to complete 2.2.4. How often the attendance will be 2.2.5. What travel will be required 2.2.6. How it will fit with commitments to others. 2.3. Communicate what additional support will be needed for one of the following, for example, finance, study skills, literacy, numeracy, language, childcare, special needs, dealing with personal matters, information technology.

<p>3. Plan a programme to achieve learning goals.</p>	<p>3.1. Communicate something about the content of the learning programme taking into account one of the following factors:</p> <ul style="list-style-type: none"> 3.1.1. Mode of learning 3.1.2. The way in which s/he prefers to learn <p>3.2. Point to one resource or source of help needed to complete the learning programme, for example, individuals or agencies who are specialists, grants, bursaries or other financial help, crèches, nurseries or playgroups.</p> <p>3.3. Record:</p> <ul style="list-style-type: none"> 3.3.1. A learning goal 3.3.2. A learning opportunity leading towards that goal 3.3.3. A date to think again about what s/he is doing.
<p>4. Show understanding of the learning environment.</p>	<p>4.1. Describe one thing that is important about the way or place in which s/he learns with reference to, for example, teaching methods, support systems, location, facilities, assessments and accreditation procedures, rights and responsibilities, structure, staff roles, methods of enrolment, payment, health and safety procedures.</p>
<p>5. Follow the learning programme and review progress as a learner.</p>	<p>5.1. Communicate:</p> <ul style="list-style-type: none"> 5.1.1. If s/he has followed the learning programme 5.1.2. If s/he has had any difficulties <p>5.2. Identify a learning achievement within the programme.</p>
<p>6. Review plan to achieve personal goals.</p>	<p>6.1. Communicate and record a key step that has been taken towards a personal goal.</p> <p>6.2. Communicate and record a key step to be taken towards a next personal goal.</p>

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	P	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Introduction to Understanding Diversity in Society	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HB7/E3/LQ/003
Ofqual Unit Reference Number:	H/500/4691

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the meaning of the term 'diversity'.	1.1. Outline the meaning of the term 'diversity'. 1.2. Identify at least two diverse groups.
2. Demonstrate an awareness of diverse groups and practices.	2.1. Give an example of how groups may differ from one another, for example, religious beliefs. 2.2. List different practices in relation to the above, for example, food, drink.
3. Demonstrate an awareness of similarities between groups.	3.1. Select at least one similarity between a number of groups.
4. Know some of the consequences of prejudice and discrimination.	4.1. Give an example of a lack of tolerance of diverse groups within society.
5. Recognise the contributions of diverse groups to society.	5.1. Name at least one contribution of a group (other than own) or individual from a different group to society, for example, music, food. 5.2. State at least one advantage of living in a diverse society.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to Understanding Sex and Relationships	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HJ1/E3/LQ/007
Ofqual Unit Reference Number:	K/500/4692

This unit has 8 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand a range of relationships and family lifestyles.	1.1. List three types of relationships and family lifestyles.
2. Understand the qualities and attributes which help form individuals' positive consensual relationships.	2.1. List at least one example of a quality and attribute which help people form positive consensual relationships.
3. Understand that individuals have rights and responsibilities within a relationship.	3.1. List at least two examples of an individual's rights and two responsibilities within a given relationship.
4. Be aware of the law in relation to sex and sexuality.	4.1. Give an example of an issue in law regarding sex and sexuality, for example, age of consent, marriage, cohabitation, abuse.
5. Understand how the body works in relation to sexual activity.	5.1. Label main given body parts.
6. Understand the range and purpose of male and female contraception methods.	6.1. Give an example of a contraception method. 6.2. State what a sexually transmitted infection is. 6.3. Put a condom on a dummy.
7. Identify the agencies able to give help, advice and treatment on contraception and sexual health.	7.1. List at least one agency able to give help and advice.
8. Communicate about sex, sexuality and relationships, both individually and in small groups.	8.1. Express a view on sex, sexuality and relationships.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Introduction to Understanding Young People, Law and Order	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HH3/E3/LQ/003
Ofqual Unit Reference Number:	J/500/5526

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand why young people become involved in crime.	1.1. Give one reason why young people become involved in crime.
2. Demonstrate awareness of the consequences of crime on different people.	2.1. Identify a consequence of a given crime for: 2.1.1. the victim 2.1.2. the offender
3. Demonstrate knowledge of the Criminal/Youth Justice System.	3.1. List the stages of the Criminal/Youth Justice System from reporting through to sentencing. 3.2. Name one person involved at each stage.
4. Demonstrate awareness of custodial and alternative forms of sentences.	4.1. State what a custodial sentence is. 4.2. Name one alternative form of sentence.
5. Show awareness of the role of local agencies.	5.1. State one form of support given to the young offender by a local agency.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Living in the Community	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HD6/E3/LQ/017
Ofqual Unit Reference Number:	J/503/3052

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand what a community is.	1.1. Identify the geographical boundaries of own community. 1.2. Identify groups of people who make up own community.
2. Know the location and use of buildings, facilities and services in own local area.	2.1. Identify main public buildings, facilities and services in own local area. 2.2. State use of buildings facilities and services identified in own local area.
3. Know how to access community facilities of interest to self.	3.1. State facilities of personal interest in own community. 3.2. State how to access the facilities identified. 3.3. Identify potential risks to personal safety when accessing these facilities.
4. Understand how an individual can contribute to a community.	4.1. Give examples of ways in which individuals can make a positive contribution to their community. 4.2. State own contribution to the community.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay	O	Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Maintaining a Wheeled Vehicle for Personal Use	
Level:	One
Credit Value:	2
GLH:	18
OCNLR Unit Code:	HD6/1/LQ/005
Ofqual Unit Reference Number:	M/503/3286

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand vehicle care and maintenance.	1.1. List the regular checks that are needed in order to care for and maintain a vehicle. 1.2. Give examples of the possible consequences of failing to carry out regular checks.
2. Be able to carry out vehicle care and maintenance checks.	2.1. Identify two of the regular checks involved in vehicle maintenance. 2.2. Demonstrate how the identified checks are carried out. 2.3. Change a wheel safely using the correct tools.
3. Know how to obtain specialist advice when appropriate.	3.1. List the types of specialist services available. 3.2. List tasks where specialist services would be used.
4. Know the main controls of a vehicle.	4.1. State the main controls of a vehicle and their functions.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Making and Using Story Sacks for Family Learning	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB1/1/LQ/016
Ofqual Unit Reference Number:	L/500/5379

This unit has 8 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Identify the purpose and content of story sacks.	1.1. List the main components of story sacks which could include characters, artefacts, games or tapes.
2. Produce a story sack and contents.	2.1. Identify the main characteristics/features of the story. 2.2. Identify simple games and characters for inclusion in a story sack.
3. Use a story sack effectively.	3.1. Tell/Read a story to a child and show how the characters and props are used.
4. Encourage reading for meaning and comprehension.	4.1. Ask simple questions to promote prediction skills, for example, what do you think will happen next. 4.2. Ask simple questions to check the child's understanding of the story. 4.3. Make a simple link between the illustrations and the written story.
5. Use the prompt card to develop literacy skills.	5.1. Carry out the exercises identified on the prompt card.
6. Demonstrate an understanding of sequencing skills and open questioning.	6.1. Help a child to re-tell a story in the correct sequence using the characters/props in the story sack.
7. Identify language opportunities presented by using games as a component of story sacks.	7.1. Play a game from a story sack with a child, and comment on the opportunities for language development, for example, a child used animal names when playing the game.
8. Evaluate the use of the story sack.	8.1. Comment on how a child responded to using a story sack. 8.2. Reflect on his/her experience of using a story sack.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Making Choices in Pursuit of Personal Goals	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HB1/E3/LQ/021
Ofqual Unit Reference Number:	L/503/3053

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how own personal attributes have affected current situation to date.	1.1. Give an example of a personal achievement that has affected own current situation in one aspect of life (for example work, further study). 1.2. Give an example of a skill that has affected own current situation. 1.3. Identify a personal interest that has affected own current situation.
2. Know about information resources relevant to future opportunities.	2.1. Give examples of future opportunities for self in one aspect of own life (for example work, further study). 2.2. State where further information about future opportunities can be found.
3. Know how to set personal goals.	3.1. State goals for the future. 3.2. Identify the most realistic goal and state why it was chosen.
4. Understand the practical implications of pursuing personal goals.	4.1. State factors which may affect progress in achieving a goal. 4.2. Identify sources of help in achieving goals. 4.3. Identify steps to be taken to achieve a personal goal. 4.4. Give an example of a timetable of action to achieve a personal goal.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	O
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Making Choices in Pursuit of Personal Goals	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB1/1/LQ/017
Ofqual Unit Reference Number:	T/500/4744

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate an understanding of self in current situation.	1.1. Identify an important: <ul style="list-style-type: none"> 1.1.1. achievement and explain how it was achieved 1.1.2. skill and explain how it was learned 1.1.3. interest and explain how it was pursued. 1.2. Describe how the above achievement, skill or interest is relevant to his/her situation.
2. Make use of information resources to identify a range of opportunities.	2.1. Identify and describe more than one source of help or information. 2.2. List types of relevant opportunities by sector or other grouping.
3. Demonstrate familiarity with setting personal goals.	3.1. Describe some possible future goals. 3.2. Select a goal and explain why it most closely connects to his/her achievements, skills and interests and available opportunities.
4. Show awareness of the practical implications of pursuing personal goals.	4.1. List and rank in order of importance any factors, which may affect progress in achieving his/her selected goals. 4.2. Identify sources of help and ways of dealing with the most important of the factors listed above.
5. Make plans to achieve personal goals.	5.1. Identify key steps to be taken to achieve personal goals. 5.2. Compile a detailed checklist of actions to be undertaken towards the achievement of personal goals, including a timetable for action.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	P	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Managing Own Personal Relationships with Others	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB1/1/LQ/018
Ofqual Unit Reference Number:	R/503/3054

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the difference between positional power and personal power.	1.1. Outline the difference between the two types of power. 1.2. Outline the contexts in which the two types of power might be used when leading others.
2. Understand behaviour in power relationships.	2.1. Identify different types of behaviour in power relationships.
3. Understand the benefits and difficulties of giving and receiving support.	3.1. Outline benefits of giving and receiving support. 3.2. Outline difficulties of giving and receiving support.
4. Understand the key behaviours that contribute to good teamwork.	4.1. Identify the characteristics of good team work. 4.2. Identify behaviours that contribute to good teamwork.
5. Be able to use listening skills in a conflict situation.	5.1. Listen without interrupting to a conflict situation. 5.2. Demonstrate examples of effective listening.
6. Understand how conflicts can develop.	6.1. Identify the different stages in the development of a conflict. 6.2. Outline points of escalation. 6.3. Outline points of possible intervention.
7. Understand the concept of impartiality.	7.1. Outline the concept of impartiality. 7.2. Outline why impartiality is important when leading others.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	P
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Managing Your Own Learning	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB1/1/LQ/019
Ofqual Unit Reference Number:	A/500/4745

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate familiarity with learning goals with reference to own skills, interests and other personal goals.	1.1. Identify an important: <ul style="list-style-type: none"> 1.1.1. achievement and indicate how it was achieved 1.1.2. skill and indicate how it was learned 1.1.3. interest and how it was pursued. 1.2. Name a possible personal goal and why it connects to his/her interests, skills and achievements. 1.3. Consider a range of options, choose a learning goal and outline how it will help achieve a personal goal.
2. Show awareness of opportunities and practical issues involved in pursuing learning goals.	2.1. Identify a learning opportunity and say why it will help to achieve a learning goal. 2.2. Give information about this opportunity with reference to more than one of the following factors: cost, duration, attendance, travel, implications for other commitments. 2.3. With reference to this opportunity, identify if additional support will be needed for more than one of the following examples: finance, study skills, literacy, numeracy, language, childcare, special needs, dealing with personal matters, information technology.

3. Plan a programme to achieve learning goals.	<p>3.1. Identify the content of the learning programme taking into account the following factors:</p> <ul style="list-style-type: none"> 3.1.1. mode of learning 3.1.2. the way in which s/he prefers to learn. <p>3.2. Identify any immediate resources or sources of help needed to complete the learning programme.</p> <p>3.3. Identify a personal goal and record:</p> <ul style="list-style-type: none"> 3.3.1. a learning goal 3.3.2. a learning opportunity leading towards that goal 3.3.3. a date to think again about what s/he is doing.
4. Show understanding of the learning environment.	4.1. Identify the key features of the learning environment with reference to, for example, teaching methods, support systems, location, facilities, assessments and accreditation procedures, rights and responsibilities, structure, staff roles, methods of enrolment, payment, health and safety procedures.
5. Follow the learning programme and review progress as a learner.	<p>5.1. Give an account of:</p> <ul style="list-style-type: none"> 5.1.1. the way in which s/he has followed the learning programme 5.1.2. the way in which s/he has dealt with any difficulties in following the programme. <p>5.2. Outline a particular strength as a learner with reference to the programme, and identify a particular learning achievement.</p>
6. Review plan to achieve personal goals.	<p>6.1. Outline and record key steps that have been taken towards a personal goal.</p> <p>6.2. Outline and record key steps that need to be taken towards a next personal goal.</p>

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity

and the expectations for assessment practice and evidence for verification.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Measure	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD4/E3/LQ/015
Ofqual Unit Reference Number:	L/500/9710

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to estimate, measure and compare capacity.	1.1. Read and record capacity in decimal notation using metric measurements. 1.2. Identify that 1000ml = 1 litre. 1.3. Select appropriate units of capacity for everyday items. 1.4. Match familiar items. 1.5. Estimate the capacity of containers. 1.6. Measure the capacity of containers by filling them using containers of known capacity. 1.7. Measure the capacity of containers by reading labelled divisions on a measuring jug. 1.8. Compare estimated and actual capacities of containers.
2. Know how to read and measure temperature.	2.1. Read a thermometer. 2.2. Identify that temperature can be measured in different scales.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Measure: Distance and Length	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD4/E3/LQ/008
Ofqual Unit Reference Number:	R/500/9711

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to read and interpret distance in everyday situations.	1.1. Identify the units for measuring distances. 1.2. Read and record distances on road signs. 1.3. Estimate distance in miles when following and giving directions.
2. Know how to estimate measure and compare length.	2.1. Read and record lengths in decimal notation using metric measurements. 2.2. Recognise that 100cm = 1m. 2.3. Recognise that 10mm = 1cm = 0.01m, 50cm = 0.5m (using zero as a place holder). 2.4. Order lengths in decimal notation (with up to 2 dpl). 2.5. Select appropriate units of length to measure in everyday situations. 2.6. Estimate lengths to a reasonable degree of accuracy in everyday situations. 2.7. Select appropriate instruments to measure items in practical situations. 2.8. Measure items using labelled and unlabelled divisions on measuring instruments and record measurements in decimal notation.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Measure: Time and Temperature	
Level:	One
Credit Value:	2
GLH:	18
OCNLR Unit Code:	HD4/1/LQ/003
Ofqual Unit Reference Number:	D/503/3056

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand times written in different formats.	1.1. Read time from a 24-hour clock. 1.2. Record time in 24-hour notation. 1.3. Match 12-hour and 24-hour times. 1.4. Convert between 12-hour and 24-hour times. 1.5. Choose appropriate devices to measure different lengths of time. 1.6. Extract simple information from timetables.
2. Understand dates written in different formats.	2.1. Identify common date formats. 2.2. Use common date formats. 2.3. Use a calendar to calculate the length of time between given dates.
3. Know the relationship between units of time.	3.1. Identify uses of different units of time for activities and events. 3.2. Estimate in appropriate units the time different activities and events will take.
4. Be able to calculate using time.	4.1. Identify the relationships between units of time. 4.2. Convert between units of time. 4.3. Add hours and minutes. 4.4. Subtract hours and minutes. 4.5. Calculate durations of time. 4.6. Compare durations of time.
5. Be able to read temperatures.	5.1. Read thermometers in degrees Celsius. 5.2. Read thermometer in degrees Fahrenheit. 5.3. Identify freezing point as 0°C and 32°F.
6. Be able to compare temperatures.	6.1. Compare temperatures in degrees Celsius and degrees Fahrenheit.
7. Be able to measure temperature.	7.1. Estimate and measure temperature in everyday situations.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Measure: Weight	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD4/E3/LQ/009
Ofqual Unit Reference Number:	D/503/3378

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to measure weight.	1.1. Read and record weights in decimal notation using metric measurements. 1.2. Read a weighing scale to labelled divisions. 1.3. Read a weighing scale to unlabelled divisions. 1.4. Select metric units of weight for everyday items.
2. Be able to order weights.	2.1. Order weights in decimal notation with up to 2 decimal places.
3. Be able to estimate weight.	3.1. Estimate the weight of everyday items in decimal notation using metric measurements. 3.2. Compare estimated and actual weights in decimal notation using metric measurements.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Money: Adding and Subtracting	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD4/E3/LQ/010
Ofqual Unit Reference Number:	Y/500/9712

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to add and subtract money in decimal notation.	1.1. Add up to three amounts of money in decimal notation showing the working out. 1.2. Add up to three amounts of money in decimal notation using a calculator. 1.3. Subtract amounts of money in decimal notation showing the working out. 1.4. Subtract amounts of money in decimal notation using a calculator.
2. Know how to use money in decimal notation in everyday contexts.	2.1. Read and record prices in decimal notation in two practical situations. 2.2. Compare prices in decimal notation in two practical situations. 2.3. Calculate using money in £s and pence in at least two different practical situations. 2.4. Use appropriate methods to check answers.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Multiplication of Whole Numbers	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD4/E3/LQ/011
Ofqual Unit Reference Number:	D/500/9713

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how to multiply two digit whole numbers by a single digit.	1.1. Recall multiplication facts (i.e. tables) for 2, 3, 4, 5, 10. 1.2. Identify two digit and three digit multiples of 2, 5, 10, 50, 100. 1.3. Multiply two digit whole numbers by a single digit, showing the working out. 1.4. Multiply two digit whole numbers by a single digit using a calculator. 1.5. Use distributive law (concept not terminology) as a strategy for multiplication, for example, $5 \times 34 = (5 \times 30) + (5 \times 4)$. 1.6. Use different strategies for multiplication, for example, $2 \times 26 = (2 \times 25) + (2 \times 1)$. 1.7. Write down own multiplication calculations using symbols.
2. Know how to multiply two digit whole numbers by a single digit in everyday context.	2.1. Identify the appropriate use of multiplication in different practical situations. 2.2. Select and use multiplication appropriately in at least two different practical situations, for example, total number of items in batches. 2.3. Present results in context.
3. Check answers as required.	3.1. Check answers appropriately using a different method.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Personal Body Hygiene Awareness	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HJ1/E3/LQ/008
Ofqual Unit Reference Number:	F/500/4729

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand why bathing or showering is necessary for personal hygiene.	1.1. Outline why bathing or showering is part of a regular personal routine. 1.2. Give examples of situations when bathing or showering is needed more often than once a day.
2. Recognise the advantages of using toilet products.	2.1. Give examples of the advantages of using toilet products. 2.2. List products chosen for their personal use. 2.3. Produce a price list of at least four toilet products used regularly.
3. Recognise the need for regular changes of clothes.	3.1. Show on a chart that they have a routine for changing underwear, nightwear and outer garments. 3.2. State why clothes should be changed and washed or cleaned regularly.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Personal Budgeting and Managing Money	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HE1/E3/LQ/001
Ofqual Unit Reference Number:	H/503/3057

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand what is meant by income and expenditure.	1.1. Give examples of income. 1.2. Give examples of expenditure.
2. Understand ways to deal with living on a limited budget.	2.1. Identify possible difficulties of coping on a limited budget. 2.2. Give an example of how to cope with one difficulty of coping on a limited budget.
3. Know how to undertake financial transactions.	3.1. Give examples of financial transactions and where they might take place. 3.2. In a given situation, indicate how to make a specific financial transaction.
4. Understand key financial information on everyday documents.	4.1. Identify key items on a receipt. 4.2. Identify key items on a payslip.
5. Understand what saving means.	5.1. State what saving means. 5.2. Give examples of different ways of saving.
6. Be able to produce a simple budget plan.	6.1. Outline personal spending and income over a given time period.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Personal Budgeting and Managing Money	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HE1/1/LQ/002
Ofqual Unit Reference Number:	H/503/3172

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand what is meant by income and expenditure.	1.1. State possible sources of personal income. 1.2. State items of personal expenditure. 1.3. Give examples of essential and non-essential expenditure.
2. Understand ways to deal with living on a limited budget.	2.1. Outline possible difficulties of coping on a limited budget. 2.2. Give examples of ways to minimise the difficulties of coping on a limited budget.
3. Know how to undertake financial transactions.	3.1. Give examples of financial transactions and their purpose. 3.2. Outline different methods of paying for goods or a service. 3.3. Outline different methods of paying money into an account.
4. Understand key financial information on everyday documents.	4.1. Outline the purpose of a receipt and identify key items on it. 4.2. Identify key items recorded on a payslip and state what they can be used for. 4.3. Identify key items on a financial statement. 4.4. State how the information in one document might be checked for errors.
5. Understand what saving means.	5.1. Outline the benefits of saving. 5.2. Outline different ways to save money. 5.3. State preferred method of saving in a given situation.

6. Be able to produce a simple budget plan.

6.1. State the purpose of a budget plan for the future.

6.2. Outline personal spending and income over a given period.

6.3. State whether income or expenditure is higher.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	O
Reflective log/diary		Practice file	

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Unit Title: Probability	
Level:	One
Credit Value:	1
GLH:	9
OCNLR Unit Code:	HD4/1/LQ/004
Ofqual Unit Reference Number:	Y/503/3282

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand probability as an expression of an event occurring.	1.1. Identify what is meant by expressions such as 'one in two chance', 'fifty fifty'.
2. Understand that probability can be written as a fraction, decimal or percentage.	2.1. Express the probability of events occurring as decimals and percentages. 2.2. Express the probability of an event as the number of ways the event can happen divided by the total number of outcomes.
3. Be able to calculate probability.	3.1. Use real data to calculate probabilities. 3.2. Use simulated data to calculate probabilities.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Punctuation and Grammar Skills	
Level:	One
Credit Value:	2
GLH:	18
OCNLR Unit Code:	HD3/1/LQ/001
Ofqual Unit Reference Number:	L/503/3392

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use punctuation to aid understanding.	1.1. Use commas correctly to punctuate sentences in different contexts. 1.2. Use punctuation so that meaning is clear.
2. Be able to use grammar to aid understanding.	2.1. Identify complete sentences, including some with clauses. 2.2. Use correct subject/verb agreement. 2.3. Use correct tense to meet the purpose of the text.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	O
Report	O	Group discussion	
Oral question and answer		Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Reading Comprehension	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD3/E3/LQ/005
Ofqual Unit Reference Number:	D/503/3154

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to read a piece of text, gaining meaning from it.	1.1. Outline the content in a simple written narrative on a familiar subject. 1.2. Answer questions on a short text.
2. Know how to obtain information from a written text.	2.1. Scan text or an index to locate straightforward information. 2.2. Skim read title, headings and illustrations to decide if material is of interest. 2.3. Obtain specific information through detailed reading.
3. Be able to use imagery to aid understanding.	3.1. Use images to identify meaning which is not directly stated in the text.
4. Be able to identify the purpose of texts from their format.	4.1. State examples of different forms of writing. 4.2. Sort simple, common texts into categories.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	O
Reflective log/diary		Practice file	O

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Unit Title: Reading Grammar and Punctuation	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD3/E3/LQ/006
Ofqual Unit Reference Number:	H/503/3155

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand instructional texts.	1.1. Give examples of appropriate verbs in a simple, instructional passage. 1.2. Use an instructional text to carry out a common task or activity in a familiar context.
2. Know when to use punctuation and capitalisation.	2.1. Use punctuation so that meaning is clear. 2.2. Use capitalisation to aid understanding.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	O
Reflective log/diary		Practice file	O

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Unit Title: Reading Key Personal Words	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD3/E3/LQ/007
Ofqual Unit Reference Number:	K/503/3156

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to read and understand key specialist words.	1.1. Identify and read own list of key specialist words. 1.2. Select words from own list to match with definitions.
2. Be able to complete a form.	2.1. Identify words and phrases commonly used on forms. 2.2. Complete a straightforward form.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	O
Reflective log/diary		Practice file	

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Unit Title: Recognising Issues of Substance Misuse	
Level:	One
Credit Value:	1
GLH:	9
OCNLR Unit Code:	HH3/1/LQ/003
Ofqual Unit Reference Number:	M/500/5388

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise different forms of misuse of legal and illegal substances.	1.1. State the difference between a legal and an illegal substance. 1.2. List three different types of substances that may be misused and state whether they are legal or illegal substances.
2. Be aware of the impact of the use and misuse of substances.	2.1. State two reasons why people may use substances. 2.2. List two personal and social effects of the misuse of these substances.
3. Know some sources of help/support available relating to misuse of substances.	3.1. Name two organisations that offer help and support to people and/or their families and friends who misuse substances. 3.2. State the type of support they provide and to whom.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Recognising Own Skills for Personal Development	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HB1/E3/LQ/022
Ofqual Unit Reference Number:	J/500/4702

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise his/her own strengths and weaknesses.	1.1. List his/her own personal strengths. 1.2. List his/her weaknesses.
2. Recognise his/her own skills and investigate ways of self-improvement.	2.1. List personal skills learned in life, work and education/training.
3. Acknowledge his/her own skills and investigate ways of self-improvement.	3.1. Describe his/her current life situation. 3.2. Identify key important personal relationships.
4. Develop the ability to make positive decisions.	4.1. Using examples, identify pros and cons for making a choice in a given situation.
5. Set personal objectives and make action plans for self-improvement.	5.1. Identify at least two of his/her own personal short-term goals. 5.2. State how these might be achieved.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Responsible Road Vehicle Ownership and Use	
Level:	One
Credit Value:	2
GLH:	18
OCNLR Unit Code:	HD5/1/LQ/001
Ofqual Unit Reference Number:	M/503/3157

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the social, personal and environmental impact of vehicle use.	1.1. Give examples of the positive impacts vehicles can have on communities. 1.2. Give examples of the negative impact vehicles can have on communities. 1.3. Identify the environmental impact of vehicle use. 1.4. List how vehicle use can impact on the individual.
2. Know the personal responsibilities that vehicle use has on the individual.	2.1. List the personal responsibilities of vehicle ownership.
3. Know the legal requirements for the road use of vehicles.	3.1. List the legal requirements and processes for putting a wheeled vehicle on the road. 3.2. List the legal requirements for maintaining a roadworthy wheeled vehicle. 3.3. Outline the purpose of these legal requirements.
4. Understand the principles of road safety.	4.1. Outline the main aspects of the Highway Code. 4.2. Identify factors that may hinder or assist safe driving/riding. 4.3. List safety procedures to be followed after an accident.
5. Understand considerate driving or riding practice.	5.1. Give examples of considerate driving or riding practice. 5.2. Give examples of the possible consequences of driving or riding inconsiderately.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Sex and Relationships Education	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HJ1/1/LQ/001
Ofqual Unit Reference Number:	Y/504/8557

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand that individual and cultural differences can affect relationships and sexuality.	1.1. Outline at least three examples of different types of relationships and sexuality. 1.2. State how they are different. 1.3. Suggest how cultural and individual differences may impact on relationships.
2. Understand the qualities and attributes that help form positive consensual relationships.	2.1. Give examples of qualities and attributes that help people form positive relationships.
3. Understand that individuals have rights and responsibilities within a relationship.	3.1. Give examples of different rights and responsibilities individuals have within a relationship.
4. Understand elements of the law in relation to sex and sexuality.	4.1. State the legal issues in relation to age of consent, marriage, cohabitation and abuse.
5. Understand how the body works in relation to sex and sexual activity.	5.1. Name and label given body parts. 5.2. Comment on how the body functions during sexual activity.
6. Understand the range and purpose of male and female contraception methods.	6.1. Give at least three examples of contraception and their purpose. 6.2. Identify which methods protect against sexually transmitted infections. 6.3. Put a condom on a dummy.
7. Be aware of the agencies able to give help, advice and treatment on contraception and sexual health.	7.1. Identify a range of agencies able to give health and advice on contraception and sexual health. 7.2. Outline the help they provide.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Skills for Hygiene in the Home and Everyday Life	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HJ1/E3/LQ/005
Ofqual Unit Reference Number:	L/504/8491

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the importance of keeping a clean home.	1.1. State why it is important to keep a clean kitchen. 1.2. Identify a range of cleaning materials used to clean a sink, bath/shower and toilet.
2. Understand how to clean and care for clothing.	2.1. Identify ways of keeping different sorts of clothing in clean and good condition.
3. Be able to maintain personal hygiene.	3.1. Identify occasions when it is important to wash hands. 3.2. Identify toiletry products that could be used as part of a full body washing routine. 3.3. State the recommended interval between dental checkups for self. 3.4. Demonstrate a good dental brushing technique.
4. Know how to maintain a healthy body.	4.1. Identify basic requirements for maintaining a healthy body.
5. Understand the importance of regular sight tests.	5.1. State the importance of having regular sight tests. 5.2. State the recommended interval between eye tests for self.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay	O	Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Skills for Shopping	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HD5/E3/LQ/007
Ofqual Unit Reference Number:	F/501/5178

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to plan a visit to a local shop or store.	1.1. Give examples of local shopping facilities. 1.2. Participate in planning a trip out to local shops, taking into account the needs of individual students within the group.
2. Know how to buy items of their own choice at a local store.	2.1. List shop/shops to visit to buy different items. 2.2. Choose items to buy (at least three). 2.3. Estimate the cost of these items and check they have enough money to purchase them. 2.4. Buy the chosen items (locate the items within the shop, take them to the till, pay for the items, put money away safely etc).
3. Know how to conduct her/his self when on a shopping trip.	3.1. Use appropriate communication skills, for example making requests politely. 3.2. Show an awareness of others, for example forming a queue, helping others. 3.3. State ways of staying safe when out and about, money, security etc.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Skills Used in Reading for Meaning	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HD3/1/LQ/002
Ofqual Unit Reference Number:	T/503/3158

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand written words.	1.1. Use reference material to find the meaning of unfamiliar words.
2. Be able to use imagery to aid understanding.	2.1. Give examples of where meaning can be inferred from images.
3. Be able to identify the purpose of texts from their format.	3.1. Give examples of where organisational and structural features can be used to locate information. 3.2. Identify how language and other textual features are used to achieve different purposes in a variety of texts.
4. Be able to read for meaning.	4.1. Summarise the main events of short texts including: 4.1.1. descriptive texts 4.1.2. explanatory texts 4.1.3. persuasive texts. 4.2. Read and follow written instructions to complete an activity. 4.3. Use different reading strategies to obtain information.
5. Be able to find information for a specific purpose.	5.1. Select key points from a text to answer questions, recognising relevant and irrelevant information. 5.2. Use a range of reference materials to find straightforward information. 5.3. Distinguish fact from opinion.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	O
Report		Group discussion	O
Oral question and answer		Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Speaking and Listening Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HD3/1/LQ/003
Ofqual Unit Reference Number:	J/503/3293

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to communicate with others.	1.1. Use appropriate phrases for interruption. 1.2. Demonstrate active listening techniques. 1.3. Respond verbally to a situation, using clarity, speed and phrasing. 1.4. Use formal language when the situation requires it. 1.5. Respond to questions on familiar topics.
2. Be able to present information effectively to others.	2.1. Provide straightforward information to unknown individuals using a variety of methods. 2.2. Articulate a range of statements to individuals and to a known group to include: <ul style="list-style-type: none"> 2.2.1. straightforward fact 2.2.2. explanation 2.2.3. instructions 2.2.4. accounts 2.2.5. descriptions. 2.3. Give a short talk to a known group on a familiar topic. 2.4. Present information in a logical sequence. 2.5. Present ideas in a logical sequence developing ideas where appropriate.
3. Be able to obtain information from others.	3.1. Identify relevant information from explanations and presentations on a range of straightforward topics. 3.2. Make requests and ask questions to obtain information in familiar and unfamiliar contexts. 3.3. Use strategies to clarify and confirm understanding.

4. Be able to engage in discussion.	4.1. Contribute to discussions on a range of straightforward topics. 4.2. Provide feedback and confirmation when listening to others. 4.3. Make contributions relevant to the situations and subject.
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Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Speaking to Communicate	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD3/E3/LQ/008
Ofqual Unit Reference Number:	T/503/3161

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to communicate with others to obtain information.	1.1. Use formal language and register when appropriate. 1.2. Use questions to obtain information in familiar and unfamiliar contexts. 1.3. Use non-verbal communication in order to listen actively to others.
2. Be able to present information to others.	2.1. Demonstrate the ability to speak clearly to be heard and understood using clarity, speed and phrasing. 2.2. Demonstrate the ability to express statements of fact. 2.3. Demonstrate the ability to give short explanations. 2.4. Demonstrate the ability to give short accounts. 2.5. Demonstrate the ability to give short descriptions. 2.6. Demonstrate the ability to provide information, in familiar and unfamiliar contexts, face to face and by phone.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Spelling and Handwriting Skills	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD3/E3/LQ/009
Ofqual Unit Reference Number:	A/503/3159

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to write a legible letter.	1.1. Compose a legible and neat letter on a familiar subject.
2. Know about different strategies for learning to spell.	2.1. Practise spelling key words relating to work routines, leisure and study.
3. Be able to spell common words and relevant key words.	3.1. Spell correctly key words relating to work routines, leisure and study.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Spelling in Practice	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD3/E3/LQ/010
Ofqual Unit Reference Number:	A/503/3162

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to identify situations where accurate spelling is required.	1.1. List specific examples of situations where accurate spelling is important. 1.2. Give a reason why each situation needs accurate spelling. 1.3. List how accuracy may be achieved.
2. Be able to locate correct spellings.	2.1. Use the first and second place letters to find words. 2.2. Use the first and second place letters to sequence words in alphabetical order. 2.3. Use a personal dictionary or simplified dictionary to find unknown spellings. 2.4. Ask for help to spell words.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	P	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Spelling Rules and Strategies in Practical Use	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HD3/1/LQ/004
Ofqual Unit Reference Number:	F/503/3163

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the language of spelling.	1.1. Give examples of roots, prefixes and suffixes. 1.2. Spell regular verb endings. 1.3. Use two syllable words containing double consonants.
2. Be able to match sounds to written symbols.	2.1. Identify the difference in spelling between nouns and verbs. 2.2. Give examples of digraphs. 2.3. Give examples of the difference between the spelling and meaning of common homophones. 2.4. Identify words with common letter strings but different pronunciations. 2.5. Use common suffixes.
3. Be able to use methods to learn how to spell words.	3.1. Use reference materials to check unknown spelling. 3.2. Pronounce words as they are spelt to aid spelling. 3.3. Demonstrate the application of spelling rules.
4. Understand the importance of developing memory skills in learning spellings.	4.1. Demonstrate the division of words to aid memory. 4.2. Use mnemonics to aid memory.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Spelling Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HD3/1/LQ/005
Ofqual Unit Reference Number:	F/503/3390

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to locate correct spellings.	1.1. Select and use paper based resources to find correct spellings. 1.2. Use a spell-check on a computer to check spellings. 1.3. Demonstrate an awareness of when to ask for help to work out unknown spellings.
2. Understand own spelling strengths and weaknesses.	2.1. Identify own most common spelling errors. 2.2. Locate patterns of errors in own writing. 2.3. Give examples of different strategies that can be used to aid spelling.
3. Be able to maintain a personal spelling programme.	3.1. Plan a spelling programme. 3.2. Practise spellings in private study time. 3.3. Demonstrate the need to review learning regularly. 3.4. Demonstrate progress in own writing.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Study Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HC7/1/LQ/002
Ofqual Unit Reference Number:	L/504/8197

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work with peers to improve own learning.	1.1. Ask questions of peers to obtain information. 1.2. Listen and respond to views of peers. 1.3. Participate in a range of group learning activities.
2. Understand different learning styles.	2.1. Identify a range of learning styles. 2.2. State own preferred learning style. 2.3. Demonstrate listening skills in a range of situations.
3. Be able to take notes.	3.1. Demonstrate listening skills in a range of situations. 3.2. Use note taking techniques to suit own learning needs.
4. Be able to research information.	4.1. Use sources to find information.
5. Be able to create a piece of writing.	5.1. Sequence own ideas in a piece of writing using paragraphs. 5.2. Use grammar and punctuation to create a piece of writing. 5.3. Proof read written work, identifying changes to be made to improve accuracy and meaning. 5.4. Revise writing to improve accuracy.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Supporting a Child with Reading	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HD3/1/LQ/006
Ofqual Unit Reference Number:	A/602/4794

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the different approaches and methods that can be used to teach reading.	1.1. Identify at least three approaches and methods used in the teaching of reading. 1.2. Give at least two methods to which a particular child responds.
2. Understand the problems a child may face when learning to read.	2.1. Identify some of the difficulties and issues facing a new reader.
3. Understand the essential role of the parent/carer in the reading process.	3.1. State how a parent could prepare a child for learning to read. 3.2. Identify behaviour to avoid when listening to a child read.
4. Be able to create reading support materials.	4.1. Design appropriate reading materials for a particular child, for example, story prop, game, book. 4.2. Show how these materials can be used with a given child.
5. Understand that children learn in different ways.	5.1. Identify at least two ways in which a particular child learns.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	P
Reflective log/diary	O	Practice file	

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Unit Title: Supporting a Child with Writing	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HD3/1/LQ/007
Ofqual Unit Reference Number:	L/602/4797

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how children are taught to write.	1.1. Identify some of the activities a child is given at school to develop writing skills.
2. Understand the various stages involved in learning to write.	2.1. Give examples of a child's writing development at various stages. 2.2. Say how this is demonstrated in a particular piece of writing by a child.
3. Understand the problems that can occur when a child is learning to spell.	3.1. Identify at least two difficulties a child may have when learning to spell. 3.2. Give reasons for these difficulties.
4. Be able to design suitable material to help a child in learning to write.	4.1. Design simple materials to help a child with writing. 4.2. List reasons for developing these materials. 4.3. State how a child responded to the materials.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	P
Reflective log/diary	O	Practice file	

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Unit Title: Supporting Your Children in Family Learning	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HD3/1/LQ/008
Ofqual Unit Reference Number:	M/500/4807

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Appreciate the importance of family learning and its contribution to raising the achievement of their child.	1.1. State the importance of family learning and give at least one reason why this helps children learn effectively.
2. Know about ways in which members of different generations can support each other's learning.	2.1. Give one example of a way in which members of different generations can support each other's learning.
3. Know a variety of ways in which family members/carers can help their child with literacy and numeracy skills.	3.1. List four activities in which members/carers can help their child with literacy and numeracy skills.
4. Know the different roles and responsibilities of family members/carers and teachers in supporting children's learning.	4.1. Give one example of how s/he can keep a record of his/her child's progress in either literacy or numeracy.
5. Recognise that being learners themselves can make a difference to children's attitude to lifelong learning.	5.1. List three ways in which seeing family members/carers as learners could help form children's attitudes to lifelong learning.
6. Appreciate the value of working together with other groups to support family learning.	6.1. Give three reasons why working with other groups can help to support their child's learning and their own.
7. Review and record their own learning.	7.1. Review their own learning and record at least two things they have learnt through working with their child.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

[Back to unit list](#)**Unit Title: Supporting Your Children's Literacy and Numeracy Development through Family Learning**

Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HD3/1/LQ/009
Ofqual Unit Reference Number:	J/500/5655

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise that there are opportunities at home and in the community to support literacy and numeracy.	1.1. Identify three ways in which a child can learn about literacy and numeracy skills at home and in the community.
2. Understand the importance of planning practical activities to support literacy and numeracy skills.	2.1. State two things they have done in planning a learning activity for their child to support literacy or numeracy.
3. Recognise the importance of building on past experience when starting new learning.	3.1. Show one example of how new learning for their child has depended on previous learning experience.
4. Understand the importance of recording progress to support particular curriculum areas.	4.1. Give one example of a record kept of their child's learning and show how progress has been made.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Take Part in an Activity	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HB1/E3/LQ/023
Ofqual Unit Reference Number:	Y/503/3279

This unit has 1 learning outcome

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to participate in an activity.	1.1. State an activity s/he would like to do. 1.2. Demonstrate participation in an activity. 1.3. Give an example of what worked well. 1.4. State one thing s/he gained or learned from taking part in the activity.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Take Part in an Activity	
Level:	One
Credit Value:	1
GLH:	9
OCNLR Unit Code:	HB1/1/LQ/020
Ofqual Unit Reference Number:	A/503/3386

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to plan an activity.	1.1. Identify an activity s/he would like to do. 1.2. Outline a plan for the activity. 1.3. Demonstrate his/her participation in planning the activity.
2. Be able to participate in an activity.	2.1. Demonstrate his/her participation in the activity.
3. Understand how to review an activity.	3.1. Outline what worked well and what could be improved in the activity. 3.2. Give an example of what s/he has gained from the activity.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Time	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD4/E3/LQ/012
Ofqual Unit Reference Number:	K/500/9715

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to read and record time in five minute intervals using am and pm.	1.1. Tell the time in five minute intervals on analogue clocks. 1.2. Tell the time in five minute intervals on 12 hour digital clocks. 1.3. Tell the time in five minute intervals using am and pm. 1.4. Record the time in five minute intervals using am and pm.
2. Understand how to record common date formats.	2.1. Recognise day, month and year in common date formats. 2.2. Read the date on the calendar. 2.3. Record the date in common formats.
3. Know how to use time in practical situations.	3.1. Use time and date in two different everyday situations.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Time Management	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	AF2/1/LQ/001
Ofqual Unit Reference Number:	R/503/2664

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how he/she spends his/her time.	1.1. Record the number of hours he/she spends over a three-day period on the following activities: <ul style="list-style-type: none"> 1.1.1. sleeping 1.1.2. eating 1.1.3. working 1.1.4. studying 1.1.5. socialising. 1.2. Give two examples of activities for each of the following uses of time: <ul style="list-style-type: none"> 1.2.1. productive time 1.2.2. maintenance time 1.2.3. leisure time.
2. Understand time management skills.	2.1. Outline what is meant by time management. 2.2. Identify how he/she uses time management skills for his/her use of time for two priorities in his/her daily life.
3. Know how to use time management as a way of reducing stress.	3.1. Give two examples of physical symptoms of stress. 3.2. Give two examples of emotional reactions to stress. 3.3. Give two examples of ways people suffering from stress might behave. 3.4. Identify how time management can help reduce stress. 3.5. Outline a plan of his/her time that will avoid hectic and potentially stressful schedules, or the sense of time dragging.

Assessment

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O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Transforming Own Behaviour in Conflict	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB1/1/LQ/021
Ofqual Unit Reference Number:	J/503/3164

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the kinds of behaviours that can hinder a trusting and supportive atmosphere.	1.1. Identify kinds of behaviour that would hinder him/her being able to trust and be supported.
2. Understand the concept of being labelled and how it may impact behaviour.	2.1. Identify examples of labelling. 2.2. Give an example of how a label might impact on behaviour.
3. Understand the concept of habitual behaviours.	3.1. Identify a habitual behaviour and the words and actions associated with those behaviours.
4. Understand the costs and gains of habitual behaviours.	4.1. Identify the costs and gains for one of his/her habitual behaviours.
5. Understand how past events may influence the development of habitual behaviours.	5.1. Identify past events which may lead to the development of a behaviour. 5.2. Identify thoughts and feelings that may be associated with that past event.
6. Understand the concept of core beliefs about oneself and their impact on behaviour.	6.1. Outline the concept of a core belief. 6.2. Outline the relationship between a core belief and a behaviour.
7. Understand the concept of choice over habitual behaviours.	7.1. Identify a situation where he/she is likely to use their habitual behaviour. 7.2. Outline a strategy for making a more positive choice.

Assessment

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding and Using 2D Shapes	
Level:	One
Credit Value:	1
GLH:	9
OCNLR Unit Code:	HD4/1/LQ/005
Ofqual Unit Reference Number:	H/503/3169

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the properties of 2D shapes.	1.1. Use vocabulary related to shape. 1.2. Identify a right angle. 1.3. Identify two right angles. 1.4. Identify four right angles. 1.5. Identify the properties of the sides and angles of 2D shapes. 1.6. Identify a line of symmetry.
2. Be able to use the properties of 2D shapes to solve problems.	2.1. Identify which regular shapes tessellate. 2.2. Plan a tiling pattern. 2.3. Produce 2D shapes in different orientations using grids.
3. Be able to read and record angles in degrees.	3.1. Read and record angles using the symbol for degrees.
4. Be able to measure and record angles in degrees.	4.1. Measure and record a variety of angles using a protractor.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding and Using Decimals	
Level:	One
Credit Value:	2
GLH:	18
OCNLR Unit Code:	HD4/1/LQ/006
Ofqual Unit Reference Number:	R/503/3278

This unit has 11 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to read numbers with up to three decimal places.	1.1. Read numbers with up to three decimal places.
2. Be able to write numbers with up to three decimal places.	2.1. Write numbers with up to three decimal places.
3. Be able to order numbers with up to three decimal places.	3.1. Arrange numbers with up to three decimal places.
4. Understand that the position of a digit signifies its value.	4.1. Identify place value in numbers with up to three decimal places. 4.2. Identify that the decimal point separates whole numbers from decimal fractions.
5. Be able to approximate decimals by rounding to a whole number or 2 decimal places.	5.1. Round numbers with up to three decimal places to the nearest whole numbers. 5.2. Round numbers with up to three decimal places to one decimal place. 5.3. Round numbers with up to three decimal places to two decimal places.
6. Be able to add decimals up to 2 decimal places.	6.1. Add decimals up to 2 decimal places.
7. Be able to subtract decimals up to 2 decimal places.	7.1. Subtract decimals up to 2 decimal places.
8. Be able to multiply decimals up to 2 decimal places.	8.1. Multiply decimal numbers by 10 and 100. 8.2. Multiply decimals up to 2 decimal places by whole numbers.
9. Be able to divide decimals up to 2 decimal places.	9.1. Divide decimal numbers by 10 and 100. 9.2. Divide decimals up to 2 decimal places by whole numbers.
10. Know how to use strategies to check answers.	10.1. Use different strategies to check answers.
11. Be able to use a calculator to calculate decimals.	11.1. Use a calculator to solve everyday problems using decimals.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding and Using Fractions	
Level:	One
Credit Value:	2
GLH:	18
OCNLR Unit Code:	HD4/1/LQ/007
Ofqual Unit Reference Number:	Y/503/3170

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to read common fractions and mixed numbers.	1.1. Read common mixed number names. 1.2. Read common mixed numbers in digit form. 1.3. Read common non unit fractions.
2. Be able to write common fractions and mixed numbers.	2.1. Write common mixed number names. 2.2. Write common mixed numbers in digit form. 2.3. Write common non unit fractions.
3. Be able to order common fractions and mixed numbers.	3.1. Arrange in order of size a set of common unit, non-unit fractions and mixed numbers.
4. Know common equivalent fractions.	4.1. Identify and write common equivalent fractions.
5. Be able to find fractions of whole number quantities and measurements.	5.1. Find a unit fraction by division. 5.2. Find a non unit fraction as a multiple of a unit fraction. 5.3. Find a non unit fraction by a combination of unit fractions. 5.4. Use fractions in everyday situations.
6. Be able to use a calculator to solve problems involving fractions.	6.1. Use a calculator to solve everyday problems involving fractions.
7. Understand ratio and direct proportion.	7.1. Calculate quantities involved in mixtures using simple ratio. 7.2. Use direct proportion to scale quantities up or down.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding and Using Percentages	
Level:	One
Credit Value:	2
GLH:	18
OCNLR Unit Code:	HD4/1/LQ/008
Ofqual Unit Reference Number:	D/503/3252

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand whole number percentages.	1.1. Read the percentage symbol. 1.2. Write the percentage symbol. 1.3. Identify 100% as the whole. 1.4. Identify 1% as one part in 100.
2. Be able to calculate percentage parts of whole number quantities.	2.1. Find 1% of a quantity. 2.2. Find 10% of a quantity, dividing by 10. 2.3. Find 5%, 20% of a quantity by different methods. 2.4. Find 50%, 25%, 75% of a quantity using combinations of division, multiplication, addition and subtraction. 2.5. Find any whole number % of a quantity.
3. Understand how to calculate percentage increase.	3.1. Find percentage increase. 3.2. Apply percentage increase to everyday examples.
4. Understand how to calculate percentage decrease.	4.1. Find percentage decrease. 4.2. Apply percentage decrease to everyday examples.
5. Be able to use a calculator to calculate percentages.	5.1. Calculate percentages using the % key on the calculator. 5.2. Use a calculator to solve everyday problems involving percentages.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Changing Roles and Relationships in Adolescence	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HJ2/1/LQ/005
Ofqual Unit Reference Number:	F/500/4777

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand that parents' roles and their relationship with a child changes as it gets older.	1.1. State how his/her role has changed as the child or teenager has developed and say how s/he feels about it.
2. Acknowledge the changes that a young person goes through during adolescence as well as a parent's own process of change.	2.1. List three developmental changes and say how these have affected a young person's behaviour.
3. Understand the pressure that all families with adolescents sometimes experience.	3.1. Outline some internal and external pressures experienced by teenagers.
4. Understand issues that can cause conflict.	4.1. Compare a conflict of needs with a conflict of values. 4.2. List some personal values and give an example of: 4.2.1. a value that is non-negotiable 4.2.2. a value that is negotiable.
5. Understand issues of power and authority.	5.1. State how family dynamics have changed with a teenager in the household. 5.2. List three of the benefits and three of the pitfalls of sharing power with a teenager. 5.3. State the importance of trust.

Assessment

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Case Study	O	Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Diversity within Society	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HE4/1/LQ/001
Ofqual Unit Reference Number:	M/504/8483

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand what is meant by 'Diversity in Society'.	1.1. Outline what is meant by the term 'diversity'.
2. Know about diverse social groups and their practices.	2.1. Identify at least three diverse social groups. 2.2. Outline different practices in relation to their food, drink, clothes, festivals and relationships. 2.3. Outline the underlying values/beliefs/history of at least one of the groups identified.
3. Be able to identify similarities between diverse groups.	3.1. Identify similarities across a range of different groups.
4. Understand the importance of respecting diversity in a tolerant society.	4.1. Outline, based on two examples, a lack of tolerance towards diverse groups within society. 4.2. State why it is important to respect diversity in terms of tolerance.
5. Be able to recognise the contributions of diverse groups to society.	5.1. Identify the contributions different groups/individuals have made to society. 5.2. Outline the advantages of living in a diverse society.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Eating Disorders	
Level:	One
Credit Value:	1
GLH:	9
OCNLR Unit Code:	HH5/1/LQ/001
Ofqual Unit Reference Number:	Y/500/4784

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise certain eating disorders.	1.1. Identify three eating disorders and list their signs, symptoms and effects.
2. Understand the link between food and feelings.	2.1. Suggest one thing that may encourage an individual to feel positive about themselves. 2.2. Suggest one thing that may lead to an individual feeling negative about themselves. 2.3. List two reasons why we may eat when we are not hungry.

Assessment

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Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	P
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Understanding Equal Opportunities	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HE4/1/LQ/004
Ofqual Unit Reference Number:	M/500/4788

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand discrimination with regard to race, gender, ability and sexuality.	1.1. List examples of oppressive situations using the media. 1.2. List examples of discrimination which have negative effects on their own community. Look at ways of combating this.
2. Understand equal opportunities.	2.1. Collect examples of anti-oppressive practice.
3. Understanding ways of challenging discrimination.	3.1. Give examples of unacceptable language. 3.2. Look at own language and discuss ways to ensure it is non-oppressive. 3.3. Give examples of unacceptable behaviour. 3.4. Look at own behaviour and discuss ways to ensure it is non-oppressive.
4. Identify support agencies in his/her area.	4.1. Name two support agencies in their area and identify why they are important to young people.
5. Identify ways of combating discrimination in practice.	5.1. Give a brief description of the needs of young people who may potentially be excluded when organising an event.
6. Identify ways to use resources to challenge inequality.	6.1. Gather information to challenge oppressive comments, attitudes and behaviour.

Assessment

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Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	P	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Understanding Family Relationships	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HJ2/E3/LQ/002
Ofqual Unit Reference Number:	F/500/4679

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise the different forms families take.	1.1. Identify the different types of family unit.
2. Recognise the different roles within the family.	2.1. Identify the different members within family group units. 2.2. State a role of each family member identified.
3. Understand some of the problems in family life.	3.1. Identify the most common problems occurring in a family unit. 3.2. List some of the possible causes of the problems identified.
4. Understand his/her own personal responsibilities within the family to other family members.	4.1. Identify his/her own responsibilities within the family to other family members.
5. Recognise the needs of different family members.	5.1. Outline the needs of different family members.
6. Recognise his/her own needs for own future development as a member of the family unit.	6.1. Identify his/her own needs for future development. 6.2. Suggest ways in which these needs could be met.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding How and Why to Support Children in Family Learning	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HB1/E3/LQ/024
Ofqual Unit Reference Number:	F/500/5511

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Appreciate the importance of family learning and its contribution to raising the achievement of their child.	1.1. Give one example of how working at home with a family member/carer can help raise a child's achievement.
2. Know a way in which they can help their child with literacy and numeracy skills.	2.1. Give one example of how s/he can help their child with literacy skills. 2.2. Give one example how s/he can help with numeracy skills.
3. Know that there are different roles and responsibilities of family members/carers and teachers in supporting children's learning.	3.1. State key roles of the teacher in helping a child to learn and the family member's/carer's key roles in that process.
4. Know how to record some of their child's learning.	4.1. Identify one way in which family members/carers can record children's learning. 4.2. Identify one way in which teachers can record children's learning.
5. Recognise that being learners themselves can make a difference to children's attitudes to lifelong learning.	5.1. State how his/her own learning can encourage his/her child to learn.
6. Appreciate the value of working with other groups to support family learning.	6.1. Given an example of a positive experience of being part of a group to support family learning.
7. Review and record their own learning.	7.1. Record one example of something s/he has learnt through working with his/her child.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Understanding Length, Weight and Capacity	
Level:	One
Credit Value:	1
GLH:	9
OCNLR Unit Code:	HD4/1/LQ/009
Ofqual Unit Reference Number:	L/503/3277

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand metric units of measurement.	1.1. Identify metric units of length, weight and capacity including their abbreviations. 1.2. Convert measurements of length, weight and capacity from one metric unit to another. 1.3. Add units of measure within the same system in practical situations. 1.4. Subtract units of measure within the same system in practical situations.
2. Be able to use units for measurement.	2.1. Choose units of measurement for different measuring tasks.
3. Be able to use instruments for measurement.	3.1. Choose measuring instruments for different measuring tasks.
4. Be able to read scales.	4.1. Read scales to the nearest labelled or unlabelled division.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Numbers	
Level:	One
Credit Value:	2
GLH:	18
OCNLR Unit Code:	HD4/1/LQ/010
Ofqual Unit Reference Number:	R/503/3166

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to read whole numbers.	1.1. Read whole numbers with up to seven digits in digit form. 1.2. Read names of whole numbers with up to seven digits.
2. Be able to write whole numbers.	2.1. Write whole numbers with up to seven digits in digit form. 2.2. Write names of whole numbers with up to seven digits.
3. Be able to order whole numbers.	3.1. Identify place value in whole numbers with up to seven digits. 3.2. Order whole numbers with up to seven digits in order of size.
4. Understand the symbols for greater than and less than.	4.1. Identify the symbols for greater than and less than. 4.2. Record the symbols for greater than and less than.
5. Be able to round whole numbers.	5.1. Round whole numbers with up to seven digits.
6. Be able to recognise negative numbers in practical contexts.	6.1. Identify the temperature at which water freezes. 6.2. Identify negative temperatures.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Own Response to Body Image	
Level:	One
Credit Value:	2
GLH:	18
OCNLR Unit Code:	HB6/1/LQ/001
Ofqual Unit Reference Number:	Y/500/5448

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how images of young women and men are portrayed through daily media.	1.1. Collect images of women and men identified through the media. 1.2. Identify one image of group of people that is emphasised in the media. 1.3. Identify two images of groups of people who are underrepresented in the media.
2. Understand how influences of media influence 'self'.	2.1. Identify feelings around own body image. 2.2. State how the media can influence own body image.
3. Understand how images of men or women have been portrayed through history.	3.1. Identify four images of men or women and state how they have been portrayed throughout history.
4. Understand how images of men or women are portrayed through different cultures.	4.1. Identify two images of men or women from different cultures and state how they are different from own culture.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Peer Mediation	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB1/1/LQ/022
Ofqual Unit Reference Number:	D/503/3168

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the purpose of peer mediation.	1.1. State the main aims of peer mediation. 1.2. List benefits of peer mediation.
2. Understand the use of peer mediation strategies.	2.1. Give examples of conflicts that would be appropriate for peer mediation. 2.2. Give examples of conflicts that would not be appropriate for peer mediation.
3. Understand why neutrality, confidentiality and voluntary participation are essential within peer mediation practice.	3.1. State why the mediator must remain neutral during peer mediation. 3.2. Outline why confidentiality is important to peer mediation. 3.3. Outline why voluntary participation is important to peer mediation.
4. Understand some of the key principles of peer mediation.	4.1. Outline the importance of three key principles that underpin peer mediation.
5. Understand the role of a peer mediator.	5.1. Outline the role of a peer mediator. 5.2. State the difference between the role of a mediator and an advisor.
6. Know the different types of communication skills that are used by a peer mediator.	6.1. List key communication skills needed to become a peer mediator. 6.2. State why these skills are important during peer mediation.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Perimeter and Area	
Level:	One
Credit Value:	1
GLH:	9
OCNLR Unit Code:	HD4/1/LQ/011
Ofqual Unit Reference Number:	J/503/3276

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the perimeters of shapes.	1.1. Identify perimeter as being measured in units of length. 1.2. Produce different squares and rectangles with the same perimeter.
2. Be able to find the perimeters of shapes.	2.1. Find the perimeters of shapes in different ways. 2.2. Find a formula in words for calculating the perimeter of rectangular shapes. 2.3. Check the formula. 2.4. Find the perimeters of rectangular shapes using a formula.
3. Be able to read and record measurement of an area.	3.1. Read and write the units of measure for the area, in words and in other ways. 3.2. Identify measurements used to calculate the area.
4. Be able to find the areas of rectangles.	4.1. Identify that area is measured in square units. 4.2. Find the area of drawings on squared paper by counting squares. 4.3. Find the areas of rectangular shapes identifying and using the formula.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Personal and Interpersonal Conflict	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB1/1/LQ/023
Ofqual Unit Reference Number:	H/503/3253

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the different conflicts that may occur frequently.	1.1. List a range of different conflicts that happen frequently. 1.2. State the difference between personal and interpersonal conflict.
2. Understand the possible negative and positive outcomes of conflict.	2.1. State possible negative outcomes of conflict. 2.2. State possible positive outcomes of conflict.
3. Understand the causes of conflict.	3.1. List possible causes of interpersonal conflict. 3.2. List possible triggers that may cause conflict in a given situation.
4. Understand the emotions and physical responses experienced during a conflict.	4.1. Identify emotional reactions that may be experienced during a conflict. 4.2. Identify physical changes that may be experienced during a conflict.
5. Recognise the types of behaviours that are likely to increase and decrease the level of a conflict.	5.1. Identify behaviours that may build tension during a conflict. 5.2. State why these behaviours may result in increasing conflict. 5.3. Identify the sorts of behaviours that are likely to decrease the levels of a conflict. 5.4. State why these behaviours may result in reducing conflict.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer		Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Personal Awareness	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB1/1/LQ/024
Ofqual Unit Reference Number:	K/503/3254

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand personal awareness.	1.1. Define personal awareness. 1.2. Outline how having personal awareness helps to improve life.
2. Understand key aspects of own personality.	2.1. Define what is meant by personality. 2.2. Outline strengths of own personality. 2.3. Identify aspects of own personality to develop.
3. Know how to recognise own skills, knowledge and achievements.	3.1. Give examples of own skills. 3.2. Give examples of own knowledge. 3.3. Identify skills to develop. 3.4. Identify areas of knowledge to develop. 3.5. Identify personal achievements.
4. Be able to recognise own feelings.	4.1. Identify a range of own feelings. 4.2. Give an example of how own feelings are expressed. 4.3. Give an example of behaviour which results from own feelings.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Understanding Personal Relationships	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB1/1/LQ/025
Ofqual Unit Reference Number:	T/500/4789

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Represent own needs and wishes in a range of different contexts.	1.1. Communicate own ideas and preferences in a range of different circumstances. 1.2. Contribute to decision-making discussions by expressing own opinions. 1.3. In a range of different situations, ensure own wishes are made known and understood by others.
2. Show an awareness of personal health issues.	2.1. Outline the most important foods to be eaten regularly and describe how they help to maintain a healthy diet. 2.2. Identify the effects to personal health of one of the following: alcohol, drugs, tobacco and substance abuse. 2.3. State the benefit of exercise in promoting a healthy life style.
3. Interact with others in an appropriate manner.	3.1. Communicate with others in one-to-one and group situations using appropriate eye contact, voice levels and/or body language. 3.2. Contribute to discussions respecting the views of others and appropriately indicating own wish to speak. 3.3. Introduce self and ask appropriate questions of others.
4. Understand personal relationships.	4.1. Outline the main differences between three different types of relationship. 4.2. Identify the main responsibility of people who live/work together.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	
Report		Group discussion	P
Oral question and answer	P	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Prejudice and Discrimination	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HE4/1/LQ/005
Ofqual Unit Reference Number:	M/500/4791

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the meaning of the terms 'prejudice' and 'discrimination'.	1.1. Identify the difference between 'prejudice' and 'discrimination'.
2. Demonstrate an awareness of stereotypical attitudes.	2.1. Give an example of at least two stereotypes, e.g. age, gender, people with mental health problems etc. 2.2. Name one factor (positive or negative) associated with each of the above.
3. Demonstrate an understanding of the origins of attitudes.	3.1. List ways in which attitudes are formed, e.g. family, peers, media etc.
4. Know some of the consequences of prejudice and discrimination.	4.1. Give an example of how discrimination may be positive or negative. 4.2. Give an example of how discrimination may lead to disadvantage.
5. Realise the importance of Equal Opportunities Policies.	5.1. Indicate why Equal Opportunities Policies are important. 5.2. Identify an Equal Opportunities Policy.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Rights and Responsibilities of Citizenship	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HE4/1/LQ/006
Ofqual Unit Reference Number:	A/500/4793

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate an understanding of human rights.	1.1. Identify with examples, two basic human rights.
2. Demonstrate an understanding of the law in a specific situation and in society.	2.1. State three reasons why society needs rules. 2.2. For a given, specific situation state: 2.2.1. why we need laws 2.2.2. how laws are made 2.2.3. how laws are enforced.
3. Demonstrate understanding of the democratic and electoral process.	3.1. Outline the ways in which one of the following elections is carried out: 3.1.1. school council elections 3.1.2. local elections 3.1.3. national elections. 3.2. Outline three of the main roles of one of the following: 3.2.1. a school council representative 3.2.2. a local councillor 3.2.3. an MP.
4. Demonstrate understanding of rights and responsibilities.	4.1. Identify two of his/her rights and responsibilities as a: 4.1.1. consumer 4.1.2. member of a community. 4.2. Identify the main functions of: 4.2.1. the Citizens Advice Bureau 4.2.2. Neighbourhood Watch.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Self and Others	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HB1/E3/LQ/025
Ofqual Unit Reference Number:	M/503/3255

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand own needs and wishes in a range of different contexts.	1.1. State own preferences in a range of contexts. 1.2. State own opinions when asked. 1.3. Give examples of situations where it is appropriate to 'say no', 'make mistakes' and 'ask for explanations'.
2. Understand personal health issues.	2.1. Identify suitable foods for a healthy diet. 2.2. List things which are considered bad for health. 2.3. Identify ways in which exercise can improve personal health.
3. Be able to interact with others.	3.1. Use appropriate eye contact, and/or body language and/or voice levels when talking to others. 3.2. Demonstrate how to take turns and listen to the views of others in conversations. 3.3. Demonstrate how to introduce self to others.
4. Understand personal relationships.	4.1. Outline types of relationships people may have. 4.2. Identify the main responsibility of self and others in one type of relationship.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay	O	Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Self in Conflict	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB1/1/LQ/026
Ofqual Unit Reference Number:	T/503/3256

This unit has 8 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand own reactions to conflict.	1.1. Give an example of own initial response to conflict.
2. Understand how others can influence behaviour towards or away from conflict.	2.1. Identify situations where others can influence behaviour towards or away from conflict.
3. Understand the concept of triggers for conflict.	3.1. Outline the concept of triggers for conflict.
4. Understand the process of getting hooked into a conflict.	4.1. Identify examples of thoughts that get him/her hooked into conflict.
5. Understand the process of getting unhooked from a conflict.	5.1. Identify examples of thoughts that could support him/her in getting unhooked from a conflict.
6. Understand significant life events may influence personal leadership.	6.1. Give examples of significant life events that may have had a major influence on own behaviour.
7. Understand the concept of getting locked into a 'vicious cycle' of behaviour.	7.1. Outline the feelings and thoughts associated with a key event in the past and what they mean. 7.2. Outline actions taken as a result of that key event. 7.3. Outline the costs and gains of those actions.
8. Understand the concept of choice in terms of choosing alternative actions which will take someone out of the vicious cycle.	8.1. Outline other possible choices of action which will get someone out of the vicious cycle. 8.2. Outline the possible outcomes of those other choices of action. 8.3. Outline the thinking that might allow other possible choices of actions.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Stress and Stress Management Techniques	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB3/1/LQ/001
Ofqual Unit Reference Number:	M/500/5486

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise the symptoms of stress.	1.1. State what is meant by stress. 1.2. List the symptoms of stress. 1.3. Record the effect of stress on the body. 1.4. Comment on different types of stress.
2. Show knowledge of the possible causes of stress.	2.1. Using examples, outline the possible causes of stress. 2.2. Give examples of own stressors.
3. Understand the benefits of using relaxation as a strategy.	3.1. Identify different strategies for relaxing during times of stress. 3.2. State how these strategies help to reduce stress.
4. Show an understanding of coping strategies.	4.1. Identify a range of strategies for reducing and managing stress. 4.2. Show how to use at least one of these strategies and outline the benefits.
5. Practice a number of relaxation techniques.	5.1. Identify areas of possible tension in the body when stressed. 5.2. Demonstrate different techniques for relieving tension and stress. 5.3. Comment on their effectiveness.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Understanding the Importance of a Balanced Diet and Regular Exercise	
Level:	One
Credit Value:	1
GLH:	9
OCNLR Unit Code:	HB1/1/LQ/027
Ofqual Unit Reference Number:	Y/503/3167

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the importance of a balanced diet to a healthy lifestyle.	1.1. Identify the food groups which are essential for a balanced diet. 1.2. State how much of an average person's daily intake of food should come from each food group. 1.3. Indicate how a balanced diet contributes to a healthy lifestyle.
2. Understand the importance of regular exercise to a healthy lifestyle.	2.1. Identify different types of exercise. 2.2. State how much exercise it is recommended an average person should take in a week. 2.3. Indicate how regular exercise contributes to a healthy lifestyle.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding the Peer Mediation Process	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB1/1/LQ/028
Ofqual Unit Reference Number:	A/503/3257

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the key stages of the mediation process.	1.1. Identify the key stages of the mediation process. 1.2. Outline why each stage is important to the process.
2. Understand the functions of a pre-meeting.	2.1. Identify two main activities of a pre-meeting. 2.2. State the possible outcome/s of a pre-meeting.
3. Know the ground rules for working collaboratively in peer mediation situations.	3.1. Identify the importance of using ground rules in peer mediation. 3.2. Identify possible needs of the mediation participants.
4. Understand the key steps of a joint mediation meeting.	4.1. Outline the six steps of a joint mediation meeting.
5. Be aware of the possible outcomes of a joint meeting.	5.1. List possible outcomes of a joint meeting. 5.2. List points that may be included in a verbal agreement. 5.3. List points that may be included in a written agreement.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding the Use of Computers for Family Learning	
Level:	Entry Three
Credit Value:	2
GLH:	20
OCNLR Unit Code:	HB1/E3/LQ/026
Ofqual Unit Reference Number:	A/500/4678

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how computers can be used to support family learning.	1.1. Give an example of how computers can be used to support family learning.
2. Know about different kinds of software, which can be used to support family learning.	2.1. Give an example of how one of the following can be used to support family learning: 2.1.1. word-processing 2.1.2. databases 2.1.3. spreadsheets 2.1.4. graphics 2.1.5. CD ROM.
3. Know about other equipment that can be used with computers.	3.1. Give one example of how other equipment can be used with computers to support family learning, for example, printer, scanner, digital camera.
4. Know that the Internet can be used as a resource to support family learning.	4.1. Give one example in which the Internet can be used to support family learning.
5. Know how e-mail can be used for communication to support family learning.	5.1. Give one example of how e-mail can be used for communication to support family learning.
6. Record learning.	6.1. State something they have learnt through working with computers in family learning.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Understanding Volume	
Level:	One
Credit Value:	1
GLH:	9
OCNLR Unit Code:	HD4/1/LQ/012
Ofqual Unit Reference Number:	F/503/3258

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how volume is measured.	1.1. Identify that volume is a measure of space. 1.2. Identify volume as measured in cubic units. 1.3. Read and record units of measure of volume.
2. Know how to find the volume of cuboid shapes.	2.1. Use practical methods to find the volume of a cuboid container. 2.2. Identify the dimensions of a cuboid to calculate volume. 2.3. Use the formula to calculate the volume of a cuboid.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Young People, Law and Order	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HH4/1/LQ/001
Ofqual Unit Reference Number:	R/500/5481

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand why young people become involved in crime.	1.1. Outline two reasons why young people become involved in crime.
2. Appreciate the consequences of crime on different people.	2.1. Identify the consequences of a given crime for: <ul style="list-style-type: none"> 2.1.1. the victim 2.1.2. the offender 2.1.3. others.
3. Demonstrate knowledge of the Criminal/Youth Justice System.	3.1. Identify and outline each stage of the Criminal/Youth Justice System from reporting through to sentencing. 3.2. List the people involved at each stage.
4. Appreciate custodial and alternative forms of sentences.	4.1. State two arguments for and two arguments against custodial sentences. 4.2. List two alternative forms of sentence.
5. Appreciate the role of a local agency.	5.1. Outline the support offered to young offenders or their victims by one local agency, for example, Youth Offending Team, Probation Service, and Victim Support.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay	O	Practical demonstration	
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding your Pregnancy and Preparation for your Baby	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HJ2/1/LQ/006
Ofqual Unit Reference Number:	R/500/4797

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the stages of pregnancy.	1.1. State the stages of pregnancy, from embryo to full foetus. 1.2. Outline the changes in each stage.
2. Understand the purpose of antenatal care.	2.1. Identify where a woman would go to receive antenatal care. 2.2. Comment on the importance of antenatal care. 2.3. Outline the health needs during pregnancy.
3. Understand the importance of a healthy lifestyle during pregnancy.	3.1. Give examples of food for healthy eating during pregnancy. 3.2. Suggest why it is important to keep active during pregnancy. 3.3. Outline hazards to health during pregnancy.
4. Know the essential equipment for a new baby.	4.1. List essential requirements for a new baby for: 4.1.1. sleeping 4.1.2. transporting 4.1.3. feeding 4.1.4. clothing. 4.2. Prepare a shopping list and cost out the equipment identified above.
5. Understand some of the physical and emotional changes during pregnancy and childbirth.	5.1. Outline some of the physical changes that take place during pregnancy and childbirth. 5.2. Outline some of the emotional changes that take place during pregnancy and childbirth.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	P	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Using an Ordnance Survey Map	
Level:	One
Credit Value:	2
GLH:	18
OCNLR Unit Code:	HC4/1/LQ/010
Ofqual Unit Reference Number:	L/503/3389

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about the features of an Ordnance Survey map.	1.1. Identify the scale on an Ordnance Survey map. 1.2. State why different scales are useful for different purposes. 1.3. Identify the key on an Ordnance Survey map. 1.4. Locate signs from the key on the map and state their meaning. 1.5. State the purpose of contour lines on an Ordnance Survey map.
2. Be able to use the grid referencing system to find a location.	2.1. Outline the use of the grid referencing system on an Ordnance Survey map. 2.2. Locate a point on an Ordnance Survey map using the grid referencing system. 2.3. State the distance between two points on an Ordnance Survey map.
3. Be able to use an Ordnance Survey map for navigation.	3.1. Identify features of the landscape on an Ordnance Survey map. 3.2. Demonstrate how to use a map to identify North without a compass. 3.3. State the estimated time to complete a given route.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Using Addition and Subtraction	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD4/E3/LQ/013
Ofqual Unit Reference Number:	F/503/3275

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to add whole numbers of up to three digits to give totals up to 1000.	1.1. Recall addition facts to 20. 1.2. Add positive whole numbers to give totals up to 1000 showing the working out. 1.3. Add positive whole numbers to give totals up to 1000 using a calculator.
2. Be able to carry out subtraction calculations involving whole numbers of up to three digits.	2.1. Recall subtraction facts to 20. 2.2. Subtract positive whole numbers showing the working out. 2.3. Subtract positive whole numbers using a calculator.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Using Calculations: Addition and Subtraction of Whole Numbers	
Level:	One
Credit Value:	1
GLH:	9
OCNLR Unit Code:	HD4/1/LQ/013
Ofqual Unit Reference Number:	J/503/3259

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to add whole numbers.	1.1. Add whole numbers up to 7 digits, using written methods. 1.2. Add whole numbers up to 7 digits, using a calculator. 1.3. Select and use the correct operation for the context using a calculator.
2. Be able to subtract whole numbers.	2.1. Subtract whole numbers up to 7 digits, using written methods. 2.2. Subtract whole numbers up to 7 digits, using a calculator. 2.3. Select and use the correct operation for the context using a calculator.
3. Be able to check answers.	3.1. Check answers using a different method. 3.2. Estimate answers by rounding numbers to nearest 10, 100 or 1000 to check that answers are reasonable.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Using Calculations: Multiplication and Division of Whole Numbers	
Level:	One
Credit Value:	2
GLH:	18
OCNLR Unit Code:	HD4/1/LQ/014
Ofqual Unit Reference Number:	F/503/3356

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to multiply whole numbers.	1.1. Multiply whole numbers up to 4 digits by numbers up to 2 digits using written methods. 1.2. Multiply whole numbers up to 4 digits by numbers up to 2 digits using a calculator. 1.3. Select and use correct operation in context using a calculator.
2. Be able to divide whole numbers.	2.1. Divide whole numbers up to 4 digits by numbers up to 2 digits using written methods and interpret remainders. 2.2. Divide whole numbers up to 7 digits by numbers up to 2 digits using a calculator and interpret remainders. 2.3. Identify division written in more than one format. 2.4. Select and use correct operation for the context using a calculator.
3. Be able to check answers.	3.1. Check answers using a different method. 3.2. Estimate answers by rounding numbers to nearest 10, 100 or 1000 to check that answers are reasonable.
4. Understand the effect of multiplying whole numbers by 10 and 100.	4.1. Multiply whole numbers by 10. 4.2. Multiply whole numbers by 100.
5. Understand the effect of dividing whole numbers by 10 and 100.	5.1. Divide whole numbers by 10. 5.2. Divide whole numbers by 100.
6. Be able to recognise numerical relationships.	6.1. Recall multiplication facts up to 10×10 . 6.2. Recall multiples of 10, 50, 100 and 1000. 6.3. Make connections between multiplication and division facts. 6.4. Use strategies for dealing with larger numbers.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Using Cooking Skills in the Domestic Kitchen	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HD6/1/LQ/006
Ofqual Unit Reference Number:	A/503/3260

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how to plan and cost nutritionally balanced meals.	1.1. Plan a two-course meal, taking into account basic nutritional value and costs. 1.2. Give three reasons for choice of meal.
2. Be able to use fresh ingredients and convenience foods.	2.1. Cook a meal using: 2.1.1. fresh ingredients 2.1.2. convenience foods.
3. Be able to use and maintain a range of domestic kitchen equipment.	3.1. Identify and use examples of domestic kitchen equipment to produce a meal. 3.2. Clean and store the equipment used.
4. Be able to use a variety of food preparation methods.	4.1. Identify different food preparation methods. 4.2. Produce a dish using a range of food preparation methods.
5. Understand the importance of health and safety in a domestic kitchen.	5.1. Identify the main health and safety risks in a domestic kitchen. 5.2. Outline how to respond to health and safety risks in a domestic kitchen.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Using Listening and Responding Skills	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD3/E3/LQ/011
Ofqual Unit Reference Number:	T/503/3287

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to obtain information from others.	1.1. Demonstrate the ability to follow a verbal explanation in different contexts. 1.2. Demonstrate the ability to listen for a narrative in different contexts. 1.3. Identify new and relevant information from discussions and explanations. 1.4. Use verbal and non-verbal communication in order to confirm understanding.
2. Know how to use information gained from others.	2.1. Follow a straightforward set of instructions and directions by listening. 2.2. Respond to questions.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Using Punctuation	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD3/E3/LQ/012
Ofqual Unit Reference Number:	F/503/3289

This unit has 1 learning outcome

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use punctuation to aid understanding.	1.1. Use punctuation correctly in a short passage of own writing. 1.2. Use punctuation to define compound sentences. 1.3. Use punctuation to aid expression when reading aloud.

Assessment

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Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer		Performance/exhibition	
Written description	O	Production of artefact	O
Reflective log/diary	O	Practice file	O

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Unit Title: Using Teamwork Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB1/1/LQ/029
Ofqual Unit Reference Number:	T/500/4808

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Contribute to the setting of group and individual goals.	1.1. List goals identified by the group, individually and through discussion. 1.2. Contribute to group discussions which detail the group's goals and describe several ways of coming to a decision in a group.
2. Understand their role responsibility within the group.	2.1. Describe their role in terms of the purpose of the group.
3. Plan group activities.	3.1. Identify and plan activities requiring individual and collective action.
4. Undertake group activities.	4.1. Carry out the tasks identified for their role in the activity.
5. Review the activities.	5.1. State whether or not they successfully completed the tasks for which they were responsible. 5.2. List elements that were successful and those that were not successful.

Assessment

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Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report	O	Group discussion	P
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Work, Review and Plan	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HB1/1/LQ/030
Ofqual Unit Reference Number:	L/500/8914

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the need for goal setting in relation to learning objectives.	1.1. Identify and record short and long term objectives and aims. 1.2. Identify areas of learning s/he wishes to improve.
2. Create action plans which reflect the achievement of learning objectives.	2.1. Identify a range of specific improvements s/he wishes to make. 2.2. Outline strategies appropriate to the development of specific skills and abilities.
3. Know personal progress.	3.1. Record work completed. 3.2. Carry out simple self-assessment. 3.3. Outline his/her ongoing progress.
4. Understand the need for self-evaluation and summative review.	4.1. Comment on personal performance and achievement against self-identified aims and objectives. 4.2. Revise personal action plan in accordance with information derived from self-evaluation.

Assessment

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Case Study	O	Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	P	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Working with Your Child to Develop Literacy Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HD3/1/LQ/010
Ofqual Unit Reference Number:	R/500/4802

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate an ability to create appropriate literacy activities for their child.	1.1. Give an example of a literacy activity they have created. 1.2. Identify the steps taken to create the activity. 1.3. Explain the purpose of the activity and review the activity in relation to an area of child development.
2. Demonstrate an awareness of the importance of child-led literacy activities.	2.1. Give an example of a child-led literacy activity. 2.2. Identify at least three ways in which children can lead an activity. 2.3. Give an example of adult participation in a child-led activity.
3. Demonstrate an awareness of the range of children's literacy skills and successes.	3.1. Identify a minimum of two literacy activities undertaken by the child at home. 3.2. Identify a minimum of two literacy activities undertaken by the child at school. 3.3. Identify two skills used/shown by the child within these activities. 3.4. Describe an activity or situation where they feel the child has demonstrated particular strengths.

4. Demonstrate a knowledge of a range of ways in which achievement in literacy is recorded.	<p>4.1. Give two reasons why it is important to record a child's progress and achievements in literacy.</p> <p>4.2. Identify ways of recording a child's progress and achievements in literacy.</p> <p>4.3. Give examples of records of a child's progress and achievements in literacy, two from home and two from school.</p> <p>4.4. Record a child's achievements in literacy over a period of at least four weeks which may include behavioural changes, social skills.</p>
5. Demonstrate an understanding of positive feedback in the development of literacy skills.	<p>5.1. Explain what is meant by positive feedback.</p> <p>5.2. Give two examples of positive feedback.</p> <p>5.3. Give two examples of negative feedback.</p> <p>5.4. Describe one example where they have used positive feedback with their child.</p>

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study	O	Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Working with Your Child to Develop Numeracy Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HD3/1/LQ/011
Ofqual Unit Reference Number:	Y/500/4803

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate an ability to create appropriate numeracy activities for their child.	1.1. Give an example of a numeracy activity they have created. 1.2. Identify the steps taken to create the activity. 1.3. Explain the purpose of the activity and review the activity in relation to an area of child development.
2. Demonstrate an awareness of the importance of child-led numeracy activities.	2.1. Give an example of a child-led numeracy activity. 2.2. Identify at least three ways in which children can lead an activity. 2.3. Give an example of adult participation in a child-led activity.
3. Demonstrate an awareness of the range of children's numeracy skills and successes.	3.1. Identify a minimum of two numeracy activities undertaken by the child at home. 3.2. Identify a minimum of two numeracy activities undertaken by the child at school. 3.3. Identify two skills used/shown by the child within these activities. 3.4. Describe an activity or situation where they feel the child has demonstrated particular strengths.

4. Demonstrate a knowledge of a range of ways in which achievement in numeracy is recorded.	<p>4.1. Give two reasons why it is important to record a child's progress and achievements in numeracy.</p> <p>4.2. Identify ways of recording a child's progress and achievements in numeracy.</p> <p>4.3. Give examples of records of a child's progress and achievements in numeracy, two from home and two from school.</p> <p>4.4. Record a child's achievements in numeracy over a period of at least four weeks which may include behavioural changes, social skills.</p>
5. Demonstrate an understanding of positive feedback in the development of numeracy skills.	<p>5.1. Explain what is meant by positive feedback.</p> <p>5.2. Give two examples of positive feedback.</p> <p>5.3. Give two examples of negative feedback.</p> <p>5.4. Describe one example where they have used positive feedback with their child.</p>

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study	O	Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report	O	Group discussion	O
Oral question and answer		Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Writing Composition Skills	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HD3/E3/LQ/013
Ofqual Unit Reference Number:	T/503/3290

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use writing to present information with purpose.	1.1. Compose a variety of short texts. 1.2. Compile drafts of writing. 1.3. Apply layout to the text for a given purpose. 1.4. Demonstrate how to use a specific style for a context, audience and purpose. 1.5. Demonstrate how to organise own writing into short paragraphs in a logical sequence.
2. Understand the need to plan written work.	2.1. Make a simple plan using a few key words. 2.2. Demonstrate the use of the plan as part of preparation for writing.
3. Be able to revise written work.	3.1. Check and amend rough draft. 3.2. Indicate errors when proof reading for spelling and grammar. 3.3. Demonstrate how to produce a final draft.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer		Performance/exhibition	
Written description	O	Production of artefact	O
Reflective log/diary	O	Practice file	O

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Unit Title: Writing for Meaning Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HD3/1/LQ/012
Ofqual Unit Reference Number:	D/503/3302

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use writing to communicate clearly and effectively.	1.1. Present information in a logical sequence to give instructions and directions. 1.2. Sequence ideas in own short piece of writing, using paragraphs where appropriate. 1.3. Use vocabulary and detail appropriate for purpose and audience.
2. Be able to use different writing formats.	2.1. Adjust own writing style to suit purpose of writing. 2.2. Use appropriate layouts and structure for different purposes.
3. Understand the need to plan written work.	3.1. Outline a plan for writing indicating key points. 3.2. Make a rough draft from plan.
4. Be able to revise written work.	4.1. Proof read written work identifying changes to be made to improve accuracy and meaning. 4.2. Revise writing.
5. Be able to present writing appropriately.	5.1. Produce legible final text, with the accuracy required for the purpose. 5.2. Use tools appropriate to the presentation.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay	O	Practical demonstration	
Report	O	Group discussion	
Oral question and answer		Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Young Parenthood	
Level:	Entry Three
Credit Value:	2
GLH:	20
OCNLR Unit Code:	HD5/E3/LQ/008
Ofqual Unit Reference Number:	K/503/3271

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the role of the young parent.	1.1. State the key responsibilities of being a parent. 1.2. State a difficulty of pressure that a young parent might experience. 1.3. List benefits of being a young parent.
2. Understand the limitations and opportunities that young parenthood presents.	2.1. Give an example of how being a young parent can change lifestyle and plans. 2.2. Identify an opportunity that parenthood can present. 2.3. Identify sources of help provided for new parents by voluntary and statutory services.
3. Know how to make an action plan for being a young parent.	3.1. Give an example of the possible needs a young parent might have. 3.2. Identify a short term and a longer term goal to prepare for parenthood. 3.3. Give an example of the support that family and friends could offer.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Young Parenthood	
Level:	One
Credit Value:	2
GLH:	20
OCNLR Unit Code:	HD5/1/LQ/002
Ofqual Unit Reference Number:	A/503/3274

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the role of the young parent.	1.1. Outline the key responsibilities of being a parent. 1.2. Give examples of the difficulties or pressures that a young parent might experience. 1.3. Identify the benefits of being a young parent.
2. Understand the limitations and opportunities that young parenthood presents.	2.1. Identify how being a young parent can change lifestyle and plans. 2.2. Give examples of the opportunities that parenthood can present. 2.3. Outline the information and advice provided for new parents by voluntary and statutory services. 2.4. Identify local facilities which support parents with young children.
3. Know how to make an action plan for being a young parent.	3.1. Give examples of the possible needs a young parent might have. 3.2. Identify short term goals and longer term goals to prepare for parenthood. 3.3. Give examples of the support that family and friends could offer.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Communication in the Workplace	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HC4/1/LQ/011
Ofqual Unit Reference Number:	J/503/7618

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the lines of communication within own organisation.	1.1. Identify the structure of own organisation. 1.2. Outline the ways in which people give and receive information in the workplace.
2. Understand the need to communicate effectively with others in the workplace.	2.1. Outline the need for effective communication with others in the workplace. 2.2. Outline the implications of poor communication with colleagues.
3. Know how to communicate with others about tasks in the workplace.	3.1. Identify how s/he keeps others informed of progress on her/his tasks. 3.2. Outline the features of constructive feedback. 3.3. Demonstrate how to respond to feedback.
4. Know how conflict is dealt with in own organisation.	4.1. Identify own organisation's policy for managing conflict in the workplace. 4.2. Give examples of how communication can be used to help resolve conflict in an organisation.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Developing Skills for Gaining Employment	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HC6/E3/LQ/004
Ofqual Unit Reference Number:	F/504/8519

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to identify possible employment options.	1.1. List areas of interest for future career options. 1.2. State any personal limitations for possible future career options.
2. Be able to complete an application form.	2.1. Complete a straightforward job/training application form, providing all required information.
3. Be able to create a straightforward Curriculum Vitae (CV).	3.1. Complete a prepared CV template to include essential information.
4. Understand how to conduct self at interview.	4.1. State how to prepare for an interview. 4.2. Identify appropriate dress for given interview situations. 4.3. Respond in a positive manner in a short interview.
5. Be able to locate job and training opportunities in a local area.	5.1. Identify possible sources of information on jobs and training in own local area.
6. Be able to plan for future career development.	6.1. Produce a simple action plan with at least two short-term goals identified.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	P	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Health and Safety Awareness in a Working Environment	
Level:	One
Credit Value:	1
GLH:	9
OCNLR Unit Code:	HC4/1/LQ/009
Ofqual Unit Reference Number:	J/504/8487

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand health and safety procedures and equipment.	1.1. State the correct procedure for reporting accidents and potential hazards. 1.2. State the correct response in relation to at least two emergency situations. 1.3. Identify the location and use of emergency equipment, for example, fire/emergency alarm, first aid box.
2. Be able to observe safe working practices.	2.1. Select and use relevant safety equipment or clothing for particular tasks. 2.2. Behave in a safe and acceptable manner, for example, maintaining a clean and tidy work area. 2.3. Use safe manual handling techniques, as appropriate.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	P
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Health and Safety Awareness in the Workplace	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HC4/E3/LQ/003
Ofqual Unit Reference Number:	R/504/8489

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how to respond in the event of accidents and emergencies in the workplace.	1.1. State what action to take in the event of an accident or emergency in the workplace. 1.2. Identify simple safety signs on display in the workplace and say what they mean.
2. Understand the potential causes of accidents or ill health in the work environment.	2.1. List how accidents can happen in a particular workplace and how they could be prevented. 2.2. State two examples of possible hazards to health in a work environment.
3. Understand the main responsibilities of both employer and employee in relation to safe working practices.	3.1. Give an example that illustrates one aspect of an employer's responsibility for health and safety in the workplace. 3.2. Identify how an employee can take responsibility for own safe working practices.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Health and Safety in a Practical Environment	
Level:	One
Credit Value:	1
GLH:	9
OCNLR Unit Code:	HC1/1/LQ/004
Ofqual Unit Reference Number:	Y/600/3239

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be aware of relevant health and safety requirements, procedures and equipment.	1.1. State the purpose of relevant, current health and safety requirements, for example, Health and Safety at Work Act or the Control of Substances Hazardous to Health Regulations. 1.2. State the correct procedures for reporting accidents and potential hazards. 1.3. State the correct response to two emergency situations. 1.4. State the location of the use of emergency equipment, for example, fire/emergency alarm and first aid box.
2. Recognise and manage risk by following safe working practices.	2.1. Identify the potential risks of a given situation. 2.2. State the purpose and use of safety equipment and/or clothing to minimise risk in particular tasks. 2.3. Follow relevant health and safety procedures, for example, by selecting and using appropriate personal protective equipment or using correct manual handling techniques.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to a Training Course	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HC4/E3/LQ/001
Ofqual Unit Reference Number:	H/504/8495

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the requirements of taking part in a training course.	1.1. Complete application or information forms. 1.2. State the times and mode of attendance required. 1.3. Identify possible ways of gaining certificates.
2. Understand the organisation's need for rules and regulations.	2.1. Identify the main rules and boundaries set. 2.2. State why these are needed. 2.3. State why it is important to observe Health and Safety Regulations.
3. Be able to take part in assessment procedures.	3.1. Complete an initial assessment.
4. Be able to take part in team games.	4.1. Take part in icebreaker team games.
5. Be aware of the different agencies and employers who work with the training provider.	5.1. List the different types of agencies and employers involved in the training course. 5.2. State when and how to contact the different agencies and employers.
6. Understand the importance of commitment and regular attendance.	6.1. Consistently show a willingness to take part in directed activities. 6.2. Attend the majority of sessions on time.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	P	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to Career Preparation	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HC1/E3/LQ/001
Ofqual Unit Reference Number:	M/504/8497

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to recognise own qualities, skills, interests and achievements.	1.1. Identify one of own: <ul style="list-style-type: none"> • qualities • skills • interests • achievements 1.2. State how own qualities, skills, interests and achievements may be relevant in two different careers.
2. Know where to locate careers information.	2.1. Identify one resource that could be used to find out information about careers.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	P	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to Customer Service Skills	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HC4/E3/LQ/006
Ofqual Unit Reference Number:	K/500/4840

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
11. Understand the benefits to the organisation of good customer service.	11.1. Give examples of good practice in customer service. 11.2. List reasons why good customer service is important for an organisation.
12. Understand the possible consequences of poor customer service.	12.1. Give an example for each of how poor customer service can affect: 12.1.1. Customers 12.1.2. The organisation 12.1.3. Staff
13. Understand the value of first impressions.	13.1. State why it is important to make a good first impression. 13.2. Give examples for each of how to make a good impression: 13.2.1. Face to face 13.2.2. On the telephone
14. Understand positive verbal and non-verbal interaction with customers.	14.1. Demonstrate appropriate ways of communicating with customers verbally. 14.2. Give examples of non-verbal communication. 14.3. Show how non-verbal communication can be used positively in a face-to-face situation.
15. Understand that respect for the individual is at the heart of good customer service.	15.1. State why it is important to maintain customer confidentiality. 15.2. State why it is important to respect the needs of customers from different cultures and backgrounds.
16. Understand his/her role in dealing with complaints from customers.	16.1. State how to report a complaint made by a customer.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to Developing Personal Study Skills	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HC7/E3/LQ/001
Ofqual Unit Reference Number:	H/500/5369

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Take part in an initial screening process.	1.1. Attend the initial screening appointment. 1.2. Complete the initial screening.
2. Successfully complete an assessment process.	2.1. Agree a time (or times) to attend for the assessment process. 2.2. Attend at agreed time(s). 2.3. Complete the assessment process and discuss the outcomes.
3. Identify a preferred learning style.	3.1. Say how s/he learns best. 3.2. Discuss with tutor or other supporter how s/he might use this knowledge to improve the ability to learn.
4. Set personal goals and prepare an action plan.	4.1. Work with tutors and/or other supporters to develop a realistic, achievable learning goal. 4.2. Work with tutor or other supporter to develop an action plan for a set period. 4.3. Work with tutor or other supporter to review the learning goal and action plan, identify progress and suggest amendments where necessary.
5. Demonstrate commitment.	5.1. Attend the majority of arranged meetings on time. 5.2. Say what action s/he should take if unable to keep an appointment. 5.3. Recognise and express the value of regular commitment to a project, for example, work placement or programme of learning.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	P	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to Preparing for a Recruitment Interview	
Level:	Entry Three
Credit Value:	2
GLH:	20
OCNLR Unit Code:	HC6/E3/LQ/005
Ofqual Unit Reference Number:	H/500/4819

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Appreciate the importance of being prepared for a recruitment interview.	1.1. State two things that s/he should do before attending a recruitment interview. 1.2. From a given list, identify three items s/he would include in a portfolio of evidence for a recruitment interview. 1.3. Identify three people who may be involved in a recruitment interview. 1.4. Give an example of appropriate dress for an interview for a specific career.
2. In a role-play or real situation, demonstrate recruitment interviewee skills.	2.1. Give answers to four straightforward, open interview questions. 2.2. Select four questions from a given list to ask the interviewer. 2.3. Review his/her performance in the role of interviewee and identify one thing that went well and one thing not so well.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	P	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Introduction to Recognising Employment Opportunities	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HC4/E3/LQ/007
Ofqual Unit Reference Number:	K/500/4823

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Appreciate different types of work.	1.1. Name the key characteristic of each of the following: <ul style="list-style-type: none"> 1.1.1. Employment 1.1.2. Self-employment 1.1.3. Unemployment 1.1.4. Voluntary work
2. Appreciate the concept of the labour market.	2.1. Identify the following markets: <ul style="list-style-type: none"> 2.1.1. Local 2.1.2. National 2.1.3. European 2.1.4. Global 2.2. Name an employment opportunity available in his/her local labour market.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to Undertaking an Enterprise Project	
Level:	Entry Three
Credit Value:	6
GLH:	60
OCNLR Unit Code:	HC4/E3/LQ/008
Ofqual Unit Reference Number:	R/500/5366

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Select a product to sell to a particular target market.	1.1. Ask people which product they might like to buy from a given list. 1.2. Select the most popular product from the list. 1.3. State who their target market is.
2. Select a suitable venue to sell the product.	2.1. Identify a venue to hold the sale and say why it is suitable.
3. Advertise the sale.	3.1. Identify two ways in which s/he could advertise the sale. 3.2. Produce a poster to advertise the product and sale venue. 3.3. Say where s/he would advertise the sale.
4. Understand how to set up a point of sale and sell products.	4.1. Identify the equipment/resources that s/he will need to sell the product. 4.2. Set up the stall. 4.3. Sell the product.
5. Demonstrate awareness of the costs involved in the enterprise project.	5.1. Identify the costs involved in selecting, marketing and selling the product.
6. Appreciate own involvement with enterprise project.	6.1. Say which aspects of the enterprise project s/he enjoyed.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	P
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	P	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Job Seeking Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HC6/1/LQ/004
Ofqual Unit Reference Number:	M/500/8985

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about what is involved in job search.	1.1. Outline three skills necessary for job searching. 1.2. Identify four sources of information on job vacancies.
2. Be able to match personal skills and abilities with different jobs.	2.1. Identify three different jobs that he/she would consider applying for. 2.2. List his/her personal skills and abilities outlining how they would be useful for each identified job.
3. Know about applying for a job.	3.1. Outline the benefits and/or drawbacks of applying for a job by: <ul style="list-style-type: none"> 3.1.1. letter 3.1.2. application form 3.1.3. CV 3.1.4. letter and CV or application form 3.1.5. online 3.1.6. over the telephone. 3.2. Identify the essential details that should be included when applying for a job. 3.3. Outline how an organisation uses CVs to select applicants for interview. 3.4. Identify relevant personal details necessary for effectively completing his/her CV.
4. Know about interview skills and procedures.	4.1. Identify key elements to consider when: <ul style="list-style-type: none"> 4.1.1. preparing for an interview 4.1.2. being interviewed. 4.2. Outline what to expect at an interview.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Personal Career Planning	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HC1/1/LQ/005
Ofqual Unit Reference Number:	R/503/8092

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand own strengths, qualities, skills and abilities.	1.1. Give one example of each of own strengths, qualities, skills and abilities. 1.2. Identify one area of weakness, stating why this needs to be improved.
2. Understand sources of information, advice and guidance for career planning.	2.1. Identify three sources of help or information in relation to career planning. 2.2. Identify a source of relevant information for own career planning.
3. Understand how own abilities relate to a potential learning progression and career opportunity.	3.1. Identify one learning progression destination and one potential career opportunity. 3.2. Outline how own strengths, qualities, skills and abilities relate to the requirements of the identified learning progression and career opportunity.
4. Know how to plan for transition to the next stage of education, training or work.	4.1. Produce a simple career action plan identifying steps required to achieve identified career goal. 4.2. Produce an application to the next stage of own education, training or work.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	P	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Personal Career Preparation	
Level:	One
Credit Value:	1
GLH:	9
OCNLR Unit Code:	HC1/1/LQ/006
Ofqual Unit Reference Number:	H/500/5422

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand his/her strengths, qualities, skills, abilities and how they are transferable.	1.1. Identify one example of each of his/her strengths, qualities, skills and abilities and state how each contributes to the roles, responsibilities or activities in which they are applied. 1.2. State how these may be transferable to different careers.
2. Identify relevant sources of information, advice and guidance in relation to career planning.	2.1. Identify three sources of help or information s/he could use in relation to planning his/her career.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Prepare for Interview	
Level:	One
Credit Value:	1
GLH:	9
OCNLR Unit Code:	HC6/1/LQ/005
Ofqual Unit Reference Number:	K/500/8886

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the purpose of an interview.	1.1. State the purpose of an interview for both an interviewer and interviewee. 1.2. State why interviewers use open questions. 1.3. List four questions to ask the interviewer and state their relevance in one of the following interview situations: <ul style="list-style-type: none"> 1.3.1. sixth form 1.3.2. further education 1.3.3. higher education 1.3.4. apprenticeship 1.3.5. work-based placement 1.3.6. employment (full-time) 1.3.7. employment (part-time).
2. Demonstrate an understanding of how to prepare for an interview.	2.1. State what s/he would include in a portfolio of evidence and its purpose for an interview for one of the following: <ul style="list-style-type: none"> 2.1.1. sixth form 2.1.2. further education 2.1.3. higher education 2.1.4. apprenticeship 2.1.5. work-based placement 2.1.6. employment (full-time) 2.1.7. employment (part-time). 2.2. Identify the skills/knowledge/experiences and interests that can be used to promote him/herself effectively in an interview situation.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Preparing for a Recruitment Interview	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HC6/1/LQ/006
Ofqual Unit Reference Number:	A/500/5295

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise the importance of being prepared for a recruitment interview.	1.1. State the purpose of a recruitment interview for both an employer and prospective employee. 1.2. State what s/he would include in a portfolio of evidence for a recruitment interview and its purpose. 1.3. Identify how to promote him/herself effectively in the interview situation. 1.4. Identify appropriate dress for an interview and state its importance.
2. Recognise recruitment interview questions and responses.	2.1. List four questions that the interviewer might ask and state their link to the job description and/or personnel specification. 2.2. List four questions to ask the interviewer and state their relevance. 2.3. State why recruitment interviewers use open questions.
3. Understand and demonstrate recruitment interviewee skills.	3.1. Review his/her performance in the role of interviewee, identify the strengths and weaknesses of the performance and suggest two ways to improve technique. 3.2. Identify and respond to two complex questions, stating why they are difficult. 3.3. Identify and respond to three straightforward questions, stating why they are easy.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	P	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Preparing for Work	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HC6/1/LQ/007
Ofqual Unit Reference Number:	J/503/2662

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to identify career or work options.	1.1. Using at least two information sources, record career or job options. 1.2. Choose one option of career or job to meet his/her requirements.
2. Understand the requirements for a work or training opportunity.	2.1. Identify the employer or training organisation requirements for successful applications. 2.2. Identify own skills, experience and qualities that match the requirements.
3. Be able to complete applications for work or training.	3.1. Complete two application forms legibly, providing the information requested. 3.2. Check the form for accurate spelling and grammar, making amendments as required. 3.3. Produce a simple CV which includes essential information.
4. Be able to present him/herself at an interview.	4.1. Arrive in good time for an interview. 4.2. Use body language to indicate positive interest in the position available. 4.3. Give responses that provide the information requested in interview questions.
5. Be able to plan for future work or training.	5.1. Produce an action plan for future work or training, listing necessary short term actions.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Problem Solving in the Workplace	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HC4/1/LQ/021
Ofqual Unit Reference Number:	J/500/5302

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise a range of problems that occur in the workplace.	1.1. State four problems that can occur in the workplace. 1.2. Identify two problems that you have encountered in the workplace.
2. Identify ways to solve problems in the workplace.	2.1. Identify the nature of the problems. 2.2. Identify an appropriate sequence of action to be taken and possible effect of this action. 2.3. List the sequence of action to the problems.
3. Identify ways to work collaboratively in problem solving.	3.1. State the ways in which you communicated the issues. 3.2. State ways in which you came up with a potential solution in a group. 3.3. State some strategies for solving problems.
4. Reflect on the effectiveness of the solution to the problem.	4.1. State what went well and not so well and what might have been done differently.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay	O	Practical demonstration	
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Recognising Employment Opportunities	
Level:	One
Credit Value:	1
GLH:	9
OCNLR Unit Code:	HC4/1/LQ/012
Ofqual Unit Reference Number:	D/500/5306

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Appreciate different types of work.	1.1. List the key characteristics, and one advantage and/or disadvantage of each of the following: <ul style="list-style-type: none"> 1.1.1. employment 1.1.2. self-employment 1.1.3. unemployment 1.1.4. voluntary work.
2. Appreciate the concept of the labour market.	2.1. Give a meaning of the term labour market. 2.2. List the key characteristics of the following labour markets: <ul style="list-style-type: none"> 2.2.1. local 2.2.2. national 2.2.3. European 2.2.4. global. 2.3. List the main employment opportunities in his/her local labour market.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report	O	Group discussion	O
Oral question and answer	P	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding a Work Experience Placement	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HC4/E3/LQ/009
Ofqual Unit Reference Number:	Y/500/5367

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate awareness of the organisation.	1.1. State the main activity of the organisation. 1.2. Give an example of one of the main jobs done within the organisation.
2. Understand own role within organisation.	2.1. Name his/her role and identify the main task s/he will undertake. 2.2. Name own supervisor and their job title.
3. Maintain acceptable conventions for personal presentation and behaviour in the workplace.	3.1. Keep to agreed dress code. 3.2. Attend placement at agreed times. 3.3. Ensure own behaviour is appropriate.
4. Comply with safe working practices in the work environment.	4.1. Identify two major safety hazards. 4.2. Follow safety procedures and use given safety equipment as instructed. 4.3. Locate the First Aid Box. 4.4. Identify and locate the assembly point to be used during emergency procedures. 4.5. Name the person(s) to tell if there is an emergency or accident.
5. Carry out tasks as requested using appropriate work related skills.	5.1. Follow instructions to complete a given task. 5.2. Name one skill used to complete the task.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Understanding Customer Service	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HC4/1/LQ/013
Ofqual Unit Reference Number:	H/503/2667

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the benefits to an organisation of good customer service.	1.1. Outline reasons why good customer service is important for an organisation. 1.2. Identify examples of good practice in customer service.
2. Understand the possible consequences of poor customer service.	2.1. Outline how poor customer service can impact on the organisation, customers and staff.
3. Understand the value of first impressions.	3.1. Outline why it is important to make a good first impression. 3.2. Give examples of how to create a positive first impression when communicating: 3.2.1. face to face 3.2.2. on the telephone 3.2.3. in writing (including by email).
4. Understand positive verbal and non-verbal interaction with customers.	4.1. Identify appropriate and inappropriate ways of communicating verbally with customers in commonly met situations. 4.2. Give examples of types of non-verbal communication.
5. Understand that respect for the individual is at the heart of good customer service.	5.1. Outline why it is important to maintain customer confidentiality. 5.2. Indicate ways in which s/he can respect individual customer needs from diverse cultures and backgrounds.

6. Understand own role in dealing with complaints from customers.	6.1. List the types of complaints that are commonly made by customers. 6.2. Identify appropriate people that need to be informed in response to a complaint made by a customer. 6.3. Identify the details of a customer's complaint that need to be recorded. 6.4. Give examples of positive ways of dealing with complaints made by customers.
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Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Employment Rights, Contracts and Pay	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HC4/1/LQ/014
Ofqual Unit Reference Number:	M/500/5312

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Show awareness of employment legislation.	1.1. List four different policies that an organisation should have in place. 1.2. State the function of each policy. 1.3. State why it is important that an organisation implements these policies.
2. Demonstrate an awareness of statutory and contractual employment rights.	2.1. Give an example of a statutory employment right. 2.2. Give an example of a contractual employment right.
3. Demonstrate awareness of a contract of employment.	3.1. State two different ways in which a contract of employment may be formed. 3.2. List the main sections of a written contract of employment and state their purpose.
4. Understand the implications of breach of contract.	4.1. Give an example of how a contract of employment may be breached by the employer. 4.2. Give an example of how a contract of employment may be breached by the employee. 4.3. State two possible outcomes of a breach of contract.
5. Show awareness of a payslip.	5.1. Categorise the key items on a given payslip to the appropriate category, stating the purpose of each: 5.1.1. deductions 5.1.2. payments 5.1.3. information relating to the payee 5.1.4. general information. 5.2. State how net pay is calculated.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Work-based Learning and Apprenticeships	
Level:	One
Credit Value:	1
GLH:	9
OCNLR Unit Code:	HC4/1/LQ/015
Ofqual Unit Reference Number:	T/500/8888

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Plan and prepare for a particular work-based placement enrichment activity.	1.1. Describe briefly his /her current views and attitudes about work-based placement. 1.2. Produce an action plan identifying: 1.2.1. why s/he has chosen this activity 1.2.2. what s/he wants to find out about his/her work-based placement.
2. Review and reflect on his/her experience in work-based placement enrichment activity.	2.1. State if his/her views, thoughts and attitudes to work-based placement have changed as a result of taking part in the activity. If yes, state how. 2.2. Identify any problems encountered before, during or after the activity and say how they were overcome.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	P	Practice file	

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Unit Title: Understanding Working Patterns	
Level:	One
Credit Value:	1
GLH:	9
OCNLR Unit Code:	HC4/1/LQ/016
Ofqual Unit Reference Number:	A/500/8889

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how and why employment and work patterns have changed over the last century to the present day.	1.1. List the key changes in importance of the main industrial sectors during this period. 1.2. Give at least one example of and reason for each change.
2. Understand the impact of improving technology on working practices.	2.1. State two ways that technology has made an impact on a particular industry (for example, manufacturing, retail) over a given period of time. 2.2. State two ways that technology has made an impact on a particular occupation, over a given period of time.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Welfare at Work	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HC4/1/LQ/017
Ofqual Unit Reference Number:	H/503/8100

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the health and safety requirements of own workplace surroundings.	1.1. Identify major hazards in the workplace. 1.2. Outline safety procedures including fire regulations and accident reporting. 1.3. Outline safe working practices in the workplace.
2. Understand the main elements of Control of Substances Hazardous to Health (COSHH).	2.1. Identify the main COSHH regulations for the workplace. 2.2. Identify the consequences of not applying these regulations.
3. Know how to prevent common accidents at work.	3.1. Identify causes for a range of common accidents at work. 3.2. Outline ways of preventing a range of common accidents at work.
4. Be able to respond to first aid incidents.	4.1. Demonstrate first aid treatments for use in dealing with simple accidents. 4.2. State when and how to call for emergency assistance.
5. Be able to recognise respiratory and cardiac arrest.	5.1. State how to recognise situations of respiratory and cardiac arrest.
6. Be able to demonstrate resuscitation techniques and the recovery position.	6.1. Demonstrate resuscitation procedures correctly and confidently. 6.2. Demonstrate the recovery position correctly.
7. Be able to safely handle and move inanimate loads.	7.1. Demonstrate safe practice in the following areas: 7.1.1. pushing and pulling 7.1.2. supporting 7.1.3. carrying a load. 7.2. Identify when a moving and handling procedure should be stopped and help or guidance should be obtained.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding your Employment Contract and Payslip	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HC4/E3/LQ/010
Ofqual Unit Reference Number:	T/500/4825

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise that an employment contract is important.	1.1. Say who an employment contract is between. 1.2. Say why it is important to sign an employment contract.
2. Recognise items on a payslip.	2.1. Identify on a given payslip: 2.1.1. Employee Number 2.1.2. National Insurance Number 2.1.3. Tax Period 2.1.4. Tax Code 2.1.5. Gross Pay 2.1.6. Net Pay. 2.2. Identify the item on the payslip that indicates the amount of "take-home" pay.
3. Show awareness of the national minimum wage.	3.1. Give the national minimum wage for: 3.1.1. main rate for workers aged 22 and over 3.1.2. development rate for workers aged 18-21 inclusive 3.1.3. the new rate for 16 and 17 year olds. 3.2. Name the group to which the new rate for 16 and 17 year olds does not apply.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	P	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Your Pay	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HC4/1/LQ/018
Ofqual Unit Reference Number:	H/600/9934

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how wages are calculated.	1.1. List different wage structures. 1.2. Calculate gross annual income based on a specified hourly wage. 1.3. Name other factors that will affect gross income.
2. Understand the key components of a wage slip.	2.1. Identify the key components of a wage slip. 2.2. Locate the following information on a wage slip: 2.2.1. own details; 2.2.2. date; 2.2.3. total gross pay; 2.2.4. net pay; 2.2.5. National Insurance Contribution; 2.2.6. tax. 2.3. Give a brief description of each component. 2.4. State the meanings of abbreviations used on wage slips.
3. Understand wage deductions.	3.1. Identify the standard deductions made from wages to include: 3.1.1. National Insurance and tax; 3.1.2. pensions; 3.1.3. union subscriptions. 3.2. Calculate wage deductions and net pay.
4. Understand the language used to describe wages and deductions.	4.1. Define the meaning of the term 'minimum wage'. 4.2. Use appropriate language to describe income and wages.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Undertaking an Enterprise Project	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HC1/1/LQ/007
Ofqual Unit Reference Number:	L/500/5317

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Select an appropriate enterprise project for a particular target market.	1.1. State two ways in which s/he could undertake market research and identify the most suitable for his/her enterprise project. 1.2. State, giving reasons for choice, the selected product or service. 1.3. Identify and list their target market and main competitors.
2. Appreciate the unit cost of, and how to set the price for, their product or service.	2.1. Identify and list all the costs involved in producing the product or service. 2.2. Using a given simple arithmetic formula calculate the total cost of producing the product or service. 2.3. State the price s/he will charge the customer for their product or service.
3. Demonstrate an understanding of the significance of effective marketing.	3.1. Identify and list the key personal skills/qualities required to effectively market and sell their product or service. 3.2. Identify and list the most appropriate methods for marketing this produce or service. 3.3. Create a resource for marketing their product or service to their target market giving two reasons for their choice of resource.

4. Plan, monitor and review the enterprise project.	<p>4.1. Devise an action plan that identifies and lists each stage of the enterprise project, giving a target time/date for their completion.</p> <p>4.2. Review and revise the action plan at each stage of the enterprise project stating new target times/dates for their completion.</p> <p>4.3. State what worked well and what could be improved.</p>
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Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	P
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Work-based Placement	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HC4/1/LQ/019
Ofqual Unit Reference Number:	M/500/8890

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the benefits a work-based placement can provide.	1.1. State one benefit that he/she might gain from the preferred choice of work-based placement in a particular vocational/occupational area. 1.2. Produce a simple action plan (from a given template) for the work-based placement identifying three targets: 1.2.1. personal 1.2.2. learning 1.2.3. career.
2. Understand the structure and purpose of the organisation.	2.1. Describe the main purposes and activities of the chosen organisation. 2.2. Identify and describe the other most important activities undertaken by the organisation. 2.3. Describe the agreed dress conventions for the chosen organisation explaining the reasons for it.
3. Understand own role within organisation.	3.1. State his/her occupation and role in the workplace. 3.2. List three work related skills used to carry out assigned tasks. 3.3. Carry out given tasks as following instructions and/or demonstrations. 3.4. Sustain punctuality throughout placement.
4. Comply with safe working practices demanded by his/her work environment.	4.1. Give two examples of potential health and safety hazards within his/her work environment. 4.2. Give two examples of how to carry out work tasks that does not endanger self or others.

<p>5. Understand what s/he has learned from the work-based placement.</p>	<p>5.1. State what s/he has learned from the placement in relation to at least two of the following:</p> <ul style="list-style-type: none"> 5.1.1. main purpose and structure of the organisation 5.1.2. the most important activities undertaken by the organisation 5.1.3. roles, rights and responsibilities in the work place 5.1.4. agreed dress conventions within the chosen organisation 5.1.5. the need for discipline in the workplace 5.1.6. equal opportunities 5.1.7. trade unions and/or professional associations 5.1.8. risk assessment and risk management 5.1.9. relationships at work 5.1.10. opportunities for further learning in this area. <p>5.2. Up-date his/her career action plan in the light of experience gained from the placement.</p>
<p>6. Recognise the value of the work-based placement in terms of self.</p>	<p>6.1. State how far s/he was able to meet identified learning and career targets through the work-based placement.</p> <p>6.2. State one way in which the work-based placement contributed to his/her personal development and increased self-awareness.</p>

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

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O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Work Experience	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HC4/1/LQ/020
Ofqual Unit Reference Number:	K/500/5423

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the structure and purpose of the organisation.	1.1. State the main purpose and activities of the organisation. 1.2. Identify and list the other most important activities undertaken by the organisation. 1.3. Outline the main aspects of the management structure.
2. Understand own role within organisation.	2.1. State his/her occupation and role in the workplace. 2.2. List agreed limitations of his/her responsibilities.
3. Maintain acceptable conventions for personal presentation and behaviour in the workplace.	3.1. List the reasons for agreed dress conventions. 3.2. Sustain punctuality throughout the placement. 3.3. Behave within agreed standards without direction.
4. Comply with safe working practices demanded by the work environment.	4.1. Identify a range of safety hazards and list the precautions they require. 4.2. Select and use appropriate safety equipment for given tasks. 4.3. Locate First Aid Box and list its contents. 4.4. State the organisations procedures in the event of a specific accident or emergency. 4.5. Identify and name the member(s) of staff and their post with responsibility for health and safety and first aid in the organisation. 4.6. Give two examples of how to carry out work tasks that does not endanger self or others.

5. Carry out tasks as requested using appropriate work related skills.	5.1. Carry out given tasks following instructions and/or demonstrations. 5.2. Request guidance as necessary. 5.3. List the work related skills utilised in carrying out tasks. 5.4. Ensure that relevant information is passed on to appropriate others.
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Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Caring for Your Child	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HJ2/1/LQ/007
Ofqual Unit Reference Number:	D/504/2890

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to identify the needs of a baby.	1.1. Identify the physical and emotional needs of a baby. 1.2. Outline a typical routine for a new-born baby. 1.3. Identify the essential items required for a new-born baby, stating why they are needed. 1.4. Select foods for: <ul style="list-style-type: none"> • A new born baby; • A 4-6 month old baby; • A 6-9 month old baby; • A 9-12 month old baby.
2. Know the need for developmental and health checks.	2.1. Identify where parents can receive help and advice on their child's developmental and health care needs in their own geographical area. 2.2. List regular health checks that should be carried out on children up to one year old, stating why they are important.
3. Be able to identify why immunisation is necessary.	3.1. List diseases which could endanger the health of a child. 3.2. Comment upon the main information available about immunisation.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Developing Skills for a Healthy Lifestyle	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HJ1/E3/LQ/004
Ofqual Unit Reference Number:	J/504/8490

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
17. Understand why personal fitness is important to good health.	17.1. State why personal fitness is important to good health.
18. Be able to recognise the role that exercise plays in a maintaining a healthy lifestyle.	18.1. Outline the benefits of exercise and personal fitness in maintaining a healthy lifestyle.
19. Understand the importance of a balanced diet in promoting personal good health.	19.1. Identify at least three foods which can promote good health. 19.2. Plan a simple and nutritionally well-balanced healthy meal.
20. Understand the importance of personal hygiene and good grooming in relation to living healthily.	20.1. State one way in which good personal hygiene can contribute to healthy living. 20.2. Outline a basic daily routine for maintaining personal hygiene.
21. Understand the basic issues of sex education and contraception in the context of sexual health.	21.1. Identify the main methods of contraception currently available. 21.2. Outline the key features of common sexually transmitted diseases.
22. Know how to take responsibility for own health and lifestyle through action planning for the future.	22.1. Outline a personal target/goal in relation to own health. 22.2. State how this can be achieved and successfully integrated with your lifestyle.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	P	Practice file	

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Unit Title: Understanding Nutrition, Performance and Healthy Eating	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	PA1/1/LQ/001
Ofqual Unit Reference Number:	L/500/5091

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the function of food.	1.1. List the main functions of food. 1.2. State the basic principles of digestion and absorption. 1.3. List the components of food and say how these are needed in everyday diets.
2. Understand the relationship between food and health.	2.1. Outline the concept of a balanced diet. 2.2. List different sorts of diets.
3. Understand the basic principles of weight control.	3.1. Outline the principles of fat weight loss, lean weight gain and weight maintenance. 3.2. List the links between exercise and weight control. 3.3. Suggest appropriate practical exercise sessions.
4. Understand why a balanced diet is required to maximise performance.	4.1. Outline why a balanced diet is required to maximise performance.
5. Understand how to promote healthy eating.	5.1. State ways of promoting healthy eating.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	P	Production of artefact	
Reflective log/diary		Practice file	

[Back to unit list](#)**Unit Title: Understanding the Principles of Care, Organisational Policies and the Role of the Care Worker**

Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	PT1/1/LQ/002
Ofqual Unit Reference Number:	L/500/5513

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the values that underpin the role of the Care Worker and the organisation in which s/he works.	1.1. Identify a range of values for example, maintaining dignity of individuals, which are important for both the individual and the organisation. 1.2. Give an example of promoting at least one of these values. 1.3. Give examples of equality, diversity and rights issues in the organisation as related to an individual.
2. Understand the responsibilities and boundaries of the Care Worker role.	2.1. List responsibilities and boundaries of the Care Worker role. 2.2. List the boundaries of the Care Worker's relationship with the individual. 2.3. Identify a range of concerns related to staff and individual behaviour that can take place and state procedure for reporting these. 2.4. Identify examples of abuse and state procedures for reporting this.
3. Understand the importance of effective communication in the Care Worker role.	3.1. List different methods of communication. 3.2. List the skills which contribute to effective communication. 3.3. Communicate with individuals appropriately.

<p>4. Understand the need for confidentiality and ways of maintaining confidentiality in the Care Worker role.</p>	<p>4.1. State why it is important to maintain confidentiality in the role of a Care Worker.</p> <p>4.2. Identify ways in which confidentiality is maintained.</p> <p>4.3. State the importance of checking people's identity before:</p> <p style="padding-left: 20px;">4.3.1. disclosing information relating to individuals</p> <p style="padding-left: 20px;">4.3.2. allowing visitors on premises.</p>
<p>5. Know basic organisational politics and procedures.</p>	<p>5.1. State how to access up to date copies of all relevant organisational policies and procedures.</p> <p>5.2. State why it is important for Care Workers to follow organisational policies and procedures.</p>
<p>6. Know how to apply policies and procedures.</p>	<p>6.1. Identify a range of policies and procedures for example, reporting situations, allowing someone else access to premises or information.</p> <p>6.2. State correct actions to take in relation to at least two organisational policies and procedures.</p>
<p>7. Understand the role of the Care Worker and the importance of the support and supervisory process.</p>	<p>7.1. State how the role of the Care Worker fits within the organisational structure and its aims and values.</p> <p>7.2. Identify the organisational systems in place to support the Care Worker in her/his role.</p> <p>7.3. Identify the purpose of staff supervision.</p> <p>7.4. State why it is important to support Families, Carers and Significant Others in the lives of individuals.</p>

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	P	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	P	Practice file	

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Unit Title: Understanding the Role of Young People as Peer Mentors	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	PT1/1/LQ/003
Ofqual Unit Reference Number:	R/500/5092

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise the role a peer mentor.	1.1. Identify the role of a peer mentor. 1.2. State the boundaries of the role. 1.3. State the appropriate signposting mechanism of a peer mentor in a given situation.
2. Recognise why peer mentoring is important to young people.	2.1. List at least 3 benefits to a young person of working with a peer mentor. 2.2. Identify how peer mentoring will benefit the community. 2.3. Give at least 2 examples of the importance of confidentiality in the peer mentoring role. 2.4. Give at least 2 examples of the limits of confidentiality in the peer mentoring role.
3. Appreciate the role of peer mentor with young people within the local community.	3.1. Identify own role as a peer mentor in the local community. 3.2. List at least 3 advantages of being a peer mentor to a young person.
4. Recognise ways to assess own work with young people in the role of peer mentor.	4.1. Identify ways to assess own work as a peer mentor. 4.2. Give 3 reasons for assessing own work as a peer mentor. 4.3. Plan and use a basic format for assessing own work as a peer mentor.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Developing Skills for Listening to Children	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HJ2/E3/LQ/001
Ofqual Unit Reference Number:	T/504/8517

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the value and benefits of listening and responding to children.	1.1. List some of the benefits of listening and responding to children. 1.2. State own childhood memory of how it felt to be listened to or not.
2. Be able to use active listening skills with children.	2.1. Demonstrate the key features of good active listening with children.
3. Understand the importance of recognising and acknowledging children's feelings and needs.	3.1. State why it is important to a child that their feelings and needs are acknowledged. 3.2. Give an example of a response that acknowledges a child's feelings.
4. Know how to ask appropriate open questions when listening to children.	4.1. Demonstrate how to phrase an open question to a child in a particular situation.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	P	Practice file	

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Unit Title: Developing Skills for Listening to Children	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HJ2/1/LQ/001
Ofqual Unit Reference Number:	H/504/8514

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the value and benefits of listening and responding to children.	1.1. Outline the value and benefits of listening and responding to children. 1.2. Give examples of how children react when listened to with empathy
2. Be able to use active listening skills with children.	2.1. Demonstrate effective active listening skills with children.
3. Understand the importance of recognising and acknowledging children's feelings and needs.	3.1. Outline why it is important to a child that their feelings and needs are acknowledged. 3.2. Give a selection of different responses that acknowledge a child's feelings.
4. Know how to ask appropriate open questions when listening to children.	4.1. Give examples of open questions in a couple of different situations. 4.2. State the advantages of responding with open questions when listening to children.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

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O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	P	Practice file	

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Unit Title: Developing Skills in Caring for Young Children	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HF1/1/LQ/001
Ofqual Unit Reference Number:	M/504/8516

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to wash/bathe babies and children.	1.1. Demonstrate through simulation the correct procedure when bathing a baby/toddler. 1.2. Identify products available for personal care of children. 1.3. Outline the importance of hygiene for specific areas of the body.
2. Know the correct procedures to follow when feeding young children.	2.1. Demonstrate sterilising feeding equipment using a correct method. 2.2. Demonstrate the correct method for preparing a bottle-feed. 2.3. State the appropriate hygiene and safety procedures to follow when feeding young children.
3. Know about children's clothing needs.	3.1. Identify suitable clothing for children of different ages and for different seasons. 3.2. Demonstrate how to care for these clothes appropriately.
4. Know how to respond to a baby/child's need for sleep and rest.	4.1. Identify when a child/baby requires sleep. 4.2. Describe the correct method for putting a child/baby to bed. 4.3. Collect information showing equipment available for aiding rest and sleep.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	P
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to Developing Language and Communication Skills in Children	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HF1/1/LQ/002
Ofqual Unit Reference Number:	M/500/5097

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about the sequence of language development and communication in children.	1.1. State key elements of language and communication development in children.
2. Understand the importance of developing language skills in children.	2.1. Identify ways that language communication skills can be developed in children.
3. Understand the role of the child care worker in promoting language skills.	3.1. Identify ways of promoting language skills development in children.
4. Recognise the importance of children's needs in respect of language.	4.1. Identify the language needs of children in respect of culture, religion or special educational needs.
5. Understand links between language and communication skills.	5.1. Identify links between language and communication skills. 5.2. Give an example of how to promote a child's communication skills.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to Developing Skills for Caring for your Child	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HF1/E3/LQ/001
Ofqual Unit Reference Number:	A/504/8518

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to provide physical care for children of different ages.	1.1. List some key factors in the physical care of a baby, toddler, pre-school and school-aged child including : <ul style="list-style-type: none"> • hair • skin • teeth • feet
2. Be able to choose appropriate clothing and footwear for children.	2.1. Demonstrate choice of appropriate clothing and footwear for children of different ages and for different weather conditions.
3. Understand the importance of a child's daily routine.	3.1. List the key activities in the daily routine of a child of a given age. 3.2. State how these activities are important for the well-being of the child.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	P	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to Food and Nutrition for Children and Young People	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HF1/E3/LQ/002
Ofqual Unit Reference Number:	M/500/5004

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
23. Understand what constitutes a balanced diet.	23.1. Identify some of the main nutrients. 23.2. Identify, from a given range, examples of foods that contain the main nutrients. 23.3. Match, from given sets the main nutrients and their basic functions. 23.4. Identify, from a given range, suitable foods for children and/or young people of different ages.
24. Know some food allergies and their effects.	24.1. Identify some food allergies. 24.2. Identify, from a given range, some of the effects of food allergies.
25. Recognise that food restrictions affect the diets of religious and cultural groups.	25.1. Identify, from given sets, some of the food restrictions that affect the diets of different religious and cultural groups.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	P
Oral question and answer	O	Performance/exhibition	
Written description	P	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to Preparing, Presenting and Keeping Food for Children and Young People	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HF1/E3/LQ/003
Ofqual Unit Reference Number:	T/500/5005

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to prepare food safely and hygienically, taking account of Health and Safety regulation.	1.1. Prepare a meal for a child and/or young person safely and hygienically. 1.2. Identify, from a given range, an aspect of Health and Safety regulation which applies to preparing or keeping food.
2. Know how to store food safely and hygienically.	2.1. Demonstrate how one item of cooked food and one item of fresh food should be stored.
3. Recognise and act on “use by” dates.	3.1. Choose ingredients which are within their “use by” dates.
4. Know how to prepare nutritious food.	4.1. Draw up menus for children and/or young people of at least two different ages, selecting elements from a given range. 4.2. Prepare a nutritious meal for a child or young person using one of these menus.
5. Know how to present food in a way that is attractive to children and young people.	5.1. Use menus and illustrations to show how colour, texture, taste and smell can contribute to presenting attractive food. 5.2. Prepare and present a meal which might appeal to children and/or young people.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	P

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Unit Title: Planning Physical Care Needs of Young Children	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HF1/E3/LQ/004
Ofqual Unit Reference Number:	R/504/8184

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the physical care needs of children.	1.1. Identify the physical care needs of children.
2. Know what is needed to meet physical care needs of children under 5 years of age.	2.1. State what is needed to care for the physical needs of children under 5 years of age.
3. Be able to plan a physical care routine for a child under 5 years of age.	3.1. Plan a physical care routine for a child under 5 years of age.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Respecting Children as Individuals	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HF1/E3/LQ/005
Ofqual Unit Reference Number:	Y/504/8185

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know why children need to be respected as individuals.	1.1. State why children need to be respected as individuals.
2. Know how adults show respect to children.	2.1. Outline ways that adults show respect to children.
3. Know ways to empower children to develop as individuals.	3.1. Identify ways to empower children.
4. Know how to ensure that children's rights are respected.	4.1. Identify ways to ensure that a child's rights are respected.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Child Development	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HF1/1/LQ/003
Ofqual Unit Reference Number:	K/500/5521

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the development of children from 0-1 year.	1.1. Create a chart illustrating the physical development of a baby 0-1 year. 1.2. Select and examine three toys suitable for a child 0-6 months and suggest how you would use them with a child. 1.3. Select and examine three toys suitable for a child 6-12 months and suggest how you could use them with a child.
2. Understand the development of children from 1-3 years.	2.1. Select play materials that will encourage walking, talking, social skills, colour and shape identification and creative skills.
3. Be aware of a range of childcare provision.	3.1. Identify and present information on a range of childcare provision such as nannies, childminders, nursery/playgroups, after school clubs.
4. Understand the need for a safe environment.	4.1. Identify a variety of safety products for children 0-3 years, and say how they contribute to developing a safe environment.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	P	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Children's Social and Emotional Development	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HF1/1/LQ/004
Ofqual Unit Reference Number:	T/500/5523

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand key elements children's social and emotional development.	1.1. Give examples of 2 stages of children's social and emotional development.
2. Understand children's social and emotional needs.	2.1. Outline some social and emotional needs of young children.
3. Know how children acquire their behaviour patterns.	3.1. Give examples of how and why children learn to behave in particular ways.
4. Understand how to meet children's social and emotional needs.	4.1. Identify key ways to meet some of the social and emotional needs of young children.
5. Understand how to encourage children to feel positive about themselves.	5.1. Give examples of ways of encouraging children to feel positive about themselves. 5.2. Identify some of the benefits of encouraging children to feel positive about themselves.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	P	Practice file	

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Unit Title: Understanding Growth, Social and Emotional Development of Children	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HF1/1/LQ/005
Ofqual Unit Reference Number:	K/500/5101

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the sequence of growth and development from birth to adolescence.	1.1. Give an example of changes in a person's physical appearance, physical abilities, mental abilities, ways of learning, communication skills and emotional needs from birth to adolescence.
2. Understand some of the factors that affect growth and development.	2.1. Identify how diet, exercise and environment may affect growth and development.
3. Recognise that different experiences affect emotional or social development.	3.1. Outline ways in which emotional and social needs may be affected by experience.
4. Understand some of the ways in which a child learns to communicate.	4.1. Outline three ways in which child can be helped to develop communication/language skills. 4.2. Suggest why the ways selected are likely to be successful.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	P
Oral question and answer	P	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Human Growth and Development	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HF1/E3/LQ/006
Ofqual Unit Reference Number:	F/500/5007

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise a sequence of growth and development from birth to old age.	1.1. Identify, from a given range, some key changes in a person's physical appearance, physical abilities and mental abilities from birth to old age.
2. Know some of the factors that affect growth and development.	2.1. Identify, from a given range, some factors of diet and exercise that affect growth and development.
3. Recognise that different experiences affect emotional or social development.	3.1. Identify, from a given range, some links between experience and emotional or social development.
4. Know some of the ways in which a child learns to communicate.	4.1. List three ways in which a carer can help a child develop communication/language skills.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	P
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Play	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HF1/1/LQ/006
Ofqual Unit Reference Number:	R/503/3183

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the role of play in a child's development.	1.1. Identify the role of play in child development. 1.2. Give examples of the role of play in individual and group play. 1.3. Give two play activities which can encourage a child's development.
2. Understand the purpose of play activities for children at different levels of development.	2.1. Give examples of at least two play activities for different stages of child development. 2.2. Identify the purpose of each activity.
3. Understand the importance of a plan for play activities.	3.1. State the importance of a play activity plan. 3.2. Select materials for a play activity and state how these relate to a plan for play activities. 3.3. Suggest how this activity is inclusive and relates to equal opportunities.
4. Know how stereotyping can affect children's participation in activities.	4.1. List different stereotypes. 4.2. Give two examples of activities which can result in stereotypical play. 4.3. State how these activities may affect children's participation.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Understanding Play for Early Learning	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HF1/1/LQ/007
Ofqual Unit Reference Number:	F/503/8167

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the features of a positive learning environment.	1.1. Identify features of a setting that contribute to a positive learning environment. 1.2. State how these features might help children to learn through the use of play activities and strategies.
2. Understand how play can help children's learning or development.	2.1. Outline some ways in which play can help children's learning in each of the following developmental areas: 2.1.1. physical 2.1.2. social 2.1.3. emotional 2.1.4. intellectual 2.1.5. linguistic.
3. Understand how play activities can avoid stereotyping and discrimination.	3.1. Give an example of stereotyping in play. 3.2. Identify how a given set of materials, resources or activities can challenge stereotyping and discrimination.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding the Intellectual and Language Development of Children from Birth to Eight	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HF1/1/LQ/008
Ofqual Unit Reference Number:	Y/503/3184

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the stages of intellectual development in children.	1.1. Identify the key stages of intellectual development in children. 1.2. Outline how a child's intellect develops at two of these stages.
2. Understand the stages of language development in children.	2.1. Identify the key stages of language development in children. 2.2. Outline how a child's language develops at two of these stages.
3. Understand why it is important to communicate with young children.	3.1. Identify why communicating with children is important to their language and intellectual development. 3.2. Outline different ways of communicating with children.
4. Understand factors which affect intellectual and language development in children.	4.1. Identify key factors which may affect language and intellectual development in children. 4.2. Outline how two of these factors may affect a child's language and intellectual development.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	
Report	O	Group discussion	O
Oral question and answer		Performance/exhibition	
Written description	P	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding the Physical and Psychological Needs of Children	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HF1/1/LQ/009
Ofqual Unit Reference Number:	R/500/5528

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise some of the physical and psychological needs of children.	1.1. Outline some of the likely physical and psychological needs of a child of a given age.
2. Understand some of the difficulties that s/he may have in meeting the needs of a child.	2.1. Outline some of the difficulties that s/he may have in meeting the needs of a child.
3. Know some of the agencies and organisations that can offer support in meeting the needs of children.	3.1. Outline the roles of two agencies or organisations that can offer support in meeting the physical and psychological needs of children.
4. Understand the importance of exercise and rest in children's healthy development.	4.1. Outline some reasons why rest and exercise are important in child development. 4.2. Identify activities which promote exercise to children of given ages. 4.3. Outline ways in which opportunities for exercise and rest can be incorporated into a daily routine for a child.
5. Know how to provide physical care for children of different ages.	5.1. Outline key factors in caring for the: <ul style="list-style-type: none"> 5.1.1. hair 5.1.2. skin 5.1.3. teeth 5.1.4. feet of a baby, toddler, pre-school and school-aged child.
6. Recognise some common childhood illnesses and their effects.	6.1. Identify some common childhood illnesses and outline their effects.

Assessment

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O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	P	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Using Craft Activities with Children and Young People	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	HF1/1/LQ/010
Ofqual Unit Reference Number:	R/500/5108

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the uses of craft activities.	1.1. State some reasons for using craft activities with a child/young person. 1.2. Identify some of the factors to be taken into account when choosing activities.
2. Know appropriate craft techniques.	2.1. Identify appropriate and inappropriate techniques for the child/young person.
3. Be aware of the safety factors necessary in craft activities.	3.1. Produce written evidence of investigation into safety aspects such as use of materials, design, material standards for toy safety.
4. Know how to plan and organise an appropriate craft activity.	4.1. Choose a craft activity for the child/young person. 4.2. Plan how to carry out the activity/make the item/toy identifying: time needed, materials needed and the techniques which will be used. 4.3. Incorporate appropriate safety aspects in the practical production of the activity, item or toy. 4.4. Carry out the activity. Make the planned item or toy. 4.5. Reflect on the appropriateness of the chosen activity, item or toy.

Assessment

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Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Cultivating Compost and Soils	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	SE2/1/LQ/001
Ofqual Unit Reference Number:	L/503/2713

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for composting and cultivation tasks.	1.1. Select and wear overalls, gloves, and safety footwear for composting and cultivation tasks. 1.2. Select appropriate tools and equipment. 1.3. Identify necessary safety procedures.
2. Be able to make and use compost in horticulture.	2.1. Follow the steps required to make compost. 2.2. State what should and should not be put on a compost heap. 2.3. Use compost in a horticultural setting.
3. Understand how to cultivate different soils.	3.1. Outline reasons for the cultivation of soil. 3.2. State the correct method of cultivation for different soil types.
4. Know pH levels and the effects on plant life.	4.1. Identify pH levels and explain their effect on plants. 4.2. Identify soil chemicals and their effects on plant life.
5. Be able to tidy the work area.	5.1. Clear and tidy the work area. 5.2. Sort and dispose of debris appropriately. 5.3. Clean tools and store materials after use. 5.4. Carry out work with due regard to the health and safety of others.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Cultivating Herbs	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	SE2/1/LQ/002
Ofqual Unit Reference Number:	R/503/2714

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the use of herbs.	1.1. Identify plants from the onion family and state their medicinal or culinary use. 1.2. Identify plants from the mint family and state their medicinal or culinary use. 1.3. Identify plants from the thyme or sage family and state their medicinal or culinary use.
2. Understand the factors in selecting herbs for a particular site.	2.1. Identify the characteristics of different herbs. 2.2. Identify what different herbs need to grow well. 2.3. Identify the container and location most suited to selected herbs.
3. Be able to cultivate herbs.	3.1. Grow a member of the onion family from seeds or bulbs. 3.2. Grow a member of the mint family from seeds or cuttings. 3.3. Grow a member of the thyme or sage family from seeds or cuttings.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Developing an Awareness of Soil Types and Garden Habitats	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	SE2/E3/LQ/001
Ofqual Unit Reference Number:	R/500/5402

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be aware of different soil types.	1.1. Identify one characteristic of three soil types.
2. Be aware of different garden habitats.	2.1. Identify preferred areas within the garden for cultivating three different plants.
3. Be aware of the role of wildlife in the garden.	3.1. From a given selection identify three useful wildlife and three pests within the garden.
4. Know how to prepare soil for plants.	4.1. Demonstrate how to improve the cultivation of plants by means of working the soil with hand-tools.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Developing Practical Floristry Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	SE7/1/LQ/001
Ofqual Unit Reference Number:	L/503/5000

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate awareness of design in floristry.	1.1. State how a given display reflects basic design principles, for example, colour, line and form. 1.2. Select appropriate plant material from a given range to recreate the same effect of that in the display in 1.1.
2. Plan and prepare for the construction process of a floral arrangement.	2.1. Condition the plant material, as directed. 2.2. Select the tools, equipment and any other material needed to reproduce a given floral arrangement involving the use of three different mechanisms. 2.3. Identify and explain the purpose of the selected tools, equipment and other material to be used.
3. Demonstrate skills and techniques in constructing floral displays.	3.1. Produce samples reflecting the skills and techniques involved in producing a given floral display, for example, the preparation of foam, basic wiring, use of glue gun.
4. Produce a floral arrangement.	4.1. Reproduce a given floral arrangement, incorporating the specified design and construction features. 4.2. Use at least three mechanisms, as appropriate.
5. Review their work.	5.1. Comment on the design and production process, identifying one thing that worked well and one thing that could be improved.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	P
Reflective log/diary	O	Practice file	

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Unit Title: Developing Skills for Sowing and Growing Plants	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	SE2/E3/LQ/002
Ofqual Unit Reference Number:	Y/500/5403

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Use indoor sowing techniques (frame/greenhouse).	1.1. Fill and seed trays and spot to an appropriate level. 1.2. Water trays/spots of compost. 1.3. Sow a range of seeds, for example, small, medium, large.
2. Use outdoor sowing techniques.	2.1. Prepare the ground by: digging, working down. 2.2. Make a hole/drill, sow seeds, water seeds, cover seeds and protect seeds as instructed.
3. Maintain and transplant seedling plants.	3.1. Identify stages of seedling development. 3.2. Use appropriate tools and equipment to transplant seedlings/plants. 3.3. Use appropriate handling methods to transplant seedlings/plants.
4. Use the processes of "hardening off" and "planting out".	4.1. Use the correct method and equipment to "harden off" and "plant out" plants as directed.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Developing Skills for Using and Maintaining Garden Tools	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	SE2/E3/LQ/003
Ofqual Unit Reference Number:	D/500/5404

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know a range of hand tools used in gardening.	1.1. Name ten selected hand tools. 1.2. State the use of each tool.
2. Maintain a range of garden hand tools.	2.1. Check the condition of three given tools and identify any problems. 2.2. Follow a given maintenance procedure for three tools under supervision. 2.3. Place back into stores in the correct location.
3. Use a range of garden hand tools.	3.1. Select appropriate tool(s) for five given tasks. 3.2. Demonstrate the correct use of the five selected hand tools under supervision.
4. Understand basic Health and Safety in the use and transportation of hand tools.	4.1. Use hand tools safely under supervision. 4.2. Demonstrate correct transportation of hand tools.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Developing Skills in Garden Horticulture	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	SE2/1/LQ/003
Ofqual Unit Reference Number:	T/504/2880

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to identify garden/allotment produce.	1.1. Name and identify flower varieties to grow on an allotment or in a domestic garden. 1.2. Name and identify vegetables to grow on an allotment or in a domestic garden.
2. Know how to control weeds.	2.1. Identify types of weeds, from a given selection. 2.2. Select and apply a control measure that will lead to the elimination of weeds identified.
3. Be able to propagate plants.	3.1. Sow seeds in open ground and a tray under glass. 3.2. Prepare ground to sow tubers and rooted plants.
4. Be able to grow and care for plants grown from seed.	4.1. Sow seed directly in the ground. 4.2. Thin out plants growing in the ground. 4.3. Sow seed in trays. 4.4. Prick out seedlings to plant in prepared ground. 4.5. Follow a given maintenance plan for plants. 4.6. Identify any pests/diseases that may affect plants.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

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O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Introduction to Amenity Horticulture Skills	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	SE2/E3/LQ/004
Ofqual Unit Reference Number:	J/500/5395

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate familiarity with relevant tools.	1.1. Identify three tools from a given range. 1.2. Use tools safely under supervision. 1.3. Clean and store tools safely after use under supervision.
2. Know how to prepare land for planting and sowing.	2.1. Assist in clearing the site. 2.2. Remove soil from first trench and putting on one side, forking bottom of trench to improve drainage. 2.3. Add compost. 2.4. Move soil from first trench to back, filling last trench.
3. Know how to plant and maintain plants.	3.1. Prepare site, removing weeds and debris. 3.2. Mark out plant positions, adding fertiliser and position plants. 3.3. Work soil around plants and firming. 3.4. Contribute to plant maintenance, as directed.
4. Know how to prepare and turf an area.	4.1. Prepare site, removing debris as directed. 4.2. Assist in laying turf in straight rows, watering and setting down, filling spaces with sand. 4.3. Mow grass correctly four times under supervision.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Introduction to Cultivating Plant Cuttings	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	SE2/E3/LQ/005
Ofqual Unit Reference Number:	L/500/5396

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to take a cutting.	1.1. Select a plant from which cuttings are to be taken. 1.2. Cut plant in accordance with prior instructions. 1.3. Use knife or scissors as instructed.
2. Know how to root plant cuttings.	2.1. Remove lower leaves of cutting. 2.2. Dip bottom of cutting in rooting compounds, for example Bio Roota. 2.3. Fill pot with a given compost and make a hole or dent in the compost using a pencil.
3. Know how to plant cuttings.	3.1. Insert cuttings as soon as they are prepared. 3.2. Insert three to six cuttings close to the side of the pot and water in very gently. 3.3. Place canes in pot, taking care not to damage the cuttings.
4. Know how to cultivate plant cuttings.	4.1. Drape a polythene bag over the canes and secure around the base of the pot with a rubber band. 4.2. Place the pot in a bright but sunless spot and pick off any yellowing leaves. 4.3. Leave undisturbed until new growth.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer		Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to Garden Horticulture	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	SE2/E3/LQ/006
Ofqual Unit Reference Number:	Y/500/5398

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate an awareness of things that grow in a garden or allotment.	1.1. Name three different flowers and vegetables to grow on an allotment or domestic garden. 1.2. Name three different kinds of common weeds. 1.3. Name three common vegetables.
2. Be familiar with propagating plants.	2.1. Sow seed in open ground and in a seed tray under glass. 2.2. Sow tubers and rooted plants directly into prepared ground.
3. Demonstrate an awareness of how to prepare an outside growing bed.	3.1. Prepare an open growing bed (min 2m x 2m) with hand tools, by laying out, digging and raking soil.
4. Be familiar with growing and caring for plants.	4.1. Sow seed directly in ground and thin out as directed. 4.2. Sow seed in trays, prick out and plant in prepared ground as directed. 4.3. Contribute to the maintenance of plants.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Introduction to Garden Maintenance Skills	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	SE2/E3/LQ/007
Ofqual Unit Reference Number:	D/500/5399

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate familiarity with relevant tools.	1.1. Recognise a range of tools and equipment needed for garden maintenance.
2. Maintain a garden.	2.1. Identify and demonstrate at least five given tasks, involved in garden maintenance according to season.
3. Understand the importance of lawn maintenance.	3.1. Identify five requirements and processes involved in lawn preparation and maintenance.
4. Demonstrate an awareness of the correct methods of garden waste disposal.	4.1. List five types of garden waste and demonstrate the methods of waste disposal as directed.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to Planting in a Container	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	SE2/E3/LQ/008
Ofqual Unit Reference Number:	J/500/5400

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Plan planting schemes for decorative containers.	1.1. Produce a simple design plan. 1.2. Identify which plants to plant. 1.3. Position plants. 1.4. Recognise shape, size and colour of the plants chosen.
2. Prepare the planting container and maintain.	2.1. Select the correct compost. 2.2. Fill the container to required depth. 2.3. Add required fertiliser and/or other additives.
3. Plant the chosen plants.	3.1. Correctly make planting holes. 3.2. Plant the plants with due care in an appropriate place. 3.3. Plant to required depth. 3.4. Position container. 3.5. Contribute to plant maintenance.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to Practical Floristry Skills	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	SE7/E3/LQ/001
Ofqual Unit Reference Number:	L/500/5401

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate awareness of design in floristry.	1.1. State one thing they like about three existing arrangements and one thing they would change, for example, the type or colour of flower(s).
2. Plan and prepare for the construction process.	2.1. Name three of the tools and/or items of equipment from the range needed to produce a given display. 2.2. Identify two tasks they need to perform to produce the arrangement. 2.3. Condition one type of flower or floral material to be used, as directed.
3. Make a floral arrangement.	3.1. Produce a simple, given floral arrangement using specified floral material and one basic material, for example, florist foam.
4. Produce buttonhole.	4.1. Produce a basic buttonhole using: given flowers and foliage wire and stem tape to secure stems.
5. Review their work.	5.1. Identify one skill they found easy and one skill they found hard.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	P
Reflective log/diary		Practice file	

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Unit Title: Introduction to Propagation of Plants	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	SE2/E3/LQ/009
Ofqual Unit Reference Number:	K/500/5017

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate an ability to recognise different forms of embryo plants.	1.1. Identify a range of seeds, for example, runner beans, sunflower, cress, grass. 1.2. Identify bulbs and tubers, for example, hyacinth, daffodil, tulip, potato. 1.3. Name plants where cuttings can be taken, for example geraniums, rosemary, thyme.
2. Demonstrate an awareness of potential sources of embryo plants.	2.1. Name sources where these can be purchased, for example, garden centres, supermarkets, markets, catalogues. 2.2. Identify alternative ways of obtaining new plants, for example, from friends, from own stock, from thinning.
3. Demonstrate an awareness of the need to plant appropriately.	3.1. Identify a range of containers, for example, seed trays, flower pots, planters, ground. 3.2. Identify planting materials, for example, compost, peat, soil. 3.3. State the need to take other factors into account, for example, time of year, warmth, light, water. 3.4. Identify the benefits of correct maintenance.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Pest, Disease and Weed Control	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	SE2/1/LQ/004
Ofqual Unit Reference Number:	H/503/7612

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for tasks related to pest, disease and weed control.	1.1. Identify necessary safety procedures. 1.2. Select and wear overalls, gloves, and safety footwear for pest, disease and weed control tasks. 1.3. Select appropriate tools and equipment.
2. Know the importance of pest, disease and weed control.	2.1. Outline why pest control is necessary. 2.2. Outline why disease control is necessary. 2.3. Outline why weed control is necessary.
3. Know pest, disease and weed control methods.	3.1. Outline cultural, chemical and biological control methods.
4. Be able to use pest, disease and weed control methods.	4.1. Demonstrate methods of: <ul style="list-style-type: none"> • pest control • disease control • weed control.
5. Know the Health and Safety procedures relevant to pest, disease and weed control.	5.1. Identify Health and Safety procedures in relation to pest, disease and weed control. 5.2. Outline the possible effects of pesticides, fungicides or herbicides on children, pets and vegetables.
6. Be able to tidy work area.	6.1. Dispose of debris appropriately. 6.2. Clean tools and store materials after use. 6.3. Carry out work with due regard to the health and safety of others.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Understanding Organic Horticulture	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	SE2/1/LQ/005
Ofqual Unit Reference Number:	M/500/5116

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the difference between organic and conventional growing systems.	1.1. Define the term 'organic' as applied to sustainable growing systems. 1.2. Identify three advantages and three disadvantages of organic growing methods. 1.3. State three potential environmental benefits of organic growing methods.
2. Know and demonstrate organic soil management techniques.	2.1. Identify common methods of improving soil fertility. 2.2. State the purpose of composting. 2.3. Define the term 'green manure' and give three examples of green manures. 2.4. Enrich the soil with appropriate manures and fertilisers for organic gardening.
3. Know and demonstrate organic crop protection techniques.	3.1. State three benefits of using natural methods of pest and disease control. 3.2. Describe three organic methods of pest control. 3.3. Demonstrate an organic method of pest control. 3.4. List three natural predators and the pests they control.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Plant Pruning	
Level:	One
Credit Value:	1
GLH:	9
OCNLR Unit Code:	SE2/1/LQ/006
Ofqual Unit Reference Number:	F/500/5119

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the reasons for pruning plants.	1.1. State what is meant by pruning. 1.2. State three reasons why pruning is carried out. 1.3. Name six plants which are usually pruned.
2. Know where and how to cut when pruning.	2.1. Identify a node. 2.2. Using practice material, make a firm clean cut.
3. Know how to prune different types of plants.	3.1. Prune two different plants successfully on at least four occasions by: 3.1.1. cutting in the correct place 3.1.2. making a clean cut.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Understanding Sowing and Growing Techniques	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	SE2/1/LQ/007
Ofqual Unit Reference Number:	J/500/5350

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate indoor sowing techniques.	1.1. Outline the requirements for the successful germination of seeds. 1.2. Demonstrate the precautions taken against extremes in temperature. 1.3. Select and use an appropriate growing medium for given seeds. 1.4. Sow a range of seeds showing due respect for: seed size, spacing, depth of sowing, covering medium.
2. Demonstrate outdoor sowing techniques.	2.1. Identify appropriate equipment. 2.2. State the need to prepare the ground. 2.3. State the need to make sure of suitable holes/drills to receive given types of seed.
3. Demonstrate how to look after and transplant seedlings/plants.	3.1. Identify the cause of “damping off”. 3.2. Recognise and outline stages of seedling development. 3.3. State the purpose of and use appropriate tools and equipment to transplant seeds. 3.4. State and demonstrate effects of “growing on” conditions.
4. Demonstrate the process of “hardening off” and “planting out” correctly.	4.1. Identify the reasons for “hardening off” and “planting out”. 4.2. Demonstrate three methods. 4.3. Explain specific “planting out” requirements and demonstrate relevant skills.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Understanding Techniques used in Floristry	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	SE7/1/LQ/002
Ofqual Unit Reference Number:	L/500/5351

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be familiar with the relevant tools and equipment.	1.1. Identify and state the function of three essential tools in floristry. 1.2. Identify three items of equipment and state what they are used for, for example, wet/dry oasis, pin holders, wires.
2. Be familiar with relevant plant material.	2.1. Identify four types of plant material (flowers and foliage) used in floristry. 2.2. State the type of arrangement each would be suitable for. 2.3. Identify two potentially hazardous plant materials.
3. Understand conditioning techniques.	3.1. Outline two methods of conditioning plants, and state the benefits.
4. Understand preservation techniques.	4.1. State when plant material should be picked for preservation. 4.2. Outline two methods of preserving plants.
5. Identify basic design principles.	5.1. Identify three basic shapes used in floral displays. 5.2. Identify line, bold and filler material in a given display. 5.3. Identify contrasting and complementary colours.
6. Understand basic construction techniques.	6.1. Outline four basic construction/support techniques used in floral displays.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding the Skills Required for Floristry	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	SE7/E3/LQ/002
Ofqual Unit Reference Number:	R/500/5397

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be familiar with the relevant tools and equipment.	1.1. Name three basic tools used by florists. 1.2. Name three common pieces of equipment used by florists.
2. Be familiar with relevant plant material.	2.1. Name four items of plant material (flowers or foliage) that could be included in a display.
3. Understand preservation and conditioning techniques.	3.1. State one way to preserve plant material. 3.2. State one way to condition plant material. 3.3. Give one reason this is done.
4. Understand basic design principles.	4.1. Identify their favourite 'shape' for a floral display from a given range. 4.2. Select the colours from a given range for a specified display and say why.
5. Understand construction techniques.	5.1. State the role/purpose of one construction element in a given display.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Carry out a Systematic Cycle Check	
Level:	One
Credit Value:	1
GLH:	6
OCNLR Unit Code:	XS8/1/LQ/001
Ofqual Unit Reference Number:	H/502/7324

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work efficiently and safely carrying out a systematic cycle check and basic adjustments.	1.1. Use appropriate Personal Protective Equipment and safety methods when carrying out a systematic cycle check and basic adjustments. 1.2. Demonstrate Health and Safety workplace procedures when carrying out a systematic cycle check and basic adjustments. 1.3. Demonstrate and describe workplace and legislative procedures for handling, disposal and recycling of used and waste materials. 1.4. Work minimising the risk of damage to the cycle, its systems, the environment, other people and their property. 1.5. Explain the importance of working to agreed timescales and keeping others informed of progress.
2. Use relevant sources of information when carrying out a systematic cycle check and basic adjustments.	2.1. Ensure that records for carrying out a systematic cycle check and basic adjustments are accurate. 2.2. State the importance of following correct technical data for carrying out a systematic cycle check and basic adjustments.
3. Know how to carry out a systematic cycle check and basic adjustments.	3.1. State the different stages of a systematic safety check.
4. Select and use the appropriate tools and equipment to carry out a systematic cycle check and basic adjustments.	4.1. Demonstrate how to prepare and use all the equipment required to carry out a systematic cycle check and basic adjustments.

5. Carry out a systematic cycle check and basic adjustments.	5.1. Demonstrate the correct procedure for carrying out a systematic cycle check. 5.2. Decide whether the cycle is in a safe and roadworthy condition. 5.3. Carry out the basic adjustments required to leave the cycle in a safe and roadworthy condition. 5.4. Recognise and report cosmetic damage to cycle components to the relevant person.
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Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Checking and Maintaining a Car's Tyre Pressure and Tread	
Level:	One
Credit Value:	1
GLH:	9
OCNLR Unit Code:	XS1/1/LQ/001
Ofqual Unit Reference Number:	M/500/5584

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Identify and use relevant tools and equipment.	1.1. Name, identify and state the purpose of relevant tools for the job. 1.2. Use tools safely.
2. Maintain road wheels and tyres on a motor vehicle.	2.1. Identify and select tyre pressure gauge, air line and inflator tread gauge tyre pressure chart. 2.2. Check all tyres for uneven wear, nails and cracked tyre walls, and record results in an approved format. 2.3. State legal tyre tread depth. 2.4. Check tread depths of all tyres with tread gauge, and record results. 2.5. Remove one wheel from vehicle in the approved, safe manner. 2.6. Remove a tyre, check wheel condition and refit tyre using correct equipment. 2.7. Balance the wheel/tyre assembly. 2.8. Refit wheel to vehicle. 2.9. Identify front and rear tyre pressures of the specified vehicle from a tyre pressure chart. 2.10. Check all tyre pressures and increase or decrease to correct value using an air-line pressure gauge and inflator.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Checking and Maintaining Car Tyre Pressures and Tread	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	XS1/E3/LQ/001
Ofqual Unit Reference Number:	J/500/5445

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Use relevant tools and equipment.	1.1. Select and use tyre pressure gauge, air line and inflator, tread gauge and tyre pressure chart for tasks.
2. Maintain tyres on a car.	2.1. Check all tyres for uneven wear such as nails and cracked tyre walls and record on a checklist. 2.2. Identify legal tyre tread depth. 2.3. Check tread depths of all tyres using a tread gauge and record on a checklist. 2.4. Identify front and rear tyre pressures of a specified car from a tyre pressure chart. 2.5. Remove dust caps, store and replace correctly when checking tyre pressure. 2.6. Check all tyre pressures and increase or decrease to correct value using an air line pressure gauge and inflator.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer		Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Checking and Maintaining Fluid Levels on a Car	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	XS1/E3/LQ/002
Ofqual Unit Reference Number:	J/500/5560

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Use appropriate materials and equipment.	1.1. Select and use engine oil, brake and clutch fluid, water, screen wash, cloths or paper towels for tasks.
2. Maintain fluid levels in a car engine.	2.1. Open bonnet, check engine temperature for safe operational maintenance. 2.2. Locate engine oil dip stick, oil filter cap, brake fluid reservoir, clutch fluid reservoir, coolant expansion tank, screen wash fluid containers and their level indicators. 2.3. Check all fluid levels top up to correct level relevant to fluid, following manufacturer's instructions.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer		Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Clean and Prepare a Cycle for Use	
Level:	Entry Three
Credit Value:	1
GLH:	5
OCNLR Unit Code:	XS8/E3/LQ/001
Ofqual Unit Reference Number:	L/502/7320

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work efficiently and safely when cleaning and preparing a cycle for use.	1.1. Use appropriate Personal Protective Equipment and safety methods when cleaning and preparing a cycle for use. 1.2. Safely handle and dispose of cleaning materials and substances used when cleaning and preparing a cycle for use. 1.3. Safely handle and support a cycle during cleaning and preparation for use. 1.4. Identify the people that must be informed of the progress on the work being undertaken.
2. Know how cycle cleaning and finishing products work.	2.1. State the function of:- 2.1.1. a solvent 2.1.2. a detergent 2.1.3. a lubricant.
3. Carry out the cleaning and preparation of a cycle for use.	3.1. Use the materials required to carry out the cleaning and preparation of a cycle for use. 3.2. Demonstrate how to clean a cycle. 3.3. Demonstrate a basic safety check of a cycle. 3.4. Identify cosmetic damage of cycle components and inform the relevant person.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached.

Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Identification of Basic External and Internal Car Parts	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	XS1/E3/LQ/003
Ofqual Unit Reference Number:	L/500/5561

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Identify and locate basic external car parts.	1.1. Identify and locate the following: windscreen, headlamp, indicators, brake light, wing mirrors, wiper blades, aerial, door handles, bonnet, boot, exhaust, bumper bars, tyres, petrol filler cap. 1.2. Open bonnet and locate screenwash bottle. 1.3. Open boot and locate spare wheel.
2. Identify and locate basic internal car parts.	2.1. Identify and locate the following: steering wheel, gear lever, bonnet release lever, seatbelts, door handle, window control, radio, spare wheel, handbrake, indicator, wiper, light, horn, seat adjustment controls. 2.2. Operate horn, radio, headlamps and indicators.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Identification of Basic External and Internal Car Parts	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	XS1/1/LQ/002
Ofqual Unit Reference Number:	A/500/5586

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the location of major engine and chassis components.	1.1. Locate and name the following engine components: 1.2. components: a) alternator b) starter motor c) carburettor. 1.3. Locate and name the following chassis components: 1.4. components: a) gearbox b) front and rear brake assemblies c) suspension components.
2. Know the major internal engine components.	2.1. Identify the following major internal engine components: a) crankshaft b) piston d) valves e) connecting rod f) oil pump g) camshaft h) flywheel.
3. Know the major cooling system components.	3.1. Locate and name the following cooling system components: a) radiator b) water pump c) thermostat d) hoses.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Lubricate and Tension a Single Speed Cycle Chain	
Level:	Entry Three
Credit Value:	1
GLH:	5
OCNLR Unit Code:	XS8/E3/LQ/002
Ofqual Unit Reference Number:	L/502/7253

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work efficiently and safely when lubricating and tensioning the chain of a single speed cycle.	1.1. Use appropriate Personal Protective Equipment and safety methods when lubricating and tensioning a single speed cycle chain. 1.2. Safely handle and dispose of used chains. 1.3. Safely handle and support a cycle when lubricating and tensioning the chain of a single speed cycle. 1.4. Identify the people that must be informed of the progress on the work being undertaken.
2. Know how cycle chains function.	2.1. List the components which are relevant to the lubrication and tensioning of a single speed cycle chain. 2.2. State the basic function of:- 2.2.1. Chain 2.2.2. chain tension 2.2.3. chain lubrication.
3. Carry out the lubrication and tensioning of a single speed chain.	3.1. Use the equipment required to carry out lubrication and tensioning of a single speed cycle chain. 3.2. Demonstrate the lubrication of a single speed cycle chain. 3.3. Demonstrate the tensioning of a single speed cycle chain. 3.4. Demonstrate undoing and tightening fasteners associated with tensioning of a single speed cycle chain. 3.5. Identify cosmetic damage of cycle components and inform the relevant person.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Motor Vehicle Workshop Tools and Equipment	
Level:	Entry Three
Credit Value:	2
GLH:	20
OCNLR Unit Code:	XS1/E3/LQ/004
Ofqual Unit Reference Number:	J/502/4657

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know common motor vehicle hand tools and workshop equipment.	1.1. Identify common hand tools found in a motor vehicle workshop. 1.2. Identify common equipment found in a motor vehicle workshop.
2. Be able to use motor vehicle hand tools and workshop equipment correctly and safely.	2.1. Demonstrate the safe use of common hand tools found in a motor vehicle workshop. 2.2. Demonstrate the safe use of common equipment found in a motor vehicle workshop.
3. Know examples of measuring equipment used in a motor vehicle workshop.	3.1. Name the types of measuring equipment commonly used in a motor vehicle workshop.
4. Know examples of different locking and securing devices used on motor vehicles.	4.1. Identify the types of locking device commonly found on a motor vehicle. 4.2. Demonstrate the correct use of tools when using locking devices commonly found on a motor vehicle.

Assessment

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Remove and Replace a Cycle Rim Brake Assembly	
Level:	One
Credit Value:	2
GLH:	10
OCNLR Unit Code:	XS8/1/LQ/002
Ofqual Unit Reference Number:	Y/502/7322

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work efficiently and safely when removing and replacing a cable operated rim brake assembly.	1.1. Use appropriate Personal Protective Equipment and safety methods when working on a cable operated rim brake assembly. 1.2. Demonstrate Health and Safety workplace procedures when working on a cable operated rim brake assembly. 1.3. Demonstrate and describe workplace and legislative procedures for handling, disposal and recycling of used and waste materials. 1.4. Work minimising the risk of damage to the cycle, its systems, the environment, other people and their property when removing and replacing a cable operated rim brake assembly. 1.5. Explain the importance of working to agreed timescales and keeping others informed of progress.
2. Use relevant sources of information when removing and replacing a cable operated rim brake assembly.	2.1. Ensure that records for cycle rim brake assembly are accurate. 2.2. Follow correct technical data for removal, inspection and replacement of a rim brake assembly.
3. Know how cycle rim brakes function.	3.1. Identify the components which are relevant to a rim brake system. 3.2. State the basic function of a brake: <ul style="list-style-type: none"> 3.2.1. Lever 3.2.2. inner and outer cable 3.2.3. calliper 3.2.4. block 3.2.5. calliper balancing screw 3.2.6. block wear indicator

4. Identify and use the appropriate tools and equipment to remove and replace a cable operated rim brake assembly.	4.1. Demonstrate how to prepare and use the equipment required to carry out the removal and replacement of a cable operated rim brake assembly.
5. Carry out the removal and replacement of a cable operated rim brake assembly.	5.1. Demonstrate how to carry out the removal and replacement of a cable operated rim brake assembly. 5.2. Demonstrate the procedure for setting up a cable operated rim brake. 5.3. Explain how to recognise and report cosmetic damage to cycle components to the relevant person.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Remove and Replace Cycle Saddles, Seatposts and Handlebars	
Level:	Entry Three
Credit Value:	1
GLH:	5
OCNLR Unit Code:	XS8/E3/LQ/003
Ofqual Unit Reference Number:	D/502/7273

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work efficiently and safely removing and replacing saddles, seatposts and adjusting handlebars of a cycle.	1.1. Use appropriate Personal Protective Equipment and safety methods when working on saddles, seatposts and adjusting handlebars on cycles. 1.2. Safely handle and dispose of used saddles, seatposts of a cycle. 1.3. Safely handle and support a cycle when working on saddles, seatposts and handlebars of cycles. 1.4. Identify the people that must be informed of the progress on the work being undertaken.
2. Know how cycle saddles, seatposts and handlebars function.	2.1. List the components which are relevant to saddles, seatposts and the handlebars of cycles. 2.2. State the basic function of:- 2.2.1. saddles 2.2.2. seatposts 2.2.3. handlebars 2.2.4. seatpost limit marks.

3. Carry out the removal and replacement of saddles, seatposts and adjustment of handlebars of cycles.	3.1. Use the equipment required to carry out the removal and replacement of saddles, seatposts and adjusting of handlebars of cycles. 3.2. Demonstrate the removal and replacement of saddles, seatposts and adjustments of handlebars of cycles. 3.3. Demonstrate undoing and tightening fasteners associated with the removal and replacement of saddles, seatposts and adjustment of handlebars of cycles. 3.4. Identify cosmetic damage of cycle components and inform the relevant person.
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Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Remove and Replace Cycle Wheels, Tyres and Inner Tubes	
Level:	Entry Three
Credit Value:	1
GLH:	5
OCNLR Unit Code:	XS8/E3/LQ/004
Ofqual Unit Reference Number:	T/502/6971

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work efficiently and safely when removing and replacing wheels, tyres and inner tubes.	1.1. Use appropriate Personal Protective Equipment and safety methods when working on cycle wheels, tyres and inner tubes. 1.2. Safely handle and dispose of used wheels, tyres and inner tubes. 1.3. Safely handle and support cycle and wheels when removing and replacing wheels, tyres and inner tubes. 1.4. Identify the people that must be informed of the progress on the work being undertaken.
2. Know how cycle wheels, tyres and inner tubes function.	2.1. List the components which are relevant to the removal and replacement of cycle wheels, tyres and inner tubes. 2.2. State the basic function of:- 2.2.1. a tyre 2.2.2. an inner tube 2.2.3. fasteners.
3. Carry out the removal and replacement of wheels, tyres and inner tubes.	3.1. Use the equipment required to carry out the removal and replacement of wheels, tyres, inner tubes and fastenings. 3.2. Demonstrate the removal and replacement of the front and rear wheels, tyres and inner tubes. 3.3. Demonstrate undoing and tightening fasteners associated with cycle wheels. 3.4. Identify cosmetic damage of cycle components and inform the relevant person.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Repair a Cycle Puncture	
Level:	One
Credit Value:	1
GLH:	5
OCNLR Unit Code:	XS8/1/LQ/003
Ofqual Unit Reference Number:	R/502/7321

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work efficiently and safely when repairing a puncture on a rear wheel.	1.1. Use appropriate Personal Protective Equipment and safety methods when repairing a puncture on a rear wheel. 1.2. Demonstrate Health and Safety workplace procedures when repairing a puncture. 1.3. Demonstrate and describe workplace legislative procedures for handling, disposal and recycling of used and waste materials when repairing a puncture. 1.4. Work minimising the risk of damage to the cycle, its systems, the environment, other people and their property. 1.5. Explain the importance of working to agreed timescales and keeping others informed of progress.
2. Use relevant sources of information when repairing a puncture on a rear wheel.	2.1. Ensure that records for cycles, wheels, tyres and inner tubes are accurate 2.2. Follow correct technical data for puncture repair.

<p>3. Know how cycle wheel rims, tyres and inner tubes function.</p>	<p>3.1. Identify the major components which are relevant to the removal and replacement of cycle wheels, tyres and inner tubes and the repair of puncture.</p> <p>3.2. Identify the common sizes and types of:-</p> <ul style="list-style-type: none"> 3.2.1. wheel 3.2.2. tyres 3.2.3. inner tubes 3.2.4. valves 3.2.5. repair patches. <p>3.3. Outline the function of:-</p> <ul style="list-style-type: none"> 3.3.1. wheels 3.3.2. tyres 3.3.3. inner tubes 3.3.4. fasteners 3.3.5. repair patches 3.3.6. valves. <p>3.4. State causes of different types of punctures.</p>
<p>4. Be able to identify and use the appropriate tools and equipment to carry out the repair of a puncture on a rear wheel.</p>	<p>4.1. Demonstrate how to prepare and use the equipment required to repair a puncture on a rear wheel.</p>
<p>5. Be able to carry out the repair of a puncture on a rear wheel.</p>	<p>5.1. Demonstrate how to carry out the repair of a puncture on a rear wheel.</p> <p>5.2. Demonstrate how to locate the puncture and identify the cause.</p> <p>5.3. Demonstrate undoing and tightening of fasteners associated with the repair of a puncture on a rear wheel.</p> <p>5.4. Explain how to recognise and report cosmetic damage to cycle components to the relevant person.</p>

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Routine Motorcycle Checks	
Level:	Entry Three
Credit Value:	2
GLH:	20
OCNLR Unit Code:	XS1/E3/LQ/005
Ofqual Unit Reference Number:	L/502/4675

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know motorcycle systems and components that require routine checks.	1.1. Identify the motorcycle systems and components that require routine checks. 1.2. Identify the basic maintenance requirements for motorcycle systems.
2. Know the information and equipment required for motorcycle maintenance checks.	2.1. Identify the information required for motorcycle maintenance. 2.2. Identify the tools and equipment required for motorcycle maintenance.
3. Be able to safely and correctly carry out routine motorcycle checks.	3.1. Use safe working practices and correct methods of working. 3.2. Use the appropriate personal protective equipment required for motorcycle checks. 3.3. Demonstrate the correct sequence and procedure when carrying out motorcycle checks.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Routine Motorcycle Maintenance Processes and Procedures	
Level:	One
Credit Value:	4
GLH:	30
OCNLR Unit Code:	XS1/1/LQ/003
Ofqual Unit Reference Number:	D/600/3310

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work safely when carrying out routine motorcycle maintenance.	1.1. Use appropriate Personal Protective Equipment when working on motorcycles. 1.2. Use appropriate and safe working practices when carrying out routine motorcycle maintenance.
2. Know motorcycle components and systems that require maintenance.	2.1. Identify the main components and systems found on a modern motorcycle or scooter that require maintenance.
3. Know routine maintenance requirements for motorcycles.	3.1. Locate the correct and appropriate sources of information, tools and equipment required to carry out motorcycle maintenance.
4. Be able to carry out routine maintenance on motorcycles e.g. interim service.	4.1. Locate and use the correct technical data when carrying out routine maintenance of motorcycles or scooters. 4.2. Demonstrate the correct procedures when removing body panels and seat units prior to carrying out routine motorcycle maintenance. 4.3. Demonstrate the correct procedures when inspecting systems and components during basic motorcycle maintenance e.g. interim service. 4.4. Demonstrate the correct procedures when replacing and replenishing fluids and service items during basic motorcycle maintenance. 4.5. Demonstrate the correct procedures when adjusting and lubricating motorcycle components and systems.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

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O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Routine Vehicle Checks	
Level:	Entry Three
Credit Value:	2
GLH:	20
OCNLR Unit Code:	XS1/E3/LQ/006
Ofqual Unit Reference Number:	M/502/4670

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know vehicle systems and components that require routine checks.	1.1. Identify the vehicle systems and components that require routine checks. 1.2. Identify the basic maintenance requirements for vehicle systems.
2. Know the information and equipment required for vehicle maintenance checks.	2.1. Identify the information required for vehicle maintenance. 2.2. Identify the tools and equipment required for vehicle maintenance.
3. Be able to safely and correctly carry out vehicle checks.	3.1. Use safe working practices and correct methods of working. 3.2. Use the appropriate personal protection equipment (PPE) required for vehicle checks. 3.3. Demonstrate the correct sequence and procedure when carrying out vehicle checks.

Assessment

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O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	P
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Routine Wheel and Tyre Checks	
Level:	Entry Three
Credit Value:	2
GLH:	20
OCNLR Unit Code:	XS1/E3/LQ/007
Ofqual Unit Reference Number:	A/502/4669

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work safely.	1.1. Use appropriate Personal Protective Equipment and methods when removing and refitting wheels.
2. Know how wheel and tyres are constructed.	2.1. State the common types of tyre used on light vehicles. 2.2. Identify the main construction details of radial and cross ply tyres. 2.3. Identify the common types of wheel used on light vehicles.
3. Know wheel and tyre terminology.	3.1. Identify the main markings and terminology associated with vehicle wheels and tyres.
4. Be able to safely and correctly remove and refit road wheels.	4.1. Select the correct tools, equipment and technical data used for removing and refitting wheels. 4.2. State the safety precautions when removing and refitting wheels. 4.3. Demonstrate the correct sequence and procedure for removing and refitting a wheel.
5. Be able to check tyre pressure and tread depth.	5.1. Demonstrate the correct sequence to check and correct tyre pressures. 5.2. Demonstrate the correct methods to record tyre depths.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Tools, Equipment and Materials for Vehicle Maintenance	
Level:	One
Credit Value:	4
GLH:	30
OCNLR Unit Code:	XS1/1/LQ/004
Ofqual Unit Reference Number:	F/600/3297

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to work safely.	1.1. Select and use appropriate Personal Protective Equipment when using tools and equipment for vehicle maintenance. 1.2. Use safe methods of working when using tools and equipment. 1.3. Identify common defects in basic tools.
2. Be able to use and maintain hand tools for vehicle maintenance.	2.1. Identify and select appropriate hand tools for vehicle maintenance. 2.2. Prepare and use hand tools correctly. 2.3. Maintain hand tools in a safe condition.
3. Be able to use workshop equipment for vehicle maintenance.	3.1. Identify and select appropriate workshop equipment for vehicle maintenance. 3.2. Prepare and use common workshop equipment correctly. 3.3. Carry out basic care and maintenance of common workshop equipment.
4. Be able to use materials when carrying out vehicle maintenance.	4.1. Identify common materials in the construction of vehicles. 4.2. Identify common materials and consumables used for vehicle maintenance. 4.3. Select and use appropriate materials and consumables for vehicle maintenance.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Valeting a Car Interior	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	XS1/E3/LQ/008
Ofqual Unit Reference Number:	K/504/2889

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to identify equipment and tools to valet a car interior.	1.1. Select tools and equipment required to valet a car interior.
2. Be able to valet a car interior.	2.1. Remove loose carpets, items and rubbish from car interior and boot. 2.2. Vacuum seats, carpets and floors. 2.3. Wipe inside windows clean. 2.4. Clean windows using a proprietary cleaner, following manufacturer's instructions. 2.5. Wipe all interior surfaces clean. 2.6. Clean all interior vinyl surfaces using instructions. 2.7. Replace items and carpets.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Washing a Car Exterior	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	XS1/E3/LQ/009
Ofqual Unit Reference Number:	K/500/5535

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Use appropriate tools and equipment.	1.1. Select and use bucket, sponge, hosepipe, washing brush, water leather, car shampoo, and water for tasks.
2. Wash car exterior.	2.1. Close windows and doors and sun roof. 2.2. Use hosepipe to remove dirt from car, starting with the roof. 2.3. Use sponge and brush to wash all external parts of the car starting with the roof. 2.4. Wash car in methodical manner. 2.5. Use hosepipe to rinse vehicle, starting with the roof. 2.6. Use damp leather to dry car windows and paintwork.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer		Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Wax and Polish a Car Exterior	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	XS1/E3/LQ/010
Ofqual Unit Reference Number:	K/503/3576

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to use waxing and polishing equipment appropriately.	1.1. Identify polish and cloths for the tasks. 1.2. Select and use polish and cloths for the tasks.
2. Be able to wax and polish car exterior.	2.1. Demonstrate a car paintwork check for dirt free condition. 2.2. Use polish to cover all paintwork following manufacturer's instructions. 2.3. Use a clean, dry cloth to remove polish. 2.4. Use buffing techniques to shine the car exterior.

Assessment

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Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Brickwork: Introduction to Assisting Workshop Practice	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	TG2/E3/LQ/001
Ofqual Unit Reference Number:	M/501/5189

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to prepare for tasks.	1.1. Select and wear the appropriate protective clothing for designated tasks from the following list: <ul style="list-style-type: none"> 1.1.1. overalls 1.1.2. safety hat 1.1.3. boots 1.1.4. goggles 1.1.5. ear defenders 1.1.6. face dust mask. 1.2. Select and use the correct tools from the following list for designated tasks: <ul style="list-style-type: none"> 1.2.1. club hammer 1.2.2. bolster chisel 1.2.3. metre 1.2.4. straight edge 1.2.5. trowel 1.2.6. gauge rod 1.2.7. plumb line 1.2.8. spirit level 1.2.9. mortar board 1.2.10. chalk 1.2.11. mortar 1.2.12. bricks.
2. Know how to dismantle a practice section of wall.	2.1. Dismantle a small section of wall that is approximately eight courses high, five stretchers long. 2.2. Clean bricks and stack ready for use. 2.3. Remove and dispose of soil and/or rubble in an appropriate location.
3. Know how to mix mortar for workshop practice.	3.1. Use builder's bucket as measure. 3.2. Mix mortar to a 5:1 ratio. 3.3. Mix mortar to correct consistency.

4. Know how to prepare for workshop practice.	4.1. Sweep site ready for building. 4.2. Select and stack bricks next to building line. 4.3. Position, dampen and load mortar boards, with mortar mix. 4.4. Replenish mortar boards. 4.5. Keep area clean and tidy while work is in progress.
5. Know how to tidy work area.	5.1. Clear and tidy work area: 5.1.1. dispose of rubbish appropriately 5.1.2. clean tools 5.1.3. store tools and materials.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Brickwork: Introduction to Building a Half Brick Wall Three Courses High	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	TG2/E3/LQ/002
Ofqual Unit Reference Number:	H/501/5187

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to prepare for tasks.	1.1. Select and wear the appropriate protective clothing from the following list for designated tasks: <ul style="list-style-type: none"> 1.1.1. Overalls 1.1.2. safety hat 1.1.3. boots 1.1.4. goggles 1.1.5. ear defenders 1.1.6. face dust mask. 1.2. Select and use the correct tools from the following list for designated tasks: <ul style="list-style-type: none"> 1.2.1. club hammer 1.2.2. bolster chisel 1.2.3. metre straight edge 1.2.4. trowel, gauge rod 1.2.5. plumb line 1.2.6. spirit level 1.2.7. mortar board 1.2.8. chalk 1.2.9. mortar 1.2.10. bricks. 1.3. Prepare area with bricks and mortar.
2. Know how to build a half brick wall, three courses high.	2.1. Participate in building a half brick wall, three courses high, four stretches long following laid down procedures. 2.2. Participate in ensuring that the wall is sound, level, straight and vertical. 2.3. Maintain a tidy working area while work is in progress.
3. Know how to tidy work area.	3.1. Clear and tidy work area: <ul style="list-style-type: none"> 3.1.1. dispose of rubbish appropriately 3.1.2. clean tools 3.1.3. store tools and materials.

Assessment

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Brickwork: Introduction to Building a Three Brick Square Hollow Pillar	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	TG2/E3/LQ/003
Ofqual Unit Reference Number:	K/501/5188

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to prepare for building a three brick square hollow pillar.	1.1. Select and wear the appropriate clothing for the task from the following list: <ul style="list-style-type: none"> 1.1.1. overalls 1.1.2. safety hat 1.1.3. boots 1.1.4. goggles 1.1.5. ear defenders 1.1.6. face dust mask. 1.2. Select and use the correct tools from the following list for the designated task: <ul style="list-style-type: none"> 1.2.1. club hammer 1.2.2. bolster chisel 1.2.3. metre straight edge 1.2.4. trowel 1.2.5. gauge rod 1.2.6. plumb line or spirit level 1.2.7. mortar board 1.2.8. chalk 1.2.9. mortar 1.2.10. bricks.
2. Know how to build a three brick square hollow pillar.	2.1. Participate in building a half three brick square, six courses high hollow pillar built following laid down procedures. 2.2. Participate in ensuring that the wall is sound, level, straight and vertical. 2.3. Maintain a tidy working area while work is in progress.
3. Know how to tidy a work area.	3.1. Clear and tidy work area: <ul style="list-style-type: none"> 3.1.1. dispose of rubbish appropriately 3.1.2. clean tools 3.1.3. store tools and materials.

Assessment

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Carpentry Hand Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	WK1/1/LQ/001
Ofqual Unit Reference Number:	J/503/2659

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about hand tools used in carpentry.	1.1. Identify basic hand tools used in carpentry. 1.2. State the use of basic hand tools used in carpentry. 1.3. Indicate the condition of tools before use.
2. Be able to use face and edge marks.	2.1. Demonstrate how to use face and edge marks. 2.2. Indicate why face and edge marks are used in carpentry.
3. Be able to saw to a line.	3.1. Mark timber square. 3.2. Saw timber square to a line. 3.3. Mark to a given angle. 3.4. Saw timber square to a given angle.
4. Be able to plane timber.	4.1. Identify a plane for a given task. 4.2. Set a plane for use. 4.3. Plane timber flat.
5. Be able to use a chisel.	5.1. Mark out the timber working from the face and edge. 5.2. Saw down to the required depth. 5.3. Remove the timber with the chisel.

Assessment

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Constructing a Cavity Wall Using Bricklaying Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	TG2/1/LQ/002
Ofqual Unit Reference Number:	F/500/5606

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate a familiarity with a range of hand tools used for constructing a cavity wall.	1.1. Choose and use relevant hand tools and equipment safely for a set task. 1.2. Handle tools correctly. 1.3. Clean, maintain and store tools safely.
2. Demonstrate the relevant skills and techniques used in constructing a cavity wall.	2.1. Apply basic trowel skills, for example, bed preparation, application of cross joint. 2.2. Produce neat and tidy cuts to bricks and 100mm blocks using lump hammer and bolster chisel, for example, cut block, half brick. 2.3. Produce a mortar joint finish, for example, half round, flush.
3. Understand the purpose of planning, organising and setting out a workstation.	3.1. State the need for planning, organising and setting out materials for a work area.
4. Identify relevant materials used for cavity walling.	4.1. Identify suitable brick and block type used for cavity walling, for example, facing brick, common brick, or lightweight, aerated, solid block. 4.2. Identify, select and install DPC's – flexible and rigid. 4.3. Identify, select and install cavity wall ties, for example, stainless steel, plastic.

5. Construct a cavity wall.	<p>5.1. Follow task instructions to produce a cavity wall.</p> <p>5.2. Apply a range of basic skills and processes to construct and complete a range of cavity walling, for example straight 8 bricks long (4 blocks) with double stopped end, corner 5 bricks long by 4 bricks long with tie wires and DPC's installed to Building Regulations.</p> <p>5.3. Set out, dry-bond, gauge, level, plumb line, joining finish to standards and tolerances.</p>
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Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Constructing a Half Brick Wall using Bricklaying Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	TG2/1/LQ/001
Ofqual Unit Reference Number:	F/504/8522

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use a range of hand tools used for constructing half brick wide walls.	1.1. Choose and use relevant hand tools and equipment safely for a set task. 1.2. Handle tools correctly. 1.3. Clean, maintain and store tools safely.
2. Be able to demonstrate relevant skills and techniques used in constructing half brick wide walls.	2.1. Apply basic trowel skills, for example, bed preparation, application of cross joint. 2.2. Make neat and tidy cuts using lump hammer and bolster chisel to produce, for example a half brick. 2.3. Produce a mortar joint finish, for example, half round flush.
3. Understand the purpose of planning, organising and setting out a workstation.	3.1. State the need for planning, organising and setting out materials for a work area.
4. Be able to construct a half brick wall in stretcher bond.	4.1. Follow task instructions to complete a half brick wide wall. 4.2. Construct a wall in half brick wide walling, for example, straight, return, piers, stopped end return corner. 4.3. Set out, dry bond, gauge, level, plumb, line jointing finish to acceptable standards and tolerances.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Constructing a One Brick Wide Wall Using Bricklaying Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	TG2/1/LQ/003
Ofqual Unit Reference Number:	F/500/5640

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate a familiarity with a range of hand tools used for constructing one brick wide walls.	1.1. Choose and use relevant hand tools/equipment safely for a set task. 1.2. Demonstrate the ability to handle tools correctly. 1.3. Clean, maintain and store tools safely.
2. Demonstrate relevant skills and techniques used in one brick walling.	2.1. Apply basic trowel skills, for example, bed preparation, application of cross joint. 2.2. Produce neat and tidy cuts to bricks using lump hammer and bolster chisel, for example, queen closer, half brick.
3. Understand the purpose of planning, organising and setting out a workstation for one brick wide walls.	3.1. State the need for planning, organising and setting out materials for a work area.
4. Identify materials used in bricklaying.	4.1. Give two examples of suitable bricks used for bricklaying, for example, facing brick, common brick or engineering brick. 4.2. Identify common materials used for mixing mortar, for example, building sand, cement, lime and water.
5. Construct a one brick wide wall.	5.1. Follow task instructions to construct and complete a one brick wide wall. 5.2. Construct a wall in one brick wide walling, for example, straight, return corners, piers, stopped end, return corner etc. 5.3. Set out, dry bond, gauge, level, plumb, line, jointing finish to standards and tolerances.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Developing Plumbing Skills	
Level:	One
Credit Value:	4
GLH:	40
OCNLR Unit Code:	TH3/1/LQ/001
Ofqual Unit Reference Number:	K/502/3694

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the hand tools used in basic plumbing processes.	1.1. List and describe appropriate hand tools to be used in basic plumbing processes.
2. Know the materials and components used in basic plumbing processes.	2.1. List and describe appropriate materials to be used in basic plumbing processes. 2.2. List and describe appropriate components to be used in basic plumbing processes.
3. Know the Personal Protective Equipment (PPE) used in basic plumbing processes.	3.1. List and describe appropriate PPE to be used in basic plumbing processes.
4. Be able to apply safe working practices to perform plumbing operations.	4.1. Select and use hand tools safely to connect copper tubes. 4.2. Select and use hand tools safely to install a functioning sink.
5. Be able to work responsibly with others.	5.1. Maintain a clean and tidy work environment. 5.2. Work responsibly in the workshop.
6. Be able to seek and respond to guidance when working as part of a team.	6.1. Follow instructions when working with others. 6.2. Communicate appropriately with others.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to Brickwork	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	TG2/E3/LQ/004
Ofqual Unit Reference Number:	D/501/5186

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about the vocational area.	1.1. Name tools and equipment correctly, for example trowel, shovel, level, etc. 1.2. Name materials correctly, for example sand, cement, gravel, etc.
2. Know how to interact with others in an appropriate way.	2.1. Communicate effectively with others. 2.2. Follow simple instructions given by tutor.
3. Know how to work safely and correctly.	3.1. Use tools and equipment and handle correctly. 3.2. Prepare materials for use correctly without excessive waste or mess. 3.3. Adopt good working practices. 3.4. Comply with health and safety procedures.
4. Know how to tackle basic problems.	4.1. Select correct tools and equipment for specific projects. 4.2. Select correct materials for specific projects.
5. Know how to review his/her performance and personal skills.	5.1. Give an example of what went well and not so well. 5.2. Participate in a discussion with his/her tutor about what might have been done differently.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to Building and Construction	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	TG1/E3/LQ/001
Ofqual Unit Reference Number:	J/501/5182

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Show awareness of the vocational area.	1.1. Recognise and identify tools and equipment correctly. 1.2. Recognise and identify correct materials.
2. Interact with others in an appropriate way.	2.1. Communicate with others. 2.2. Follow simple instructions given by tutor.
3. Show development skills.	3.1. Use tools and equipment and handle correctly. 3.2. Prepare materials for use correctly without excessive waste or mess. 3.3. Adopt good working practices.
4. Apply process to tackle basic problems.	4.1. Select tools and equipment correctly for specific projects. 4.2. Select materials correctly for specific projects.
5. Show basic awareness of safe working practices.	5.1. Comply with health and safety procedures.
6. Review own performance and personal skills.	6.1. Describe what went well and not so well. 6.2. Discuss with tutor what might have been done differently.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to Carpentry and Joinery	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	WK1/E3/LQ/001
Ofqual Unit Reference Number:	L/501/5183

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about vocational area.	1.1. Name tools and equipment correctly, for example hammer, saw vice, etc. 1.2. Recognise and identify correct materials, for example wood, nail, screws, etc.
2. Know how to interact with others.	2.1. Communicate with others. 2.2. Follow simple instructions given by tutor.
3. Know how to work safely and correctly.	3.1. Use tools and equipment and handle correctly. 3.2. Prepare materials for use correctly without excessive waste or mess. 3.3. Adopt good working practices. 3.4. Comply with health and safety procedures.
4. Know how to tackle basic problems.	4.1. Select correct tools and equipment for specific projects. 4.2. Select correct materials for specific projects.
5. Know how to review his/her performance and personal skills.	5.1. Give an example of what went well and what went not so well. 5.2. Participate in a discussion with his/her tutor about what might have been done differently.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	O
Reflective log/diary		Practice file	

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Unit Title: Introduction to Health and Safety: Construction	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	PL5/E3/LQ/001
Ofqual Unit Reference Number:	F/501/5181

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Show awareness of the vocational area.	1.1. Identify the dangers of hazardous materials and situations when working in construction. 1.2. Identify Personal Protective Equipment.
2. Interact with others in an appropriate way.	2.1. Communicate effectively with others in the group.
3. Show development skills.	3.1. Show an understanding of the need to adopt safe working practices. 3.2. Show an understanding of the need for PPE in the work place.
4. Apply process to tackle basic problems.	4.1. Identify the dangers and hazards of a specific working problem. 4.2. Select appropriate PPE in the working process.
5. Show basic awareness of safe working practices.	5.1. Prepare simple health and safety rules.
6. Review own performance and personal skills.	6.1. Describe what went well and not so well. 6.2. Discuss with tutor what might have been done differently.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Painting and Decorating Skills	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	TG8/E3/LQ/001
Ofqual Unit Reference Number:	F/503/2661

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to prepare a work area for painting and decorating.	1.1. Outline an assessment of site and identify actions required to prepare an area for decorating. 1.2. Identify items to be removed and stored. 1.3. Indicate how to apply dust sheets. 1.4. Apply dust sheets in a work area.
2. Know how to maintain a work area for painting and decorating.	2.1. Maintain a clean and tidy work area at all times.
3. Be able to use tools and equipment for painting and decorating.	3.1. Indicate and use hand tools suitable for painting and decorating. 3.2. Demonstrate safe use of portable access equipment.
4. Be able to maintain tools and equipment for painting and decorating.	4.1. Clean tools and equipment after use. 4.2. Check tools and equipment for defects. 4.3. Store tools and equipment in the correct place and manner.
5. Know how to prepare one surface for application of materials.	5.1. Outline and participate in the assessment of surface condition and identify the action required. 5.2. Outline and participate in preparation of one of the following to the required standard, using hand or power tools as appropriate: <ul style="list-style-type: none"> • Wooden surface, • Plastered, • Rendered, • Brick surface, • Metal surface.

6. Know how to apply materials to prepared surface.	6.1. Outline and participate in the identification of materials and application procedure for applying materials to a given prepared surface. 6.2. Outline and participate in the application of materials to required standard on one given surface: <ul style="list-style-type: none"> • Wooden surface, • Plastered, • Rendered, • Brick surface, • Metal surface.
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Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Painting and Decorating: Cutting and Hanging Wall Coverings	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	TG8/E3/LQ/002
Ofqual Unit Reference Number:	K/503/2671

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
26. Be able to select equipment and tools for cutting and hanging wall coverings.	26.1. Indicate and wear safety equipment for a given task. 26.2. Indicate and use tools and equipment for a given task.
27. Know how to cut and hang wallpaper to a flat, vertical wall.	27.1. Indicate how to mix wallpaper adhesive to correct consistency for a task. 27.2. Demonstrate how to measure wall length with sufficient overlap for top and bottom. 27.3. Use plumb line to establish vertical straight edge. 27.4. Demonstrate how to cut to length and paste evenly a minimum of two lengths of lining and woodchip paper. 27.5. Demonstrate how to hang lining and woodchip paper on a vertical flat wall. 27.6. Demonstrate how to trim edges so that they are butt jointed. 27.7. Indicate how to remove bubbles and creases.
28. Be able to tidy work area.	28.1. Clear and tidy work area. 28.2. Dispose of rubbish.
29. Be able to look after tools.	29.1. Clean tools after use. 29.2. Store tools and materials in the correct manner and place.

30. Know how to prepare one surface for application of materials.	<p>30.1. Outline and participate in the assessment of surface condition and identify the action required.</p> <p>30.2. Outline and participate in preparation of one of the following to the required standard, using hand or power tools as appropriate:</p> <ul style="list-style-type: none"> • Wooden surface, • Plastered, • Rendered, • Brick surface, • Metal surface.
31. Know how to apply materials to prepared surface.	<p>31.1. Outline and participate in the identification of materials and application procedure for applying materials to a given prepared surface.</p> <p>31.2. Outline and participate in the application of materials to required standard on one given surface:</p> <ul style="list-style-type: none"> • Wooden surface, • Plastered, • Rendered, • Brick surface, • Metal surface.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Plastering Techniques	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	TG1/1/LQ/001
Ofqual Unit Reference Number:	A/503/2657

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
32. Know about tools and equipment used in plastering.	32.1. Identify and state the purpose of hand tools/items of equipment used in plastering.
33. Know about materials used in plastering.	33.1. Identify and state the purpose of materials used in plastering. 33.2. Outline the process involved in mixing two types of plaster. 33.3. Mix two types of plaster.
34. Know about backgrounds that receive plaster.	34.1. Indicate backgrounds that commonly receive plaster. 34.2. Identify a given background and state one of its characteristics in relation to plastering.
35. Be able to plan and prepare for plastering.	35.1. State checks required before starting to plaster. 35.2. State and demonstrate the process for checking the suction of a wall. 35.3. Outline and demonstrate one basic method for setting out a wall. 35.4. Outline and demonstrate the process for fixing angle-beads.
36. Know about floating techniques.	36.1. Outline the procedure for floating a wall using either plumb and dot or broad screed methods.
37. Be able to plaster.	37.1. Pick up plaster from a spot board and a hawk. 37.2. Apply a plaster coat onto a sample section of wall. 37.3. Scratch the base coat. 37.4. Lay a second coat of plaster onto the wall. 37.5. Smooth surface with a float.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

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Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Preparing Ceilings and Walls for Decoration	
Level:	One
Credit Value:	1
GLH:	9
OCNLR Unit Code:	TG8/1/LQ/002
Ofqual Unit Reference Number:	M/500/5603

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to remove a decorative covering from a ceiling/wall area.	1.1. Identify and use the appropriate tools and equipment to remove existing coverings, for example steam stripper, scraper. 1.2. Identify the correct removal technique for fixtures and fittings in relation to a ceiling/wall area. 1.3. State why you need to protect non-removable fixtures and fittings within that area.
2. Prepare the ceiling/wall for decoration.	2.1. Identify surface defects correctly from a range. 2.2. Select tools and equipment to remedy the defect(s). 2.3. Remedy the defects using relevant materials and techniques.
3. Maintain tools and working area.	3.1. Clean and store dustsheets. 3.2. Clean hand tools. 3.3. Make good the work area.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Use of Tools and Equipment for Bricklaying	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	TG2/1/LQ/004
Ofqual Unit Reference Number:	D/500/5354

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Identify commonly used materials in the workshop.	1.1. Identify five materials from a given range, for example, bricks (various), blocks (various), cement (masonry, port-land), hydrated lime, mortar plasticiser.
2. Stack and store materials.	2.1. Handle materials correctly. 2.2. Correctly store materials. 2.3. Display manual handling skills.
3. Use access equipment.	3.1. Identify three items of access equipment. 3.2. Assist in positioning equipment. 3.3. Assist in erecting equipment. 3.4. Dismantle access equipment.
4. Identify bricklaying tools.	4.1. Identify eight tools and items of equipment from a given range, for example, trowels, line & pins, corner blocks, scotch chisel, spirit level, tape measure, soft brush, shovel, bucket, wheel barrow, builders square, hawk, pocket level, straight edge, gauge lath (rod), spot board, mechanical mixer.
5. Use a brick trowel.	5.1. Roll and spread the mortar. 5.2. Prepare a mortar bed. 5.3. Place a cross joint on a brick head. 5.4. Cut off the surplus mortar. 5.5. Handle the trowel safely.
6. Re-point an area of brickwork.	6.1. Select and use one of the following finishes: keyed, struck, weather-struck, flush. 6.2. Prepare the joint. 6.3. Fill the joint. 6.4. Cut/brush off mortar rags with a minimum of smearing to the face brickwork.

7. Measure, cut and level bricks.	7.1. Use a tape measure to accurately measure brickwork. 7.2. Use a hammer and chisel to cut a brick to a given size. 7.3. Use a spirit level to level the brick on a mortar bed.
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Assessment

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Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Using and Maintaining Woodworking Tools	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	TG7/1/LQ/001
Ofqual Unit Reference Number:	Y/503/2651

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about manual tools and their uses in woodwork.	1.1. Identify manual tools used in carpentry and state their use. 1.2. Demonstrate the use of hand tools in carpentry.
2. Be able to maintain tools.	2.1. Use a wheel or oilstone to sharpen a bladed manual tool. 2.2. Indicate when a tool needs sharpening. 2.3. Outline and carry out a safe wiring check.
3. Know about electrical tools and their use in woodwork.	3.1. Identify electrical tools used in carpentry and state their uses. 3.2. Use electrical tools to: <ul style="list-style-type: none"> 3.2.1. drill holes in timber. 3.2.2. saw timber. 3.2.3. sand timber. 3.2.4. insert screws.
4. Be able to store tools used in woodwork.	4.1. State points to take into account when storing electrical tools. 4.2. Store tools and materials after use in the correct manner and place.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Using Decorative Paint Effects for Interior Walls	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	TG8/1/LQ/003
Ofqual Unit Reference Number:	D/500/5595

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Conform to Health and Safety requirements associated with decorative paints and glazes.	1.1. Identify hazard warnings on paints and glazes. 1.2. Identify hazards in the work area and eliminate as work progresses. 1.3. Select and wear appropriate protective clothing.
2. Prepare work area for tasks.	2.1. Select suitable brushes, tools and accessories and prepare for use. 2.2. Select and prepare suitable paints and glazes according to given instructions. 2.3. Assess suitability of background for given effects. 2.4. Prepare and protect the work area and fittings.
3. Identify and produce decorative effects.	3.1. Identify the following effects: rag rolling, colour washing, bagging, dragging, combing, stipple, sponging, stencil and decorative motifs, ragging on and run lines. 3.2. Produce three paint effect samples. 3.3. Produce three glaze effect samples. 3.4. Produce three stencil effect samples.
4. Store materials, tools and equipment safely.	4.1. Store and clean tools and equipment as instructed. 4.2. Store materials as instructed.
5. Re-instate the work area.	5.1. Remove all traces of paint splashes, dirt, litter and items associated with the painting process without causing defacement. 5.2. Replace furniture and fittings correctly and without causing any damage.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

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O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Using Floor and Wall Tiling Techniques	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	TG8/1/LQ/004
Ofqual Unit Reference Number:	M/500/5598

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Identify relevant tools and equipment used in floor and wall tiling.	1.1. Identify and state the purpose of at least five basic tiling tools, for example, tile cutter, scribe, tile saw.
2. Identify relevant materials.	2.1. Identify two types of adhesive and two types of tiles.
3. Identify background surfaces.	3.1. Identify three surfaces to which tiles are commonly fixed and state a characteristic of each.
4. Plan and prepare for the project.	4.1. Check any straight edges (windows, doors, base units) are plumb. 4.2. Use a simple gauge rod to ensure even distribution of the tiles and minimise cutting. 4.3. Clean and prepare surface. 4.4. Position tools, equipment and material as directed.
5. Demonstrate setting out and fixing techniques.	5.1. Identify and use a basic setting out procedure, for example, set an appropriate datum line on the surface to be tiled and fix a baton accordingly. 5.2. Evenly spread tile adhesive over a given area. 5.3. Position and fix tiles, ensuring that they are straight, level and in adequate contact with the adhesive. 5.4. Use tile spacers to ensure an even gap between tiles. 5.5. Clean excess adhesive from tile surface.

6. Demonstrate tile cutting techniques.	6.1. Cut tiles into internal corners, to ensure neat finish 6.2. Select and use appropriate tools to cut round fixed obstacles. 6.3. Observe safe working practices.
7. Demonstrate grouting techniques.	7.1. Mix the grout according to instructions. 7.2. Apply grout to tiles, ensuring the joints are filled and remove any surplus. 7.3. Compact the joints and clean off any surplus. 7.4. Clean down the tiled area.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Using Painting Skills for Interior Ceilings and Walls	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	TG8/1/LQ/001
Ofqual Unit Reference Number:	J/504/8523

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to demonstrate good practice in preparing and maintaining the work area.	1.1. Assist in the assessment of site and identification of necessary actions. 1.2. Assist in the identification of items to be removed and stored. 1.3. Apply dust sheets appropriately. 1.4. Maintain a clean and tidy working area at all times.
2. Be able to use and maintain tools and equipment appropriately.	2.1. Identify and use correctly relevant tools for specified tasks. 2.2. Demonstrate safe use of portable access equipment. 2.3. Clean, check and store tools and equipment and report any deficiencies to supervisor.
3. Be able to assist the preparation of a surface for painting.	3.1. Assist in the assessment of a surface condition for painting. 3.2. Identify appropriate action. 3.3. Assist in preparing the surface to the required standard, using hand or power tools as appropriate.
4. Be able to paint an area.	4.1. Select type of paint for surface/area. 4.2. Follow manufacturer's instructions for use. 4.3. Apply paint as instructed. 4.4. Achieve an appropriate finish, for example, free from runs, avoiding over painting, no obvious misses.
5. Be able to clean work area and equipment.	5.1. Reinststate work area; for example, remove spillages, dust sheet, materials, waste. 5.2. Clean tools and equipment as required.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Using Plastering Skills - Floating Coat to an Attached Pier	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	TG1/1/LQ/002
Ofqual Unit Reference Number:	A/500/5359

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be familiar with tools and equipment used in plastering.	1.1. Select and state the purpose of the range of tools and equipment required for the job.
2. Prepare the work area.	2.1. Remove any existing plaster. 2.2. Form a mechanical key to an existing background. 2.3. Position the tools and equipment as per instructions. 2.4. Brush walls. 2.5. Test the wall for suction. 2.6. Safely remove any waste.
3. Fix rules/angle beads to corners.	3.1. Adopt the correct setting out procedures. 3.2. Secure the angle beads or rules to the external corners to allow 8 to 10mm floating thickness. 3.3. Fix rules/beads which must be plumb to within the agreed tolerances.
4. Apply a floating coat to the wall.	4.1. Fill in with render coat between the angle beads. 4.2. Straighten the floating coat between the beads. 4.3. Smooth the wall to a flat finish with wood or plastic float.
5. Apply a finishing coat.	5.1. Apply a finishing coat onto the prepared base coat. 5.2. Ensure that there is no double thickness. 5.3. Square the internal and external corners. 5.4. Apply second thinner coat. 5.5. Trowel the walls, filling in any gauls (blemishes) to a smooth finish.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Using Plastering Skills – Plastering to a Window Reveal	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	TG1/1/LQ/003
Ofqual Unit Reference Number:	T/500/5358

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be familiar with the tools and equipment used in plastering.	1.1. Select and state the purpose of the range tools and equipment required for the job.
2. Prepare the work area.	2.1. Remove any existing plaster. 2.2. Brush the walls. 2.3. Position the tools and equipment as per instructions. 2.4. Test the wall for suction. 2.5. Safely remove any waste.
3. Fix rules/angles beads to corners.	3.1. Adopt the correct setting out procedures. 3.2. Secure angle beads or rules to the external corners and allow 8 to 10mm of floating thickness. 3.3. Fix rules or angle beads which will be plumb to within agreed tolerances.
4. Apply a floating coat to the wall.	4.1. Fill in with a render coat between the angle beads. 4.2. Straighten the floating coat between the angle beads. 4.3. Square the internal corners. 4.4. Devil float the surface. 4.5. Keep the correct margins around the window.
5. Apply a finishing coat.	5.1. Ensure that there is no double thickness of plaster at the edges. 5.2. Square the internal and external corners. 5.3. Apply a second thinner finishing coat. 5.4. Trowel the wall, filling in any gauls (blemishes) to a smooth finish.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Wallpapering Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	TG8/1/LQ/005
Ofqual Unit Reference Number:	R/503/2650

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to select equipment and materials for wallpapering.	1.1. Indicate suitable tools and materials for the job.
2. Be able to plan and prepare for the wallpapering task.	2.1. Identify obvious defects in the surface to be papered. 2.2. Give an approximate number of complete drops needed to cover the surface area. 2.3. Set up a workstation in a given position. 2.4. Mix adhesive as directed. 2.5. Measure straight drops, making an allowance for trimming, and cut paper. 2.6. Mark a plumb line from a given starting point.
3. Be able to wallpaper.	3.1. Apply adhesive to the paper, ensuring even and complete coverage. 3.2. Fold paper before applying to wall. 3.3. Apply first drop to the plumb line and ensure subsequent drops are butted. 3.4. Smooth paper to minimise creases and bubbles. 3.5. Ensure internal angles are correctly finished. 3.6. Ensure external angles are correctly finished. 3.7. Trim excess paper and remove any excess paste.
4. Be able to maintain tools and the working area.	4.1. Clean all tools and make good the working area.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Handling Stock in a Retail Environment	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	BC3/E3/LQ/001
Ofqual Unit Reference Number:	A/504/8177

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to unpack and move stock in a retail environment.	1.1. Unpack items of stock. 1.2. Move goods and materials safely.
2. Know how to store stock safely in a retail environment.	2.1. Put stock into the correct storage place safely. 2.2. Contribute to storing items neatly and securely and in correct order.
3. Know how to fill up stock on display in a retail environment.	3.1. Fill up stock on display. 3.2. Contribute to cleaning and tidying shelves without altering the layout of the display. 3.3. Contribute to positioning items on shelves in the right place and order.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Keeping the Work Area Clean and Safe in a Retail Environment	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	BC3/E3/LQ/002
Ofqual Unit Reference Number:	F/504/8178

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to clean work areas in a retail environment.	1.1. State why it is important to keep the work area clean and tidy. 1.2. Follow instructions to clean the work area in a retail environment.
2. Know how to dispose of waste and rubbish safely in a retail environment.	2.1. Dispose of different types of waste and rubbish safely in a retail environment.
3. Know how to ask for help in an accident or emergency in a retail environment.	3.1. State the types of accidents and emergencies that may take place in a retail environment. 3.2. Identify who to ask for help in case of an accident or emergency. 3.3. Respond to instructions given by senior staff in a retail environment.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Looking After Customers in a Retail Environment	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	BC3/E3/LQ/003
Ofqual Unit Reference Number:	J/504/8179

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to project a positive image of self and company to customers.	1.1. State why personal appearance is important in giving a positive impression. 1.2. State appropriate way to greet customers.
2. Be able to communicate with customers.	2.1. Use appropriate and clear language, tone, manner and body language when communicating with customers.
3. Know how to deal with customer enquiries.	3.1. Identify a range of enquiries common to a retailer. 3.2. State ways to respond politely to customer enquiries.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding the Business of Retail	
Level:	One
Credit Value:	1
GLH:	8
OCNLR Unit Code:	BC3/1/LQ/001
Ofqual Unit Reference Number:	A/502/5756

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how retail outlets differ in size and type.	1.1. List the different retail channels and state the main features of each one. 1.2. Identify the sizes and types of retail outlets typically found in a variety of retail locations such as high streets or retail business parks.
2. Understand the range of retail occupations.	2.1. State how the retail occupations differ between small, medium and large retail businesses. 2.2. Identify the usual entry points and progression opportunities for a variety of retail occupations. 2.3. Outline the skills, personal attributes and behaviours required for a range of retail occupations.
3. Understand the retail supply chain.	3.1. List the sources from which retailers obtain products. 3.2. Outline the key stages of a product's journey through the supply chain.
4. Understand the contribution which the retail sector makes to the economy of the United Kingdom.	4.1. Outline the size of the retail sector using information such as: 4.1.1. the number of people employed 4.1.2. the number of retail businesses 4.1.3. the amount of money spent by customers every year.

5. Understand how customers' concerns influence the products and services offered by retailers.	5.1. Outline environmental issues of concern to retail customers. 5.2. Outline ethical issues of concern to retail customers. 5.3. List the main advantages to retailers of being responsive to customers' environmental and ethical concerns.
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Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding the Retail Selling Process	
Level:	One
Credit Value:	2
GLH:	13
OCNLR Unit Code:	BC3/1/LQ/002
Ofqual Unit Reference Number:	T/502/5805

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the selling process.	1.1. Identify the key steps of the selling process. 1.2. Outline the key skills and qualities required of successful sales staff.
2. Understand how to find out what the customer wants.	2.1. State when and how to acknowledge, greet and approach customers. 2.2. State how to find out what customers want.
3. Understand how product information can be used to promote sales.	3.1. List common concerns a customer may have when buying a product. 3.2. State how providing information about the product can increase its attractiveness to the customer. 3.3. Describe the difference between the features and benefits of products. 3.4. Identify basic rules for demonstrating products to customers. 3.5. State where to obtain different types of product information.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Colour Hair using Temporary Colour	
Level:	One
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HL7/1/LQ/001
Ofqual Unit Reference Number:	R/600/4874

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for application of temporary colour.	1.1. Identify the purpose and effects of temporary, semi permanent and permanent colouring and lightening. 1.2. State the factors that influence the choice of temporary colouring products and method of application. 1.3. State the importance of the preparation procedures for temporary colouring. 1.4. List types of temporary colouring products. 1.5. Outline procedures for temporary colouring. 1.6. Select temporary colouring products.
2. Be able to apply a temporary colour.	2.1. Carry out hair sectioning techniques. 2.2. Apply temporary colouring products according to manufacturers' instructions. 2.3. Follow safe and hygienic working practices. 2.4. Communicate and behave in a professional manner. 2.5. State the basic structure of the hair. 2.6. State the methods and techniques used for temporary colouring. 2.7. State how to remove colouring products from hair.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Create and Maintain Retail Displays in the Salon	
Level:	One
Credit Value:	2
GLH:	17
OCNLR Unit Code:	HL7/1/LQ/002
Ofqual Unit Reference Number:	Y/600/6335

This unit has 1 learning outcome

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to create and maintain a retail display.	1.1. Obtain advice for planning and positioning of display. 1.2. Create and maintain retail displays consistent with salon image. 1.3. Outline the factors to be taken into account when creating a retail display. 1.4. State the types of products suitable for retail displays. 1.5. State the procedure for reporting retail stock shortages. 1.6. Outline safe and hygienic working practices.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Hair Plaiting	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HL7/E3/LQ/001
Ofqual Unit Reference Number:	R/502/3804

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for basic hair plaiting service.	1.1. Prepare for hair plaiting service. 1.2. Select products and tools for plaiting. 1.3. State the procedure for client preparation.
2. Be able to carry out basic hair plaiting techniques	2.1. State when and how to use products, tools and equipment. 2.2. Carry out a plaiting technique. 2.3. Follow safe and hygienic working practices. 2.4. Communicate and behave in a professional manner.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Hairdressing: Introduction to Assisting a Stylist	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HL7/E3/LQ/002
Ofqual Unit Reference Number:	K/501/5191

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Assist stylist with technical service.	1.1. Identify five items for haircare. 1.2. Select clean protective clothing for a client. 1.3. Arrange protective clothing securely on client. 1.4. Escort client to a clean and tidy work area. 1.5. Maintain unobtrusive position by stylist. 1.6. Pass appropriate equipment to stylist efficiently. 1.7. Clean and store equipment and protect as instructed.
2. Shampoo a client's hair.	2.1. Select appropriate gown and other protective clothing for client. 2.2. Securely arrange protective clothing and towel or similar on client. 2.3. Position client comfortably at basin. 2.4. Test water temperature to meet client's needs. 2.5. Select appropriate water flow. 2.6. Shampoo client's hair following laid down procedures. 2.7. Wrap client's hair in towel.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Hairdressing: Introduction to Health and Safety	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HL7/E3/LQ/003
Ofqual Unit Reference Number:	M/501/5192

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Comply with a range of health and safety requirements in a salon environment.	1.1. Recognise three salon safety signs. 1.2. Identify and locate first aid box. 1.3. Identify and locate fire safety equipment and exits. 1.4. Select and wear the following protective clothing for tasks: overalls, non-slip footwear, rubber gloves. 1.5. Store products, tools and equipment in appropriate location after use. 1.6. Dispose of spillages or breakages correctly. 1.7. Maintain clean and tidy working environment. 1.8. Identify appropriate dressing for use on open cuts and abrasions.
2. Maintain personal hygiene and appearance.	2.1. Wear clean and appropriate clothing and footwear. 2.2. Maintain high standard of personal hygiene. 2.3. Clean hands and nails.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Hairdressing: Introduction to Working Relationships	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HL7/E3/LQ/004
Ofqual Unit Reference Number:	T/501/5193

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Assist at reception.	1.1. Receive clients courteously and make them feel welcome. 1.2. Notify appropriate member of staff of client's arrival. 1.3. Direct client to correct area of establishment. 1.4. Pass messages correctly and promptly to a relevant person.
2. Liaise with clients.	2.1. Communicate non-verbally with clients positively and responsively. 2.2. Respond to requests from clients courteously.
3. Liaise with colleagues.	3.1. Respond to requests from colleagues courteously. 3.2. Request assistance courteously. 3.3. Give assistance courteously.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Hand Care	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HL1/E3/LQ/001
Ofqual Unit Reference Number:	K/502/3467

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for a basic hand care treatment.	1.1. Prepare for a basic hand care treatment. 1.2. State the procedure for client preparation. 1.3. Select products and tools for a hand care treatment.
2. Be able to provide basic hand care treatment.	2.1. Identify typical nail shapes and basic nail structure. 2.2. Carry out a basic hand care treatment. 2.3. Follow safe and hygienic working practices. 2.4. Communicate and behave in a professional manner.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Introduction to the Hair and Beauty Sector	
Level:	Entry Three
Credit Value:	2
GLH:	20
OCNLR Unit Code:	HL7/E3/LQ/005
Ofqual Unit Reference Number:	A/502/3800

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the career opportunities within the hair and beauty sector.	1.1. State job roles in the hair and beauty sector. 1.2. State the main career opportunities available in the hair and beauty sector.
2. Know the main hairdressing services and beauty treatments.	2.1. Identify different types of salon. 2.2. List the main hairdressing services offered by salons. 2.3. List the main beauty treatments offered by salons.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Plaiting and Twisting Hair	
Level:	One
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HL7/1/LQ/003
Ofqual Unit Reference Number:	Y/502/3805

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for basic plaiting and twisting hair.	1.1. Identify a range of finished looks that use plaiting and twisting techniques. 1.2. Prepare for plaiting and twisting techniques. 1.3. State the importance of the preparation procedures for plaiting and twisting techniques. 1.4. State the factors that influence the choice of plaiting and twisting techniques. 1.5. Select products and tools for plaiting and twisting techniques. 1.6. State when and how to use products, tools and equipment.
2. Be able to carry out basic hair plaiting and twisting techniques.	2.1. Carry out plaiting and twisting techniques with and without decoration. 2.2. Provide home care advice. 2.3. Follow safe and hygienic working practices. 2.4. Communicate and behave in a professional manner. 2.5. State the purpose of home care advice.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Salon Reception Duties	
Level:	One
Credit Value:	3
GLH:	22
OCNLR Unit Code:	HL7/1/LQ/004
Ofqual Unit Reference Number:	R/600/6334

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to carry out salon reception duties.	1.1. Present a positive image of them self and the salon. 1.2. Communicate and behave in a professional manner. 1.3. Record and pass on information accurately and clearly. 1.4. Maintain client confidentiality. 1.5. Outline the need to present a positive image. 1.6. Outline typical salon reception duties. 1.7. List features of a well-run reception service. 1.8. State the importance of maintaining client confidentiality. 1.9. Identify payment methods used for salon services. 1.10. State how to communicate and behave within a salon environment.
2. Be able to record salon appointments.	2.1. Record salon appointments for a variety of services. 2.2. Outline how to record appointments for a variety of services. 2.3. List the basic information required from the client. 2.4. Identify the different systems for recording appointments. 2.5. Outline factors to consider when agreeing appointments.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Skin Care	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HL1/E3/LQ/002
Ofqual Unit Reference Number:	Y/502/3464

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for basic skin care treatment.	1.1. Prepare for a skin care treatment. 1.2. State the procedure for client preparation. 1.3. Select products and materials for a basic skin care treatment.
2. Be able to provide basic skin care treatment.	2.1. State the main skin types. 2.2. Carry out a basic skin care treatment. 2.3. Follow safe and hygienic working practices. 2.4. Communicate and behave in a professional manner.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Styling Men's Hair	
Level:	One
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HL7/1/LQ/005
Ofqual Unit Reference Number:	A/502/3795

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for styling for men.	1.1. Identify basic styling techniques for men's hair. 1.2. State the factors that influence the choice of hair styling techniques for men. 1.3. State the importance of the preparation procedures for styling men's hair. 1.4. Prepare for styling men's hair.
2. Be able to provide styling for men.	2.1. State the purpose of hair styling and finishing products, tools and equipment. 2.2. Select appropriate products, tools and equipment. 2.3. Style men's hair using basic styling techniques. 2.4. Follow safe and hygienic working practices. 2.5. Communicate and behave in a professional manner.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Styling Women's Hair	
Level:	One
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HL7/1/LQ/006
Ofqual Unit Reference Number:	F/502/3796

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare for styling for women.	1.1. Identify basic techniques for styling women's hair. 1.2. State the factors that influence the choice of hair styling techniques for women. 1.3. State the importance of the preparation procedures for styling women's hair. 1.4. Prepare for styling women's hair.
2. Be able to provide styling for women.	2.1. State the purpose of hair styling and finishing products, tools and equipment. 2.2. Select appropriate products, tools and equipment. 2.3. Style women's hair using basic techniques. 2.4. Follow safe and hygienic working practices. 2.5. Communicate and behave in a professional manner.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Basic Cooking	
Level:	Entry Three
Credit Value:	2
GLH:	20
OCNLR Unit Code:	HD8/E3/LQ/013
Ofqual Unit Reference Number:	Y/502/4808

This unit has 1 learning outcome

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to cook basic food items and dishes.	1.1. Select the correct ingredients for basic dishes. 1.2. Choose the correct equipment and handle safely and hygienically. 1.3. Cook food items safely and hygienically. 1.4. Clean work areas and equipment safely and hygienically during and after cooking. 1.5. Identify what went well and suggest any improvements.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	P
Reflective log/diary		Practice file	

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Unit Title: Basic Food Preparation	
Level:	Entry Three
Credit Value:	2
GLH:	20
OCNLR Unit Code:	NF4/E3/LQ/001
Ofqual Unit Reference Number:	J/600/0711

This unit has 1 learning outcome

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to prepare food for cold presentation or cooking.	1.1. Select the correct ingredients for basic dishes. 1.2. Choose the correct equipment and handle safely and hygienically. 1.3. Prepare food items for cold presentation or cooking safely and hygienically. 1.4. Set aside or store prepared food items ready for use according to instructions. 1.5. Clean work areas and equipment safely and hygienically during and after preparing food.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	P
Reflective log/diary		Practice file	

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Unit Title: Customer Service in the Hospitality Industry	
Level:	One
Credit Value:	3
GLH:	20
OCNLR Unit Code:	NF4/1/LQ/001
Ofqual Unit Reference Number:	J/502/4898

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the benefits of good customer service.	1.1. Outline what good customer service is. 1.2. State the benefits of good customer service. 1.3. Give examples of good customer service for different customer groups within the industry.
2. Be able to communicate with customers in the hospitality environment.	2.1. Identify the benefits of good communication. 2.2. State how to deal with routine customer needs. 2.3. Communicate positively in a hospitality environment (to include verbal and non-verbal communication).
3. Know the importance of good personal presentation.	3.1. Outline the importance of good personal hygiene and presentation in a hospitality environment. 3.2. Identify different dress codes for roles in a hospitality environment.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Introduction to Food Commodities	
Level:	One
Credit Value:	1
GLH:	10
OCNLR Unit Code:	HF1/1/LQ/011
Ofqual Unit Reference Number:	A/502/5059

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the main food commodities.	1.1. Describe the main types of food commodity.
2. Know where the main food commodities can be obtained.	2.1. State where different commodities can be obtained. 2.2. State the benefits of using different suppliers of commodities in different settings.
3. Know how the main food commodities should be stored.	3.1. State safe and hygienic storage methods for the main food commodities.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to the Hospitality Industry	
Level:	One
Credit Value:	2
GLH:	20
OCNLR Unit Code:	NA1/1/LQ/001
Ofqual Unit Reference Number:	M/502/4894

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the structure of the hospitality industry.	1.1. Identify different types of outlets within the industry. 1.2. Outline the services offered within the industry.
2. Know the career opportunities in the hospitality industry.	2.1. Describe job roles in the industry. 2.2. Describe career opportunities in the industry. 2.3. State different working patterns in the industry. 2.4. Identify sources of information on training and career opportunities.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Using Kitchen Equipment	
Level:	One
Credit Value:	1
GLH:	10
OCNLR Unit Code:	NF1/1/LQ/001
Ofqual Unit Reference Number:	T/502/5075

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about different types of kitchen equipment.	1.1. Give examples of large kitchen equipment and describe how they are used. 1.2. Give examples of small kitchen equipment and hand tools and describe how they are used. 1.3. State the safety requirements for using kitchen equipment.
2. Be able to select and use kitchen equipment.	2.1. Select the correct equipment for routine tasks. 2.2. Use different kitchen equipment for routine tasks safely and hygienically. 2.3. Follow correct procedures when cleaning equipment.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Developing Angling Skills	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	MH4/E3/LQ/001
Ofqual Unit Reference Number:	J/503/3567

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about the different branches of angling.	1.1. Name the three branches of angling. 1.2. State an appropriate venue for each branch. 1.3. State key features of one branch.
2. Know about regulations relating to angling.	2.1. State why a Rod Licence is required. 2.2. Indicate how and where a Rod Licence can be purchased. 2.3. State why a fishing permit is required. 2.4. Give an example of how and where a fishing permit can be acquired in a given situation.
3. Know about Health and Safety requirements when angling.	3.1. Identify potential dangers in the angling environment. 3.2. Identify ways to make the angling environment safer. 3.3. Behave in a safe manner in the angling environment.
4. Be able to use angling equipment in a specific branch of angling.	4.1. Name items of equipment used for one of the branches of angling. 4.2. Outline what each item is used for. 4.3. Assemble equipment safely. 4.4. Demonstrate how to cast correctly in a given situation. 4.5. Demonstrate how to land a fish safely in a given situation.
5. Know how to select and use appropriate bait.	5.1. Give an example of suitable bait for a specific situation. 5.2. State where the bait can be bought/acquired. 5.3. Demonstrate how to use one kind of bait.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	P
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Developing Angling Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	MH4/1/LQ/001
Ofqual Unit Reference Number:	L/503/3568

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about the different branches of angling.	1.1. Identify the three branches of angling. 1.2. State an appropriate venue for each branch. 1.3. Outline key features of each branch.
2. Know about the regulations relating to angling.	2.1. State why a Rod Licence is required. 2.2. State when and where a Rod Licence is needed. 2.3. Indicate how and where a Rod Licence can be purchased. 2.4. State why a fishing permit is required. 2.5. State when and where a fishing permit is needed. 2.6. Give examples of how and where fishing permits can be acquired. 2.7. Give examples of local regulations affecting specific angling venues.
3. Know about Health and Safety requirements when angling.	3.1. Outline key risks when angling. 3.2. Identify measures that can be taken to minimise risk when angling. 3.3. Behave in a safe manner in the angling environment.
4. Be able to use angling equipment in a specific branch of angling.	4.1. Identify appropriate equipment to be used for one branch of angling. 4.2. Assemble equipment safely. 4.3. Demonstrate how to cast correctly. 4.4. Demonstrate how to land a fish safely.
5. Know how to select and use appropriate bait.	5.1. Select suitable bait for one branch of angling. 5.2. Outline how to prepare bait. 5.3. Demonstrate how to use one kind of bait.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Health and Fitness	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	HJ5/E3/LQ/001
Ofqual Unit Reference Number:	A/501/5194

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Show awareness of the vocational area.	1.1. State two reasons for keeping fit. 1.2. Describe two activities that can help you to keep fit. 1.3. State why warming up your body is important before doing exercise. 1.4. Name two places where you can do exercise.
2. Interact with others in an appropriate way.	2.1. Work with a partner on chosen activities. 2.2. Work in a group on chosen activities. 2.3. Communicate effectively with others in the group.
3. Show a development in skills.	3.1. Try a range of basic fitness tests. 3.2. Take part in a variety of fitness activities. 3.3. Do a simple warm up and cool down.
4. Apply process to tackle basic problems.	4.1. Complete a simple training programme which improves fitness over a specified time period.
5. Show basic awareness of safe working practices.	5.1. Show an awareness of safe use of equipment. 5.2. Wear appropriate clothing for chosen activities.
6. Review own performance and personal skills.	6.1. State what went well/not so well. 6.2. State what might have been done differently.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	O
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Indoor Team Games	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	MA3/E3/LQ/001
Ofqual Unit Reference Number:	F/501/5195

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Show an awareness of the vocational area.	1.1. Identify appropriate equipment for set task. 1.2. Utilise appropriate equipment.
2. Interact with others in an appropriate way.	2.1. Communicate effectively with peers and tutors showing respect and consideration. 2.2. Work co-operatively in skill work and competitive games.
3. Show a development in skills.	3.1. Carry out set tasks, for example skill practices, officiating, organising games, recording scores. 3.2. Show an improvement in understanding and awareness of set tasks.
4. Apply processes to tackle basic problems.	4.1. Demonstrate an awareness of game tactics and demands of specific games. 4.2. Adapt own play to demands of specific games.
5. Show basic awareness of safe working practices.	5.1. Show an awareness of the importance of correct equipment and personal kit. 5.2. Show an awareness of the importance of the safety of others in group activities.
6. Review own performance and personal skills.	6.1. Describe what went well and not so well. 6.2. Discuss with tutor what might have been done differently.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Introduction to Participating in Leisure Activities	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	MA1/E3/LQ/001
Ofqual Unit Reference Number:	F/500/4827

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate an understanding of various local leisure activities and how to access them.	1.1. Identify at least three locally based leisure activities. 1.2. Collect information on how to gain access to three local leisure activities.
2. Participate in a range of local leisure activities.	2.1. Identify any costs involved in participating in three local leisure activities. 2.2. List any special equipment and/or clothing requirements. 2.3. Take part in three local leisure activities.
3. Recognise key benefits of participating in leisure activities.	3.1. List at least two benefits for three different leisure activities. 3.2. State which activity they liked best.
4. Show an awareness of Health and Safety issues related to selected leisure activities.	4.1. Identify key personal Health and Safety issues relating to three local leisure activities selected in 2.3. 4.2. Identify general Health and Safety issues related to three local leisure activities selected in 2.3.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	P

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Unit Title: Participating in Leisure Activities	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	MA1/1/LQ/001
Ofqual Unit Reference Number:	R/504/2885

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to identify local activities.	1.1. Identify locally based leisure activities.
2. Know how to access local leisure activities.	2.1. Collect information on how to gain access to local leisure activities. 2.2. Identify any specific requirements for equipment and/or clothing. 2.3. Identify any costs involved in participating in the local leisure activities. 2.4. Identify their personal budget for the local leisure activities.
3. Be able to participate in a range of local leisure activities.	3.1. Participate in a range of local leisure activities. 3.2. State which activity they liked best identifying why they liked it.
4. Be able to recognise key benefits in participating in leisure activities.	4.1. Identify the benefits of participating in local leisure activities.
5. Be able to identify health and safety issues related to selected leisure activities.	5.1. Identify key personal health and safety issues relating to the local leisure activities selected. 5.2. Outline general health and safety issues related to the local leisure activities selected.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay	O	Practical demonstration	
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Outdoor Craft Skills using Natural Materials	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	JF1/E3/LQ/001
Ofqual Unit Reference Number:	H/504/0736

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to carry out craft tasks safely in an outdoor environment.	1.1. Identify craft tools. 1.2. Demonstrate the safe use of craft tools.
2. Be able to carry out a craft project using outdoor materials.	2.1. Demonstrate how to make a plan for a craft project using materials found in the natural environment. 2.2. Demonstrate how to harvest materials for the project sustainably. 2.3. Produce a craft item.
3. Use a range of craft techniques.	3.1. Demonstrate craft techniques.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Planning and Participating in Short Walks	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	MH1/E3/LQ/001
Ofqual Unit Reference Number:	K/503/3867

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to plan a walk.	1.1. Recognise at least two symbols used on an Ordnance Survey map. 1.2. Use a simple map to find locations of roads and landmarks. 1.3. Identify a route to take on a map. 1.4. List equipment and clothing that may be necessary for the walk depending on weather conditions. 1.5. State any risks or dangers that may be found on the route. 1.6. State three rules of the countryside code.
2. Be able to participate in at least two walks.	2.1. When walking, observe group rules and follow instructions given. 2.2. Bring required equipment and clothing. 2.3. Follow route on a map. 2.4. Keep a record of walks undertaken.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Taking Part in Exercise and Fitness	
Level:	One
Credit Value:	4
GLH:	30
OCNLR Unit Code:	MA1/1/LQ/002
Ofqual Unit Reference Number:	M/501/7248

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about different exercise and fitness facilities.	1.1. Describe different exercise and fitness activities. 1.2. Identify different exercise and fitness facilities.
2. Know how to take part in exercise and fitness safely.	2.1. Describe an induction process for an exercise and fitness activity. 2.2. Describe warm up and cool down activities.
3. Be able to demonstrate work skills through participation in exercise and fitness activities.	3.1. Actively participate in exercise and fitness activities and demonstrate: <ul style="list-style-type: none"> • Time management skills • Appropriate dress for the activity • Following instructions provided by the activity leader • Following health and safety guidelines before, during and after activities.
4. Be able to review own performance.	4.1. Identify own strengths and areas for improvement in exercise and fitness activities. 4.2. Suggest ways of improving own performances in one activity.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Taking Part in Sport	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	MA1/1/LQ/003
Ofqual Unit Reference Number:	R/500/5593

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
38. Take up and participate in a sporting activity.	38.1. Identify a sport suitable to their particular needs and take part over a period of time.
39. Recognise the physical and emotional benefits of sport.	39.1. List the main physical and emotional benefits of being actively involved in a sport.
40. Understand the rules and/or tactics of the sporting activity.	40.1. Identify the essential rules and tactics of chosen sport.
41. Understand the importance of physical preparation prior to practical sessions.	41.1. Outline activities for suitable warm up session for chosen sport and demonstrate these regularly.
42. Recognise personal strengths and weaknesses and work on improving performance.	42.1. Identify areas of the activity which are easy. 42.2. Identify areas of the activity which are difficult and suggest ways to improve performance.
43. Understand the health and safety rules relating to sport.	43.1. List the health and safety considerations for chosen sport.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: The Angling Environment	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	MH4/E3/LQ/002
Ofqual Unit Reference Number:	F/503/3874

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand why people go fishing.	1.1. Give reasons why people go fishing.
2. Understand how to respect the environment when angling.	2.1. Identify areas of the Countryside Code that relate to angling. 2.2. Give an example of one way in which anglers may harm the environment. 2.3. Give an example of one way in which the angling environment can be protected. 2.4. Give an example of one way in which the angling environment can be improved.
3. Understand the influence of the water cycle and weather on angling.	3.1. State what is meant by the water cycle. 3.2. State how heavy rain can affect the angling environment. 3.3. State how a lack of rain can affect the angling environment.
4. Know about the anatomy of fish.	4.1. Name internal parts of a fish. 4.2. Name external features of a fish.
5. Know about the habitat of different species of fish.	5.1. Name different species of fish and their preferred habitat. 5.2. State the food source for each species named. 5.3. Give an example of the effects of pollution on food sources.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: The Angling Environment	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	MH4/1/LQ/002
Ofqual Unit Reference Number:	J/503/3570

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand why people go fishing.	1.1. Outline the reasons why people go fishing.
2. Understand how to respect the environment when angling.	2.1. Outline the Countryside Code and how it relates to angling. 2.2. Identify ways in which anglers may harm the environment. 2.3. Outline measures that can be taken to protect and enhance the angling environment.
3. Understand the influence of the water cycle and weather on angling.	3.1. Outline the water cycle. 3.2. Indicate how weather patterns and conditions can affect fishing.
4. Know about the anatomy of fish.	4.1. Identify internal parts of a fish. 4.2. Identify external features of a fish.
5. Know about the habitat and food source of different species of fish.	5.1. Identify five species of fish and their preferred habitat. 5.2. Outline the preferred food source for each species identified. 5.3. Outline the effects of pollution on food sources.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Using Craft Skills with Natural Materials	
Level:	One
Credit Value:	3
GLH:	30
OCNLR Unit Code:	JF1/1/LQ/001
Ofqual Unit Reference Number:	M/503/4051

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to carry out craft tasks safely.	1.1. Identify different craft tools. 1.2. Demonstrate the safe use of craft tools.
2. Be able to plan and implement a craft project.	2.1. Plan and design craft items. 2.2. Outline the tools and materials required to carry out the task. 2.3. Outline the techniques that you will be using in the production of craft items.
3. Understand how to develop work in craft.	3.1. Identify strategies through which items can be developed. 3.2. Use craft skills in the production of items.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	P
Reflective log/diary		Practice file	

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Unit Title: Acoustic Recording Techniques	
Level:	One
Credit Value:	6
GLH:	54
OCNLR Unit Code:	LK1/1/LQ/001
Ofqual Unit Reference Number:	K/503/3349

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to plan a recording of a small acoustic group.	1.1. Outline key stages in planning the recording. 1.2. List key resources required.
2. Be able to work safely in a studio/control room environment.	2.1. Identify issues related to health and safety in a studio/control room. 2.2. Demonstrate safe working practices.
3. Understand microphone technique.	3.1. Identify different types of microphone. 3.2. Outline the ways in which each type of microphone can be used. 3.3. Identify different types of microphone pickup patterns. 3.4. Correctly set up microphones to record a range of instruments.
4. Understand the recording process.	4.1. Outline each stage in the recording process. 4.2. Identify where instrumentalists should be placed in order to achieve a balanced recording. 4.3. State how room acoustics might make differences to the recording process/plan. 4.4. Identify common technical problems. 4.5. Outline how to overcome common technical problems.
5. Be able to assist in the recording of an acoustic group.	5.1. Assist with a recording session. 5.2. Outline what went well and what could be improved.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	O
Reflective log/diary		Practice file	

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Unit Title: Backstage Theatre Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	LC4/1/LQ/001
Ofqual Unit Reference Number:	H/503/3348

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand health and safety measures relating to backstage theatre skills.	1.1. Outline health and safety rules for backstage theatre work. 1.2. Demonstrate safe practice when working backstage.
2. Understand specialist terminology when working backstage.	2.1. Give examples of backstage technical words and expressions. 2.2. Give an example of why it is important to use and understand specialist terminology when working backstage.
3. Be able to use own technical skills backstage.	3.1. With reference to own skills and aptitudes, identify appropriate tasks to perform backstage. 3.2. Carry out an agreed backstage task relating to stage properties and sets. 3.3. Carry out an agreed backstage task relating to wardrobe. 3.4. Carry out an agreed backstage task relating to lighting. 3.5. Carry out an agreed backstage task relating to sound and special effects. 3.6. State what went well during these tasks. 3.7. Identify areas for improvement.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached.

Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Developing Creative Writing Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	LC4/1/LQ/002
Ofqual Unit Reference Number:	D/500/5581

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the differences between fiction and non-fiction.	1.1. Identify some examples of fiction. 1.2. Identify some examples of non-fiction. 1.3. List the key differences.
2. Understand how to use personal experience and memory as a source for creative writing.	2.1. Identify personal events that might be used as a basis for creative writing. 2.2. Write a short piece based on a personal event or memory.
3. Understand how to use a range of stimuli as a basis for creative writing.	3.1. List at least three stimuli which could be used as a basis for a piece of creative writing. 3.2. Write a short piece about a character/place/event using one of the sources identified.
4. Understand the importance of drafting and re-drafting in creative writing.	4.1. Produce a plan for a short piece of writing. 4.2. Produce a first draft. 4.3. Re-draft the piece as a result of own and others feedback. 4.4. Comment on the importance of re-drafting.
5. Understand the importance of choosing a particular reading audience.	5.1. Identify an appropriate audience for a short piece of writing. 5.2. State why the audience is appropriate.
6. Reflect on own work.	6.1. Comment on own work. 6.2. Identify areas for development in the light of feedback.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay	O	Practical demonstration	
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	O
Reflective log/diary		Practice file	

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Unit Title: Developing DJing Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	LK4/1/LQ/001
Ofqual Unit Reference Number:	H/500/5582

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand what constitutes a D.J. rig.	1.1. List the main components of a D.J. rig. 1.2. Outline their main function.
2. Understand how to safely set up a D.J. rig.	2.1. Identify three health and safety issues associated with the use of electrical equipment. 2.2. Identify three health and safety issues related to setting up of a D.J rig and state how they can be addressed. 2.3. With assistance set up the main elements of a D.J. rig.
3. Understand how to use headphones and turntable.	3.1. Use headphones to monitor second record in order to set up a mix. 3.2. Drop in second record, and keep the beats together. 3.3. Line up tracks/operate tone arm and pitch control. 3.4. Manually adjust revolution of the records to keep beats synchronized for a minute.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	P
Written description	O	Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Developing Music Skills for Solo Performance	
Level:	One
Credit Value:	6
GLH:	54
OCNLR Unit Code:	LF5/1/LQ/001
Ofqual Unit Reference Number:	A/500/5488

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Develop basic technical skills on an instrument.	1.1. For own instrument give brief outline of how it is tuned. 1.2. Demonstrate stance/hold for their instrument. 1.3. State one reason for good posture. 1.4. Demonstrate two basic skills in producing sound on their instrument.
2. Develop good practice routines.	2.1. Follow teacher guidance carefully in order to develop a successful practice routine. 2.2. Practice regularly. 2.3. List areas of progress over that period in conjunction with tutor.
3. Be able to show different moods/styles in the music played.	3.1. With the guidance of the teacher choose and play two short contrasting pieces. 3.2. List some of the differences in mood/style between the two pieces.
4. Develop an understanding of playing musically.	4.1. Practice and play a piece or pieces which highlight phrasing, articulation and dynamics. 4.2. In conjunction with tutor, point out the areas in the piece which show these elements.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Developing Musical Ensemble Skills	
Level:	One
Credit Value:	6
GLH:	54
OCNLR Unit Code:	LH1/1/LQ/001
Ofqual Unit Reference Number:	K/500/5468

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Develop ensemble skills on their instrument.	1.1. Play with other members of the ensemble and keep time.
2. Demonstrate a successful rehearsal schedule.	2.1. Through individual practice and ensemble rehearsals, realise the technical demands of the piece(s). 2.2. Outline the difficulties of putting the piece(s) together as an ensemble. 2.3. Outline how individual players contribute to the ensemble.
3. Demonstrate musical competence.	3.1. Give a performance of the chosen work(s) in conjunction with other members of the ensemble that: <ul style="list-style-type: none"> 3.1.1. is together 3.1.2. is balanced to some extent 3.1.3. shows basic articulation 3.1.4. has a sense of pulse 3.1.5. has dynamic interest. 3.2. Outline own contribution and success of performance as a whole.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	P
Written description		Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Developing Oral Storytelling Skills for Performance	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	LC1/1/LQ/001
Ofqual Unit Reference Number:	K/500/5583

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the difference between written and oral stories.	1.1. Identify the basic differences in language, length of sentence and style between written and oral stories. 1.2. Give an example of each.
2. Understand the different kinds of stories in the oral tradition.	2.1. Identify the characteristic motifs and archetypes in different kinds of traditional stories including myth, legend and folktale.
3. Understand the relevance of personal experience in oral storytelling.	3.1. Tell a short personal story.
4. Use a range of basic storytelling techniques.	4.1. Tell a short story using basic physical gestures. 4.2. Demonstrate a basic range of pace, vocal tone and volume. 4.3. Comment on effectiveness of techniques used.
5. Understand the basic structure and appeal of popular stories.	5.1. Identify the plot and theme of a popular story and recount it. 5.2. Identify the enduring qualities of the story.
6. Reflect on own work.	6.1. Comment on own work.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay	O	Practical demonstration	O
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Developing Performance Improvisation Techniques	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	LC4/1/LQ/003
Ofqual Unit Reference Number:	Y/500/5580

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate an understanding of health and safety measures relating to performance.	1.1. Formally agree to health and safety rules for performance environment.
2. Respond to a range of stimuli and develop ideas for performance.	2.1. Complete exercises in physical games, structured improvisation and spontaneity. 2.2. Demonstrate co-operation and some creativity.
3. Use improvisation as a means of exploration (text, score, script).	3.1. Participate actively in improvisation to explore a given theme/character/mood. 3.2. Comment on the effectiveness of improvisation.
4. Use improvisation to explore material.	4.1. Participate actively in improvisation based on scripted material (text, score, script). 4.2. Comment on the effectiveness of improvisation.
5. Give and receive feedback on performance.	5.1. Share and contribute feedback in a positive manner.
6. Reflect on own work.	6.1. Comment on own work.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Developing Technical Skills for Performance in the Arts	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	LC4/1/LQ/004
Ofqual Unit Reference Number:	D/500/5855

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate an understanding of health and safety measures relating to performance.	1.1. Formally agree to health and safety rules for performance environment.
2. Contribute to the process of creating a performance (drama, music, dance).	2.1. Contribute ideas to planning a short performance. 2.2. Work supportively with others. 2.3. Identify own role and responsibilities.
3. Develop technical skills required for performance through rehearsal.	3.1. Apply basic skills appropriate to the performance. 3.2. Develop basic skills through practice to improve own performance. 3.3. Identify skills developed and comment on progress. 3.4. Respond positively to feedback.
4. Contribute to performance.	4.1. Apply skills in performance. 4.2. Perform with confidence. 4.3. Contribute to performance reliably and responsibly.
5. Reflect on own work.	5.1. Comment on own performance. 5.2. Identify areas for development in performance in the light of feedback.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay	O	Practical demonstration	O
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Introduction to Composing Music	
Level:	One
Credit Value:	6
GLH:	54
OCNLR Unit Code:	LF5/1/LQ/002
Ofqual Unit Reference Number:	T/500/5490

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise the use of musical devices in composition.	1.1. Identify through listening a range of musical devices including three of the following: <ul style="list-style-type: none"> 1.1.1. a sequence 1.1.2. modulation and basic harmony 1.1.3. imitation 1.1.4. articulation 1.1.5. instrumentation.
2. Develop compositional ideas.	2.1. Create a compositional idea/theme.
3. Compose a piece of music.	3.1. Create a simple composition of up to 80 bars appropriate for a chosen instrument(s).
4. Understand the compositional process.	4.1. Outline the key steps undergone in developing the composition.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	O
Reflective log/diary	O	Practice file	

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Unit Title: Introduction to Musical Theatre	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	LC4/1/LQ/003
Ofqual Unit Reference Number:	H/500/5856

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the elements of musical theatre.	1.1. List the elements of performing, technical and production elements of musical theatre.
2. Participate as a performer or member of the technical team in a musical theatre production.	2.1. Contribute effectively in a given role in a musical theatre performance. 2.2. Identify and list what is involved in their role.
3. Keep a personal activity diary.	3.1. State how they contributed to the production by keeping a personal activity diary.
4. Review the activities.	4.1. Identify own involvement with the overall production, and the strengths and weaknesses of own contribution.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	O
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	O
Written description		Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Introduction to Physical Performance Skills	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	LC1/E3/LQ/001
Ofqual Unit Reference Number:	D/500/5256

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand health and safety requirements to undertake activity.	1.1. Identify essential health and safety requirements to undertake activity.
2. Understand the processes of warming up and relaxation.	2.1. Participate in a warm up activity. 2.2. Participate in a relaxation exercise. 2.3. State the reasons for warming up and relaxation when performing.
3. Recognise and use basic improvisation and role-play techniques.	3.1. Participate in a simple role-play situation. 3.2. Show basic emotion through body movement/dance or non-verbal communication. 3.3. Co-operate with others and say how effective you think the results of improvisation are.
4. Work in a group to create a short performance (drama, music, dance).	4.1. Work positively with others. 4.2. Perform to others and receive feedback.
5. Comment on own work.	5.1. Describe what s/he felt about own performance.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	P
Essay		Practical demonstration	O
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	O
Written description		Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Performing Physical Theatre	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	LC1/1/LQ/002
Ofqual Unit Reference Number:	T/500/5487

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate an understanding of health and safety measures relating to physical theatre.	1.1. Agree to health and safety rules for physical theatre.
2. Engage safely in physical theatre.	2.1. Complete physical warm up activities safely under instruction. 2.2. Identify the importance of physical warm up activities to safe practice. 2.3. Complete trust building exercises safely under instruction. 2.4. Identify the importance of trust building exercises to safe practice.
3. Demonstrate basic movement for physical theatre.	3.1. Move in a controlled manner. 3.2. Perform given moves correctly and with confidence.
4. Choreograph simple physical performance sequences.	4.1. Arrange simple given moves in a sequence. 4.2. Link moves together smoothly. 4.3. Perform sequence safely and effectively. 4.4. Comment on own performance.
5. Give and receive feedback on performance.	5.1. Share and contribute feedback in a positive manner.
6. Reflect on own work.	6.1. Comment on own performance.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay	O	Practical demonstration	O
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Rehearsing for a Production	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	LC1/1/LQ/003
Ofqual Unit Reference Number:	L/503/3344

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand and take part in the rehearsal process.	1.1. Identify key stages in the rehearsal process. 1.2. Outline how the rehearsal process develops into the final production. 1.3. Carry out an agreed role within the rehearsal process.
2. Understand the skills necessary to create an effective production.	2.1. Outline the performance skills necessary for a specific production. 2.2. State how own skills may contribute to a production.
3. Be able to evaluate actions.	3.1. State what went well with regard to own role in the rehearsal process. 3.2. State what could have been improved with regard to own role in the rehearsal process. 3.3. State why improvements could have been made with regard to own role in the rehearsal process. 3.4. Identify possible improvements to the way the rehearsal group as a whole worked together.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Song Writing Skills in Popular Music	
Level:	One
Credit Value:	6
GLH:	54
OCNLR Unit Code:	LF5/1/LQ/003
Ofqual Unit Reference Number:	J/503/3343

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand song styles and form in popular music.	1.1. List common forms found in popular music. 1.2. List different song styles found in popular music. 1.3. Outline key differences between identified song styles.
2. Understand the impact of lyrics on a popular song.	2.1. Outline how subject matter can affect the tone of a popular song. 2.2. Outline how subject matter can affect the tempo of a popular song. 2.3. Give examples of lyrical devices from two popular songs. 2.4. State what the lyrical devices add to the song.
3. Understand the use of melody and rhythm in popular songs.	3.1. Give examples of how melody and rhythm affect the lyrics of two popular songs. 3.2. Outline how melody and rhythm can affect the feel of a song.
4. Be able to compose a popular music song.	4.1. Compose a popular music song in a named style. 4.2. Outline the ways in which various elements work together in the song composed.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Sound and Audio Production Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	LK1/1/LQ/003
Ofqual Unit Reference Number:	T/503/3340

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand health and safety measures relating to sound and audio production.	1.1. Outline health and safety rules for sound and audio production. 1.2. Demonstrate safe practice when using sound and audio equipment.
2. Understand the use of equipment for sound and audio production.	2.1. Identify equipment used in sound and audio production. 2.2. State what the equipment is used for. 2.3. Use equipment to record and store sound.
3. Understand the use of technical skills to develop ideas for production.	3.1. Use equipment to edit and alter sound to support production ideas. 3.2. Create a sound/audio product from a production idea. 3.3. State what went well. 3.4. State areas for improvement.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	P
Reflective log/diary		Practice file	

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Unit Title: The Theory of Music	
Level:	One
Credit Value:	6
GLH:	54
OCNLR Unit Code:	LF4/1/LQ/001
Ofqual Unit Reference Number:	A/500/5491

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate understanding of simple time signatures.	1.1. Use simple time signatures. 1.2. Beam correctly.
2. Use clefs.	2.1. Use treble and bass clef. 2.2. Identify note names in each clef. 2.3. Rewrite a piece of music into a different clef.
3. Demonstrate knowledge of scales.	3.1. Use major keys up to three sharps or flats. 3.2. Use minor keys up to one sharp or flat. 3.3. Identify the key of an extract of music. 3.4. Use at least one form of the minor scale. 3.5. Fill in the correct key signature. 3.6. Demonstrate the use of accidentals.
4. Use and understand musical features.	4.1. Identify musical features in a simple piece of music.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

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O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding the use of Digital Sampling Techniques for Composing and Producing Music	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	LK1/1/LQ/002
Ofqual Unit Reference Number:	L/500/5236

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the role of samplers in modern music production.	1.1. State how samplers are used in music production. 1.2. State the difference between a hardware and software sampler. 1.3. State an example of commercial music where a sampler has been used.
2. Understand and demonstrate audition.	2.1. List the steps in the audition process. 2.2. Choose loops which are compatible.
3. Understand and produce a musical composition using loops s/he has prepared and auditioned.	3.1. List two different kinds of musical structure. 3.2. List two kinds of tempo and two types of dynamics. 3.3. Compose a piece of music which communicates with its intended audience.
4. Understand and demonstrate how to remix composition.	4.1. State a way in which the composition could be reworked in order to achieve a significantly different sounding composition that continues to contain the same hook.
5. Review the process and compositions.	5.1. Compare the compositions and list ways in which they remain related. 5.2. Compare the compositions and list ways in which they are different.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	O
Reflective log/diary	O	Practice file	

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Unit Title: Using Aural Skills in Music	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	LF5/1/LQ/004
Ofqual Unit Reference Number:	M/500/5472

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise time signature of a given melody.	1.1. Identify and state the time signature and beat or tap the pulse of a piece of music in 2/4, 3/4 or 4/4 time.
2. Reproduce (from memory) the rhythm of a short two bar melody played twice.	2.1. Clap a rhythm consisting of quavers, crotchets and minims in a simple time signature.
3. Reproduce a melody.	3.1. Sing, (hum or whistle) from memory a two bar melody played twice, the melody should consist of quavers, crotchets and minims.
4. Recognise the change of rhythm in a two bar melody.	4.1. Identify and state where a change in rhythm occurred. 4.2. State if the notes were lengthened or shortened.
5. Recognise changes of dynamics and articulation in a short piece of music.	5.1. Identify changes in dynamics from loud to soft whether suddenly or by gradual increase/decrease. 5.2. Identify the difference between different types of articulation, both short and smooth. 5.3. Use basic Italian musical terms such as: 5.3.1. piano – forte 5.3.2. crescendo – diminuendo 5.3.3. staccato - legato.

Assessment

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O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Using the Internet as a Medium for Music	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	LK1/1/LQ/004
Ofqual Unit Reference Number:	D/500/5841

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how the Internet is a useful medium for musicians.	1.1. List three ways in which the Internet is useful for musicians.
2. Understand how to search the Internet for music related resources.	2.1. Identify several methods of accessing music on the Internet. 2.2. Use a range of search tools, for example, major search engines and specific music resource sites.
3. Download and save a music file from a designated copyright-free website.	3.1. Choose a file for download and select a suitable location for saving. 3.2. Retrieve the saved file.
4. Understand how file extensions can indicate different media types and compression formats.	4.1. Select the appropriate file format to download, for example, .Wav, .MP3, .BMP or JPEG. 4.2. State why they are using a particular format.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay	O	Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Clothing Design	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	JK1/E3/LQ/001
Ofqual Unit Reference Number:	D/503/3347

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the principles of clothing design.	1.1. Identify media that can be used for visual exploration in fashion design. 1.2. Record ideas used in the fashion industry. 1.3. Give examples of the ways in which different fabrics can be used. 1.4. State how these fabrics affect the look and handle of a garment.
2. Be able to follow a design brief.	2.1. Identify key principles of a design brief. 2.2. Develop a theme or mood board to reflect a design brief. 2.3. Use simple design concepts in relation to a design brief. 2.4. Create a production sketch.

Assessment

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P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	O
Reflective log/diary	O	Practice file	O

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Unit Title: Core Skills and Techniques for Craft	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	JA8/E3/LQ/001
Ofqual Unit Reference Number:	R/501/5198

This unit has 10 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how to follow Health, Safety and Hygiene guidelines.	1.1. State at least two appropriate examples of Health and Safety and Hygiene Practice relevant to the context in which s/he is working.
2. Adhere to Health, Safety and Hygiene guidelines and recommendation at all times.	2.1. Demonstrate the ability to work within Health, Safety and Hygiene guidelines by working in a considerate manner, for example mop up any spills and report any faults/defects to an appropriate person.
3. Communicate with tutor and other students.	3.1. Begin to communicate needs and requirements, for example ask for help if needed.
4. Be aware of planning and organisational skills.	4.1. Demonstrate the importance of basic planning needed in the production of their work, for example put into order a simple series of tasks.
5. Be aware of equipment and materials.	5.1. From a limited given range identify common equipment and materials.
6. Be able to differentiate between different materials and equipment.	6.1. State the difference between similar equipment and materials specific to craft area.
7. Be aware of some design elements.	7.1. Describe at least two of the following shape, line, form, proportion, texture and colour for each piece of work.
8. Understand some design elements.	8.1. Follow simple written, verbal or pictorial instructions.
9. Produce items of work.	9.1. Produce items of work using the fundamental techniques.
10. Assess the appearance and quality of their work.	10.1. Comment on satisfaction with our work.

Assessment

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O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	P
Reflective log/diary		Practice file	

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Unit Title: Garment Construction Techniques	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	JK6/1/LQ/001
Ofqual Unit Reference Number:	Y/503/3346

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to join fabric when constructing a garment.	1.1. Select correct stitch type, length and thread to join fabric in a given situation. 1.2. Demonstrate how to use a seam to join fabric.
2. Know how to distribute fullness.	2.1. State why it is necessary to distribute fullness evenly. 2.2. Give examples of techniques that can be used to distribute fullness. 2.3. Demonstrate how to distribute fullness using one named method.
3. Know how to hem and edge fabric.	3.1. State the purpose of a hem. 3.2. Demonstrate one way to hem fabric. 3.3. State the purpose of an edge finish. 3.4. Demonstrate one way to edge fabric.
4. Know how to use fastenings.	4.1. Identify common fastenings. 4.2. Select a fastening for a given situation. 4.3. Demonstrate how to use the fastening chosen.
5. Understand health and safety requirements when sewing.	5.1. Identify risks in the sewing environment. 5.2. State how the risks identified can be minimised.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	O
Reflective log/diary		Practice file	

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Unit Title: Industrial Sewing Operations	
Level:	One
Credit Value:	6
GLH:	54
OCNLR Unit Code:	JK6/1/LQ/002
Ofqual Unit Reference Number:	F/500/5279

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate ability to operate a lock stitch machine to produce a range of samples.	1.1. Use lock stitch machine to produce: <ul style="list-style-type: none"> 1.1.1. straight lines 1.1.2. slow curves 1.1.3. sewing exercises of requested widths 1.1.4. single lines on single fabric 1.1.5. double fabric to produce a seam 1.1.6. set seam widths 1.1.7. twin stitch seam 1.1.8. straight hem. 1.2. Demonstrate appropriate stitch, tension and formation to achieve a satisfactory finish.
2. Demonstrate ability to operate an overlocker machine to produce a range of samples.	2.1. Use overlocker machine to produce: <ul style="list-style-type: none"> 2.1.1. straight overlock 2.1.2. curves 2.1.3. join together two pieces of fabric 2.1.4. different shapes. 2.2. Produce a variety of shapes using overlocker. 2.3. Demonstrate appropriate stitch, tension and formation to achieve a satisfactory 2.4. finish.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	O
Reflective log/diary		Practice file	

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Unit Title: Introduction to Mixed Media in 2D	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	JB2/E3/LQ/001
Ofqual Unit Reference Number:	L/501/5202

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Show an awareness of the vocational area.	1.1. Use materials and equipment and basic techniques for set task. 1.2. Use formal art and design elements, for example colour, shape and texture.
2. Interact with others in an appropriate way.	2.1. Adopt good workshop practice, for example sharing equipment and materials, cleaning work area, replacing materials and equipment in the appropriate place. 2.2. Communicate effectively with peers and staff.
3. Show a development in skills.	3.1. Produce a piece of 2D art work using different mixed media and techniques and begin to develop skills, for example collage work.
4. Apply processes to tackle basic problems.	4.1. Choose from a given range to use for the set task.
5. Show basic awareness of safe working practices.	5.1. Follow safety rules, for example safe handling of materials and equipment.
6. Review own performance and personal skills.	6.1. Describe what was successful and what was not so successful. 6.2. Discuss with tutor changes to make if the task was repeated.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	P
Reflective log/diary		Practice file	

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Unit Title: Needle/Textile Crafts	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	JA8/E3/LQ/002
Ofqual Unit Reference Number:	R/501/5203

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Show awareness of the vocational area.	1.1. Identify appropriate equipment for set tasks, recognise basic tools and fabric requirements for the technique. 1.2. Demonstrate awareness of correct use of equipment, for example templates, fabrics, weaving board/wading, embroidery thread and embroidery hoops.
2. Interact with others in an appropriate way.	2.1. Communicate with peers and tutors. 2.2. Demonstrate ability to work effectively individually or with a partner.
3. Show a development in skills.	3.1. Identify suitable fabrics, threads etc. 3.2. Identify equipment to be used. 3.3. Identify appropriate techniques. 3.4. Position and mark design on fabric. 3.5. Mark and measure fabric thread, ribbon, completing task using appropriate method. 3.6. Use a limited range of stitches to complete task.
4. Apply process to tackle problems.	4.1. Identify problems in preparing and cutting fabric. 4.2. Resolve problems using appropriate techniques.
5. Show basic awareness of safe working practices.	5.1. Demonstrate safe use of equipment. 5.2. Conduct self safely in a classroom environment. 5.3. Demonstrate safety of others and self. 5.4. Follow established rules and procedures.

6. Review own performance and personal skills.	6.1. Discuss outcomes and any difficulties encountered. 6.2. Discuss alternative methods and techniques.
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Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	O
Reflective log/diary		Practice file	

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Unit Title: Preparation for Garment Construction	
Level:	One
Credit Value:	2
GLH:	18
OCNLR Unit Code:	JK6/1/LQ/003
Ofqual Unit Reference Number:	R/503/3345

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to select sewing notions relevant to a given task.	1.1. State what is meant by 'sewing notions'. 1.2. Select sewing notions necessary for a given task.
2. Know how to select suitable fabric and patterns.	2.1. Select pattern and fabric for a given purpose. 2.2. State why the pattern has been selected. 2.3. State why the fabric has been selected.
3. Be able to prepare a pattern and fabric for garment construction.	3.1. Outline the purpose of pattern markings. 3.2. Demonstrate how to create pattern lay. 3.3. Demonstrate how to mark and cut fabric according to pattern. 3.4. Demonstrate how to make economical use of fabric. 3.5. Use temporary stitching to secure the fabric ready for permanent construction.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	O
Reflective log/diary		Practice file	

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Unit Title: Using Commercial Garment Patterns	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	JK6/1/LQ/004
Ofqual Unit Reference Number:	F/503/3339

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know how to choose commercially available patterns.	1.1. State the purpose of cut paper patterns and diagrams, charts and templates used in garment making. 1.2. Select a pattern type for a given purpose. 1.3. Outline why the pattern type was chosen.
2. Know how to prepare patterns for use.	2.1. Prepare a pattern for use. 2.2. Make size adjustments to a pattern to enlarge or reduce the size of the finished garment. 2.3. Make size adjustments to a pattern to lengthen or shorten part of the finished garment.
3. Be able to use the information contained in a pattern.	3.1. State the meaning of common pattern marks and symbols. 3.2. Demonstrate the application of pattern information in the production of an article.
4. Be able to transfer pattern information onto a garment.	4.1. Use common methods to transfer pattern information onto fabric.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	P
Reflective log/diary		Practice file	

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Unit Title: Using Tools and Equipment for Garment Making	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	JK6/1/LQ/005
Ofqual Unit Reference Number:	H/500/5288

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be familiar with and use a wide range of tools and small equipment.	1.1. Name and state function of 10 basic tools and pieces of equipment for measurement, marking, cutting, temporary and permanent joining, pressing and finishing. 1.2. Select and use a wide range of basic tools and small equipment including those for taking measurements.
2. Be familiar with and use domestic sewing machines.	2.1. Name and state function of main parts/controls. 2.2. Set up machine for use. 2.3. Check machine and make required basic adjustments for a range of specific uses. 2.4. Manipulate machine to achieve a range of basic production outcomes.
3. Understand about domestic machine maintenance.	3.1. Identify need for and carry out regular maintenance. 3.2. Identify need for and frequency of lubrication. 3.3. Identify tasks that need specialist maintenance. 3.4. Identify four common symptoms that would indicate the need for specialist maintenance or repair.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Discover Local History	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	DB6/E3/LQ/001
Ofqual Unit Reference Number:	H/501/5206

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Show some knowledge of past history in the learner's local area.	1.1. Identify how national events affect own local area, community or family in the context of the chosen topic.
2. Show knowledge of how to get basic historical information from different sources.	2.1. Identify three different sources. 2.2. Select information about the past from these sources.
3. Create and present a simple permanent record of findings.	3.1. Record information on a chosen topic in any appropriate chosen medium, for example poster or audio recording. 3.2. Briefly talk about the findings and how they were obtained to a simple known audience.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Discover Local History	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	DB6/1/LQ/001
Ofqual Unit Reference Number:	Y/504/8607

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about past history in own local area.	1.1. Outline how national events affect own local area, community or family in the context of a chosen topic.
2. Be able to find historical information from a range of different sources.	2.1. Identify different sources of relevant historical information. 2.2. Outline why the selected sources are relevant.
3. Be able to create and present a record of findings.	3.1. Record information on a chosen topic in an appropriate medium. 3.2. Present the findings to a known audience.
4. Understand how knowledge of the past might affect the local community.	4.1. State how knowledge of the past might affect the local community.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	O
Report		Group discussion	
Oral question and answer		Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Developing Filing Skills	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	AY4/1/LQ/001
Ofqual Unit Reference Number:	H/500/5338

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about the basic requirements of the Data Protection Act.	1.1. State the basic requirements of the Data Protection Act.
2. Understand the four main filing classification systems.	2.1. List the four main classification systems. 2.2. State how the above systems would be used.
3. Appreciate the importance of pre-sorting documents.	3.1. State the procedures to be followed when pre-sorting documents.
4. Understand how to file using different filing classification systems.	4.1. File documents using two different methods of classification.
5. Use an index.	5.1. Use an index.
6. Recognise the procedures for cross-referencing.	6.1. Give an example of when files would be cross-referenced.
7. Recognise the importance of returning files.	7.1. Demonstrate the procedure to be followed when lending and tracing files.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Developing Reception and Filing Skills	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	AY7/E3/LQ/001
Ofqual Unit Reference Number:	A/500/5085

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Perform reception duties in an office environment.	1.1. List some important aspects of personal appearance. 1.2. Greet a visitor appropriately. 1.3. Show a visitor where to go. 1.4. Introduce a visitor.
2. Perform some filing in an office environment.	2.1. State why filing is necessary. 2.2. Find a file.
3. Deal with messages in an office environment.	3.1. List some reasons for taking and delivering messages. 3.2. Recognise different kinds of messages, for example, written and spoken. 3.3. Pass messages on appropriately.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Using Faxes and Photocopiers	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	AY8/1/LQ/001
Ofqual Unit Reference Number:	A/500/5345

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Send faxes for specified purpose.	1.1. Ensure fax machine is set up correctly to send faxes. 1.2. Prepare front cover with the relevant information. 1.3. Insert front cover and other pages into fax machine. 1.4. Dial the recipient number. 1.5. Send two faxes.
2. Receive and distribute faxes.	2.1. Ensure fax machine is ready to receive faxes, for example, sufficient paper, machine switched on. 2.2. Receive two faxes. 2.3. Distribute faxes to the correct recipient complying to the organisational confidentiality policy.
3. Recognise and resolve problems with the fax machine.	3.1. Identify and resolve problems with the fax machine.
4. Prepare the photocopier for use.	4.1. Use the photocopier according to the manufacturer's instructions and health and safety regulations. 4.2. Ensure any previous settings have been cleared. 4.3. Check for sufficient paper levels in the trays before use. 4.4. Input correct settings for the task.

5. Perform photocopying tasks.	5.1. Use exposure glass to produce the correct number of copies of single pages. 5.2. Use automatic feeder to produce the correct number of copies of multiple pages. 5.3. Use the sort and staple function for multi-page photocopying tasks.
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Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer		Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Using the Telephone, Fax and Photocopier	
Level:	Entry Three
Credit Value:	3
GLH:	30
OCNLR Unit Code:	AY8/E3/LQ/001
Ofqual Unit Reference Number:	F/500/5086

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Use a telephone in an office environment.	1.1. Recognise different dialling tone meanings. 1.2. Make a call. 1.3. Ask for the right person. 1.4. Take part in a call. 1.5. Leave a telephone message.
2. Use a fax machine in an office environment.	2.1. Complete a fax cover sheet correctly. 2.2. Send a fax. 2.3. Change a fax roll or paper.
3. Use a photocopier in an office environment.	3.1. Turn machine on. 3.2. Load paper. 3.3. Make single copies. 3.4. Make multiple copies. 3.5. Identify something that can go wrong with a photocopier.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Budgetary Control within a Business Environment	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	AG1/1/LQ/001
Ofqual Unit Reference Number:	R/500/5318

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate an understanding of a budget.	1.1. Define the term 'budget'. 1.2. Identify the purpose of a budget.
2. Demonstrate an understanding of the content of a budget.	2.1. Indicate what can be included within a budget. 2.2. Give a brief description of the differences between objectives budgets and flexible budgets. 2.3. Give a brief description of the differences between capital and operating budgets.
3. Understand the concept of budgetary control.	3.1. Indicate what the control of budgets entails. 3.2. List the benefits of budgetary control. 3.3. List the problems with budgetary control. 3.4. Define the term 'variance analysis.'
4. Understand how budgeting fits into the management process.	4.1. Outline the contributions that budgeting can make to the management process.
5. Demonstrate an understanding of the different responsibility centres within an organisation.	5.1. Define the term 'cost centre'. 5.2. Define the term 'profit centre'. 5.3. Define the term 'investment centre'.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Understanding Business Communication	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	AF3/1/LQ/002
Ofqual Unit Reference Number:	R/500/5321

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate an understanding of communication.	1.1. Identify forms of communication which takes place in an average day.
2. Understand the advantages and disadvantages in the choice of communication.	2.1. Identify how to choose the right communication method.
3. Demonstrate an understanding of effective communication.	3.1. Identify effective and ineffective communication.
4. Demonstrate an understanding of a team and the behaviours within that team.	4.1. Identify individual and group behaviours in a team, for example, through a role-play exercise.
5. Understand the benefits of an effective communication strategy.	5.1. Outline the measurable benefits of effective communication, for example, efficiency, effectiveness, moral, motivation etc.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	O
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Understanding Business Meeting Techniques	
Level:	One
Credit Value:	3
GLH:	27
OCNLR Unit Code:	AF6/1/LQ/001
Ofqual Unit Reference Number:	F/500/5332

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate an understanding of meetings.	1.1. Identify why meetings need to be held. 1.2. Identify how meetings will differ depending on their purpose, size, the type of people involved and the culture. 1.3. Identify the consequences of holding ineffective meetings.
2. Demonstrate an understanding of different meeting techniques.	2.1. Identify different communication methods used in meetings. 2.2. Identify different problem solving methods used in meetings.
3. Demonstrate an understanding of how to plan a meeting.	3.1. Identify how to define the purpose, objectives and outcomes of a meeting. 3.2. Identify what points should be included in a 'blueprint agenda'. 3.3. Outline the importance of planning room layout.
4. Demonstrate an understanding of how to run a meeting.	4.1. Identify the different roles of a meeting chairman. 4.2. Outline ways to start a meeting effectively. 4.3. Identify the benefits of taking meeting minutes.
5. Demonstrate an understanding of good meeting behaviours.	5.1. Identify good meeting behaviours.

6. Understand how to deal with difficult issues in meetings.	6.1. Identify how different 'characters' may behave in a meeting, for example, shy, domineering. 6.2. Identify techniques to deal with the above characteristics in a meeting. 6.3. Identify ways to deal with conflict in a meeting. 6.4. Identify different organisational problems that may occur and recognise ways to overcome them.
7. Understand how to evaluate a meeting.	7.1. Identify ways of obtaining feedback on a meeting.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay		Practical demonstration	
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Understanding Time Management in the Workplace	
Level:	One
Credit Value:	2
GLH:	18
OCNLR Unit Code:	AF2/1/LQ/002
Ofqual Unit Reference Number:	A/500/5684

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand time management.	1.1. Identify how to effectively manage their time. 1.2. Give a description of time management. 1.3. Identify how to manage other people's time.
2. Understand the factors that affect time management.	2.1. Identify the factors that will affect their time management.
3. Demonstrate how to manage time effectively.	3.1. Identify how to delegate. 3.2. Identify what should be delegated. 3.3. Identify the benefits to delegation.
4. Understand the techniques used in time management.	4.1. State the methods of managing time. 4.2. List the time management tools.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	O
Essay	O	Practical demonstration	
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	

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Unit Title: Audio and Video Software	
Level:	Entry Three
Credit Value:	2
GLH:	15
OCNLR Unit Code:	CQ6/E3/LQ/001
Ofqual Unit Reference Number:	H/502/0177

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Use audio and/or video hardware and software to capture sequences.	1.1. Identify what input device and associated software to use. 1.2. Use input devices and built-in audio and/or video software to record information.
2. Use audio and /or video software tools to edit sequences.	2.1. Identify what audio and/or video software editing software to use. 2.2. Cut and paste short sequences to meet needs. 2.3. Respond to common problems with audio and/or video sequences. 2.4. Identify copyright constraints on using others' information.
3. Play and present audio and/or video sequences.	3.1. Select audio and/or video software to playback and display audio and/or video sequences. 3.2. Use appropriate device to playback and display audio and/or video sequences.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Audio Software	
Level:	One
Credit Value:	2
GLH:	15
OCNLR Unit Code:	CQ6/1/LQ/001
Ofqual Unit Reference Number:	K/502/4389

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Use audio hardware and software to capture sequences.	1.1. Identify the input device and associated software to use. 1.2. Use input devices and built-in audio software to record information to meet needs. 1.3. Identify the file format used by the input device. 1.4. Store and retrieve sequences using pre-set file formats, in line with local guidelines and conventions where available.
2. Use audio software tools to combine and edit sequences.	2.1. Identify the audio editing software to use for the file format. 2.2. Cut and paste short sequences to meet needs. 2.3. Combine information of different forms or from different sources, in line with any copyright constraints. 2.4. Identify copyright constraints on using others' information.
3. Play and present audio sequences.	3.1. Identify appropriate playback software to use for the sequence. 3.2. Identify the display device to use for the sequence. 3.3. Select and use appropriate combination of software and display device to playback audio sequences. 3.4. Adjust playback and display settings so that sequences are presented to meet needs.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Computer Basics	
Level:	Entry Three
Credit Value:	1
GLH:	5
OCNLR Unit Code:	CN1/E3/LQ/001
Ofqual Unit Reference Number:	Y/502/0189

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand basic computer parts and key input devices.	1.1. Describe the importance of computers in today's world. 1.2. Identify the main parts of a computer. 1.3. Identify the steps for starting and shutting down a computer. 1.4. Identify the different groups of keys on a keyboard. 1.5. Perform different tasks by using a mouse.
2. Understanding common computer terminology.	2.1. Identify the primary hardware components of a computer. 2.2. Explain an operating system. 2.3. Explain programs and data. 2.4. Describe a network and the types of networks. 2.5. Explain the terms Internet, World Wide Web, and intranet.
3. Understanding computer performance and features.	3.1. Compare the features of different types of computers. 3.2. Explain the role of memory. 3.3. Explain the basics of computer performance. 3.4. Describe the types of productivity programs and their uses. 3.5. Describe the types of communication programs and their uses. 3.6. Describe the uses of educational and entertainment programs.

4. Understanding computer operating systems.	4.1. Explain the common functions of an operating system. 4.2. Identify the main components of the interface. 4.3. Explain the options available at start up. 4.4. Work with the interface within programs. 4.5. Manage files and folders. Perform basic file operations.
5. Understand career opportunities for those who are IT literate.	5.1. Describe how computers have become a central part of everyday life. 5.2. Identify the career opportunities available for a computer-literate person.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Computer Security and Privacy	
Level:	Entry Three
Credit Value:	1
GLH:	5
OCNLR Unit Code:	CN0/E3/LQ/001
Ofqual Unit Reference Number:	Y/502/0192

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the basics of computer security and privacy.	1.1. Explain computer security and privacy. 1.2. Identify natural threats to your computer. 1.3. Identify measures to protect your computer against natural threats. 1.4. Identify threats to your computer from human actions. 1.5. Identify measures to protect your computer against threats from human actions.
2. Understand how to protect your computer and your data.	2.1. Identify guidelines for protecting your computer, including the operating system, software and data. 2.2. Identify best practices for securing online and network transactions. 2.3. Identify measures for securing e-mail and instant messaging transaction.
3. Understand how to protect yourself and your family from security threats.	3.1. Identify measures that you can use to protect your privacy. 3.2. Explain how online predators operate. 3.3. Identify guidelines to protect your family from online predator.
4. Understand how to keep your computer secure and updated.	4.1. Explain the security settings on your computer and their purpose. 4.2. Identify the options for keeping your computer up-to-date.
5. Understand computer ethics.	5.1. Explain intellectual property and copyright as they apply to computing. 5.2. Identify acts of copyright violation and the measures to prevent those acts. 5.3. Identify the legal concerns associated with information exchange.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report	O	Group discussion	
Oral question and answer		Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Data Management Software	
Level:	Entry Three
Credit Value:	2
GLH:	15
OCNLR Unit Code:	CM3/E3/LQ/001
Ofqual Unit Reference Number:	R/502/2216

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Enter, edit and maintain data records in a data management system.	1.1. Identify the security procedures used to protect data. 1.2. Enter data accurately into records. 1.3. Locate and amend individual data records. 1.4. Check data records for accuracy making corrections as necessary. 1.5. Respond appropriately to data entry error messages. 1.6. Follow local or legal guidelines for the storage and use of data where available.
2. Retrieve and display data records to meet requirements.	2.1. Search for and retrieve information to meet given requirements. 2.2. Identify what report to run to output the required information. 2.3. Select and view specified reports to output information.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Data Management Software	
Level:	One
Credit Value:	2
GLH:	15
OCNLR Unit Code:	CM3/1/LQ/001
Ofqual Unit Reference Number:	F/502/4558

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Enter, edit and maintain data records in a data management system.	1.1. Identify the security procedures used to protect data. 1.2. Enter data accurately into records to meet requirements. 1.3. Locate and amend individual data records. 1.4. Check data records meet needs, using IT tools and making corrections as necessary. 1.5. Respond appropriately to data entry error messages. 1.6. Follow local and/or legal guidelines for the storage and use of data where available.
2. Retrieve and display data records to meet requirements.	2.1. Search for and retrieve information using pre-defined methods to meet given requirements. 2.2. Identify which report to run to output the required information. 2.3. Select and view specified reports to output information to meet given requirements.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Database Software	
Level:	Entry Three
Credit Value:	2
GLH:	15
OCNLR Unit Code:	CP2/E3/LQ/001
Ofqual Unit Reference Number:	J/502/0169

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Enter, edit and organise structured information in a database.	1.1. List the main components of a database. 1.2. Create a database table for a purpose using specified fields. 1.3. Enter structured data into records to meet requirements. 1.4. Locate and amend data records. 1.5. Respond appropriately to data entry error messages. 1.6. Check data meets needs, making corrections as appropriate Outcome.
2. Use database software tools to produce reports.	2.1. State the type of information that may be required in a report. 2.2. Generate and print pre-defined database reports.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Database Software	
Level:	One
Credit Value:	3
GLH:	20
OCNLR Unit Code:	CP2/1/LQ/001
Ofqual Unit Reference Number:	H/502/4553

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Enter, edit and organise structured information in a database.	1.1. Identify the main components of a database. 1.2. Create a database table for a purpose using specified fields. 1.3. Enter structured data into records to meet requirements. 1.4. Locate and amend data records. 1.5. Respond appropriately to data entry error messages. 1.6. Check data meets needs, using IT tools and making corrections as necessary.
2. Use database software tools to extract information and produce reports.	2.1. Identify queries which meet information requirements. 2.2. Run simple database queries. 2.3. Identify reports which meet information requirements. 2.4. Generate and print predefined database reports.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Design and Imaging Software	
Level:	Entry Three
Credit Value:	2
GLH:	15
OCNLR Unit Code:	CQ5/E3/LQ/001
Ofqual Unit Reference Number:	L/502/0173

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Obtain and insert information for designs or images.	1.1. Identify what designs or images are needed. 1.2. Obtain, input and prepare images to meet needs. 1.3. Identify what copyright constraints apply to selected images. 1.4. Use an appropriate file format to save design or image files.
2. Use design and imaging software tools to manipulate and edit drawings or images.	2.1. Identify which manipulation and editing tools and techniques to use. 2.2. Use suitable tools and techniques to create drawings and images. 2.3. Use appropriate tools and techniques to manipulate and edit designs or images. 2.4. Check designs or images meets needs, using IT tools and making corrections as necessary.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Design Software	
Level:	One
Credit Value:	3
GLH:	20
OCNLR Unit Code:	CQ5/1/LQ/001
Ofqual Unit Reference Number:	M/502/4572

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Obtain, insert and combine information for designs.	1.1. Identify what designs are needed. 1.2. Obtain, input and prepare designs to meet needs. 1.3. Identify what generic copyright and other constraints apply to the use of designs. 1.4. Combine information of different types or from different sources for designs. 1.5. Identify the context in which the designs will be used. 1.6. Identify which file format to use for saving and exchanging designs. 1.7. Store and retrieve files effectively, in line with local guidelines and conventions where available.
2. Use design software tools to create, manipulate and edit designs.	2.1. Use suitable tools and techniques to create designs. 2.2. Use appropriate tools and techniques to manipulate and edit designs. 2.3. Check designs meet needs, using IT tools and making corrections as necessary.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Desktop Publishing Software	
Level:	Entry Three
Credit Value:	2
GLH:	15
OCNLR Unit Code:	CQ2/E3/LQ/001
Ofqual Unit Reference Number:	Y/502/0175

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Use appropriate designs and page layouts for a publication.	1.1. Identify what types of information can be used in a publication. 1.2. Identify page layouts that could be used for the publication. 1.3. Use an appropriate page design and layout for a publication in line with local guidelines, where relevant. 1.4. Use appropriate media for the publication.
2. Input text and other information into a publication.	2.1. Input information into a publication ready for editing and formatting. 2.2. Identify copyright constraints on using others' information. 2.3. Combine information from different sources in line with any copyright constraints. 2.4. Store and retrieve publication files effectively, in line with local guidelines and conventions.
3. Use desktop publishing software techniques to edit and format a publication.	3.1. Identify what editing and formatting was used for the publication. 3.2. Use appropriate techniques to edit publications. 3.3. Use appropriate techniques to format text. 3.4. Manipulate images and graphic elements accurately. 3.5. Check publications meet needs, making corrections as required.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Desktop Publishing Software	
Level:	One
Credit Value:	3
GLH:	20
OCNLR Unit Code:	CQ2/1/LQ/001
Ofqual Unit Reference Number:	Y/502/4565

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Select and use appropriate designs and page layouts for publications.	1.1. Identify what types of information are needed. 1.2. Identify what page design and layout will be required. 1.3. Select and use an appropriate page design and layout for publications in line with local guidelines, where relevant. 1.4. Select and use appropriate media for the publication.
2. Input and combine text and other information within publications.	2.1. Input information into publications so that it is ready for editing and formatting. 2.2. Identify copyright constraints on using others' information. 2.3. Organise and combine information of different types or from different sources in line with any copyright constraints. 2.4. Store and retrieve publication files effectively, in line with local guidelines and conventions where available.
3. Use desktop publishing software techniques to edit and format publications.	3.1. Identify what editing and formatting to use for the publication. 3.2. Select and use appropriate techniques to edit publications and format text. 3.3. Manipulate images and graphic elements accurately. 3.4. Control text flow within single and multiple columns and pages. 3.5. Check publications meet needs, using IT tools and making corrections as necessary.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Digital Lifestyle	
Level:	Entry Three
Credit Value:	1
GLH:	5
OCNLR Unit Code:	CP5/E3/LQ/001
Ofqual Unit Reference Number:	D/502/0193

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the basics of digital technology.	1.1. Describe the benefits of digital technology. 1.2. Explain how digital technology expands the features of digital devices.
2. Understand the basics of digital audio.	2.1. Identify the characteristics of digital audio. 2.2. Explain the concepts of recording, copying, and converting digital audio. 2.3. Identify the features of speech technologies.
3. Understand the basics of digital video.	3.1. Identify the characteristics of digital video. 3.2. Explain what digital video editing is and the output formats for digital video. 3.3. Identify the features of Web video technologies.
4. Understand the basics of digital photography.	4.1. Explain the benefits, features, and workings of a digital camera. 4.2. Explain how to edit and manage digital images. 4.3. Identify the features of different types of printers that are available for printing photos.
5. Understand the career opportunities for those with digital technology experience.	5.1. Explain how digital technology helps people work from any location. 5.2. Identify the career opportunities available for information workers. 5.3. Identify the career opportunities available for IT professionals. 5.4. Identify the career opportunities available for developers.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Imaging Software	
Level:	One
Credit Value:	3
GLH:	20
OCNLR Unit Code:	CQ5/1/LQ/002
Ofqual Unit Reference Number:	J/502/4612

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Obtain, insert and combine information for images.	1.1. Identify what images are needed. 1.2. Obtain, input and prepare images to meet needs. 1.3. Identify what generic copyright and other constraints apply to the use of images 1.4. Combine information of different types or from different sources for images. 1.5. Identify the context in which the images will be used. 1.6. Identify which file format to use for saving and exchanging images. 1.7. Store and retrieve files effectively, in line with local guidelines and conventions where available.
2. Use imaging software tools to create, manipulate and edit images.	2.1. Use suitable tool and techniques to create images. 2.2. Use appropriate tools and techniques to manipulate and edit images. 2.3. Check images meet needs, using IT tools and making corrections as necessary.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Introduction to Personal Digital Photograph Processing	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	CQ6/E3/LQ/002
Ofqual Unit Reference Number:	M/500/5536

This unit has 1 learning outcome

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Use a software package to process digital photographs.	1.1. Load and exit from a software package suitable for processing digital photographs. 1.2. Connect a digital camera to a computer and download photographs. 1.3. Load and save a photograph file. 1.4. Resize and position a photograph on a page. 1.5. Print a photograph.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: Introduction to Using the Internet for Shopping	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	CR1/E3/LQ/001
Ofqual Unit Reference Number:	A/503/8118

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to use an internet browser and search engine to locate a shopping website.	1.1. Carry out the steps needed to enter and exit an internet browser. 1.2. Carry out the steps needed to find a shopping website using a search engine.
2. Know how to use a shopping website to make an online purchase.	2.1. Browse a shopping website and locate the item to be purchased. 2.2. Follow instructions for the correct procedure for purchasing an item online.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary		Practice file	O

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Unit Title: IT Communication Fundamentals	
Level:	One
Credit Value:	2
GLH:	15
OCNLR Unit Code:	CP4/1/LQ/001
Ofqual Unit Reference Number:	Y/502/4291

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Use a variety of sources of information to meet needs.	1.1. Use appropriate sources of IT-based and other forms of information to meet needs. 1.2. Identify different features of information. 1.3. Recognise copyright constraints on the use of information.
2. Access, search for, select and use Internet- based information and assess its fitness for purpose.	2.1. Access, navigate and search Internet sources of information purposefully and effectively. 2.2. Use appropriate search techniques to locate and select relevant information. 2.3. Outline how the information meets requirements and is fit for purpose.
3. Select and use IT to communicate and exchange information.	3.1. Create, access, read and respond appropriately to e-mail and other IT-based communication. 3.2. Use IT tools to maintain an address book and schedule activities.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: IT Software Fundamentals	
Level:	One
Credit Value:	3
GLH:	20
OCNLR Unit Code:	CP0/1/LQ/001
Ofqual Unit Reference Number:	L/502/4384

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Select and use software applications to meet needs and solve problems.	1.1. Identify different software applications and give examples of their use. 1.2. Select and use appropriate software applications to develop, produce and present different types of information to meet needs and solve problems. 1.3. Identify what types of information are needed.
2. Enter, develop and format different types of information to suit its meaning and purpose.	2.1. Enter, organise and format different types of information to meet needs. 2.2. Apply editing techniques to refine information as required. 2.3. Combine information of different forms or from different sources to meet needs. 2.4. Select and use appropriate page layout to present information effectively.
3. Present information in ways that are fit for purpose and audience.	3.1. Work accurately and proof-read, using software facilities where appropriate for the task. 3.2. Produce information that is fit for purpose and audience using commonly accepted layouts as appropriate.
4. Make effective use of IT tools and facilities to present information.	4.1. Review and modify work as it progresses to ensure the result is fit for purpose and audience. 4.2. Review the effectiveness of the IT tools selected to meet presentation needs.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: IT User Fundamentals	
Level:	Entry Three
Credit Value:	2
GLH:	15
OCNLR Unit Code:	CN0/E3/LQ/002
Ofqual Unit Reference Number:	T/502/0166

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Interact with and use IT system to meet needs.	1.1. Use correct procedures to start and shutdown an IT system. 1.2. Use IT systems and interface features effectively to meet needs. 1.3. Use appropriate terminology when describing IT systems.
2. Organise, store and retrieve appropriately.	2.1. Work with files and folders so that it is easy to find and retrieve information. 2.2. Identify types of storage media that can be used to store information.
3. Understand the need for safety and security practices.	3.1. Follow guidelines and procedures for the safe and secure use of IT. 3.2. Understand the need to keep information secure. 3.3. Keep information secure and manage access to information sources securely. 3.4. Identify why it is important to control access to hardware, software and data.
4. Maintain system and respond to common IT system problems.	4.1. Respond to IT problems and take appropriate action. 4.2. Identify where to get expert advice and help to solve problems.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Multimedia Software	
Level:	One
Credit Value:	3
GLH:	20
OCNLR Unit Code:	CQ6/1/LQ/002
Ofqual Unit Reference Number:	Y/502/4615

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Plan the content and organisation of multimedia products to meet needs.	1.1. Use simple techniques to plan the content and organisation of multimedia products. 1.2. Identify the type of multimedia outcome to meet requirements. 1.3. Identify what is required in the specification. 1.4. Identify copyright or other constraints for using others' information.
2. Obtain, input and combine content to build multimedia outcomes.	2.1. Select and use an appropriate input device to enter content for multimedia outcomes. 2.2. Combine information of different types or from different sources for multimedia outcomes. 2.3. Identify the file format and storage media to use. 2.4. Select and use appropriate software to write multimedia files. 2.5. Store and retrieve multimedia files effectively, in line with local guidelines and conventions where available.
3. Use multimedia software tools to edit and format multimedia content to meet requirements.	3.1. Select and use appropriate techniques to edit and format multimedia outcomes. 3.2. Manipulate images and graphic elements accurately. 3.3. Check multimedia outcomes meet needs, using IT tools and making corrections as necessary.

4. Play and present multimedia outcomes.	4.1. Identify what display device to use for multimedia outcomes. 4.2. Use appropriate techniques to navigate and display multimedia outcomes. 4.3. Control the playback of multimedia files. 4.4. Adjust display settings to meet needs.
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Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Personal Information Management Software	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	CX0/E3/LQ/001
Ofqual Unit Reference Number:	J/502/2214

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Use a calendar to schedule appointments.	1.1. Create, edit and delete calendar entries. 1.2. Organise and display appointments as required.
2. Use a task list to prioritise activities.	2.1. Create, edit and delete task information. 2.2. Organise and display tasks, setting targets for completion.
3. Use an address book to store, organise and retrieve contact information.	3.1. Create, edit and delete contact information. 3.2. Organise and display contact information. 3.3. Describe why it is important to use personal data responsibly and safely. 3.4. Outline why and how to keep contact information up to date.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Presentation Software	
Level:	Entry Three
Credit Value:	2
GLH:	15
OCNLR Unit Code:	CQ5/E3/LQ/002
Ofqual Unit Reference Number:	A/502/0170

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Input and combine text and other information within presentation slides.	1.1. Identify what types of information to use in the presentation. 1.2. Enter information into presentation slides so that it is ready for editing and formatting. 1.3. Combine information for presentations in line with any copyright constraints. 1.4. Identify copyright constraints on using others' information. 1.5. Store and retrieve presentation files effectively, in line with local guidelines.
2. Use presentation software tools to structure, edit and format slides.	2.1. Select a template and theme for slides. 2.2. Use appropriate techniques to edit slides. 2.3. Apply format techniques to slides.
3. Prepare slides for presentation.	3.1. Identify how the slides should be presented. 3.2. Prepare and present slides for presentation. 3.3. Check presentation using IT tools making corrections as appropriate.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Presentation Software	
Level:	One
Credit Value:	3
GLH:	20
OCNLR Unit Code:	CQ5/1/LQ/003
Ofqual Unit Reference Number:	K/502/4621

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Input and combine text and other information within presentation slides.	1.1. Identify what types of information are required for the presentation. 1.2. Select and use different slide layouts as appropriate for different types of information. 1.3. Enter information into presentation slides so that it is ready for editing and formatting. 1.4. Identify any constraints which may affect the presentation. 1.5. Combine information of different forms or from different sources for presentations. 1.6. Store and retrieve presentation files effectively, in line with local guidelines and conventions where available.
2. Use presentation software tools to structure, edit and format slides.	2.1. Identify what slide structure to use. 2.2. Select and use an appropriate template to structure slides. 2.3. Select and use appropriate techniques to edit slides. 2.4. Select and use appropriate techniques to format slides.
3. Prepare slides for presentation to meet needs.	3.1. Identify how to present slides to meet needs and communicate effectively. 3.2. Prepare slides for presentation. 3.3. Check presentation meets needs, using IT tools and making corrections as necessary.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Productivity Programmes	
Level:	Entry Three
Credit Value:	1
GLH:	5
OCNLR Unit Code:	CN0/E3/LQ/003
Ofqual Unit Reference Number:	R/502/0191

This unit has 6 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the basics of productivity programmes.	1.1. Describe the functionality of various productivity programmes.
2. Understanding common features and commands.	2.1. Identify the main components of the graphical user interface (GUI) of a productivity program. 2.2. Use the pointer to navigate in a program. 2.3. Identify the purpose of tabs, groups, and commands or the commands on the menu bar relevant to the operating system used. 2.4. Use the buttons on the toolbars to perform various tasks. 2.5. Type text and characters in a program by using the keyboard. 2.6. Explain the use of keyboard shortcuts and key combinations.
3. Understand the basics of word processors.	3.1. Perform basic tasks in a word processor. 3.2. Edit and format text. 3.3. Work with tables and pictures. 3.4. Proofread a document. 3.5. Identify the benefits of desktop publishing.
4. Understand the basics of spreadsheet programmes.	4.1. Identify the components of a spreadsheet. 4.2. Enter data into a spreadsheet. 4.3. Perform basic mathematical tasks in a spreadsheet. 4.4. Insert charts in a spreadsheet. 4.5. Identify the options available for printing and print a spreadsheet.

5. Understand the basics of presentation programmes.	5.1. Identify the elements of a presentation program. 5.2. Create a presentation. 5.3. Add graphics and multimedia to a presentation. 5.4. Identify and use the options available to print presentations in different formats in a presentation programme.
6. Understand the basics of database programmes.	6.1. Explain basic concepts of a database. 6.2. Create a database. 6.3. Work with records in a database. 6.4. Explain what database queries are and how they work. 6.5. Explain what reports are and their uses, and work with reports.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Specialist/Bespoke Software	
Level:	Entry Three
Credit Value:	2
GLH:	15
OCNLR Unit Code:	CP4/E3/LQ/001
Ofqual Unit Reference Number:	L/502/2215

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Input and organise information using specialist or bespoke applications.	1.1. Use a keyboard or other input method to enter the relevant information into existing templates and/or files so that it is ready for processing. 1.2. Store and retrieve data in line with local guidelines and conventions where available.
2. Use tools and techniques to edit, process, format and present information.	2.1. Use appropriate tools and techniques to process, edit and format information. 2.2. Check information meets needs making corrections as appropriate. 2.3. Use appropriate presentation methods and accepted layouts.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Spreadsheet Software	
Level:	Entry Three
Credit Value:	2
GLH:	15
OCNLR Unit Code:	CP3/E3/LQ/001
Ofqual Unit Reference Number:	F/502/0168

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Enter and edit numerical and other information using spreadsheets.	1.1. Enter and edit numerical and other information accurately. 1.2. Store and retrieve spreadsheet files effectively, in line with local guidelines.
2. Use appropriate formulas and tools to summarise and display spreadsheet information.	2.1. Identify how to summarise and display the required information. 2.2. Use formulas and tools as needed to summarise data and process information.
3. Use appropriate tools and techniques to present spreadsheet information effectively.	3.1. Use appropriate tools and techniques to format spreadsheet cells, rows and columns. 3.2. Identify the chart or graph type used to display information. 3.3. Use appropriate tools to generate a chart or graph. 3.4. Select a page layout to present and print spreadsheet information. 3.5. Check spreadsheet information using IT tools making corrections as appropriate.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Spreadsheet Software	
Level:	One
Credit Value:	3
GLH:	20
OCNLR Unit Code:	CP3/1/LQ/001
Ofqual Unit Reference Number:	A/502/4624

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Use a spreadsheet to enter, edit and organise numerical and other data.	1.1. Identify what numerical and other information is needed and how the spreadsheet should be structured to meet needs. 1.2. Enter and edit numerical and other data accurately. 1.3. Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available.
2. Use appropriate formulas and tools to summarise and display spreadsheet information.	2.1. Identify how to summarise and display the required information. 2.2. Use functions and formulas to meet calculation requirements. 2.3. Use spreadsheet tools and techniques to summarise and display information.
3. Select and use appropriate tools and techniques to present spreadsheet information effectively.	3.1. Select and use appropriate tools and techniques to format spreadsheet cells, rows and columns. 3.2. Identify which chart or graph type to use to display information. 3.3. Select and use appropriate tools and techniques to generate, develop and format charts and graphs. 3.4. Select and use appropriate page layout to present and print spreadsheet information. 3.5. Check information meets needs, using spreadsheet tools and making corrections as necessary.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: The Internet and World Wide Web	
Level:	Entry Three
Credit Value:	1
GLH:	5
OCNLR Unit Code:	CR3/E3/LQ/001
Ofqual Unit Reference Number:	L/502/0190

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the basics of the Internet.	1.1. Describe the uses of the Internet. 1.2. Identify the requirements for an Internet connection. 1.3. Identify the features of two types of Internet connections. 1.4. Relate the term bandwidth to types of Internet connections.
2. Understand the basics of the World Wide Web.	2.1. Describe the components of the Web. 2.2. Explain how Web addresses work. 2.3. Explore Web sites by using a browser. 2.4. Search for reliable information on the Web. 2.5. Explain how to perform transactions over the Web.
3. Understand the basics of using e-mail.	3.1. Explain how e-mail works. 3.2. Write and send e-mail messages. 3.3. Manage e-mail messages. 3.4. Identify correct e-mail etiquette.
4. Understand other methods of communicating on the Internet.	4.1. Identify the features of online communities. 4.2. Explain how instant messaging works. 4.3. Explain how to create and publish Web pages.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Using Email	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	CR3/E3/LQ/002
Ofqual Unit Reference Number:	J/502/0172

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Use e-mail software tools to send and compose messages.	1.1. Use software tools to compose e-mail messages. 1.2. Attach a file to an e-mail message. 1.3. Send and receive e-mail messages using appropriate tools. 1.4. Identify how to stay safe and respect others when using e-mail.
2. Manage incoming email.	2.1. Follow guidelines and procedures for using e-mail. 2.2. Identify when to respond to e-mail messages. 2.3. Read and respond to e-mail messages. 2.4. Store email messages appropriately for future use.
3. Respond to common problems when using e-mail.	3.1. Respond to common e-mail problems. 3.2. Identify where to get expert advice to solve a problem.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Using Email	
Level:	One
Credit Value:	2
GLH:	15
OCNLR Unit Code:	CR3/1/LQ/001
Ofqual Unit Reference Number:	J/502/4299

This unit has 2 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Use e-mail software tools and techniques to compose and send messages.	1.1. Use software tools to compose and format e-mail messages. 1.2. Attach files to e-mail messages. 1.3. Send e-mail messages. 1.4. Identify how to stay safe and respect others when using e-mail. 1.5. Use an address book to store and retrieve contact information.
2. Manage incoming email effectively.	2.1. Follow guidelines and procedures for using e-mail. 2.2. Identify when and how to respond to e-mail messages. 2.3. Read and respond to e-mail messages appropriately. 2.4. Identify what messages to delete and when to do so. 2.5. Organise and store e-mail messages. 2.6. Respond appropriately to common e-mail problems.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Using Mobile IT Devices	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	CN4/E3/LQ/001
Ofqual Unit Reference Number:	D/502/0176

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Set up mobile a device to meet needs.	1.1. Use correct procedures to start and shutdown a mobile device. 1.2. Use standard interface features and settings. 1.3. Identify any specific health and safety issues associated with the use of the mobile device.
2. Input and store data on a mobile device.	2.1. Input data into a mobile device. 2.2. Store and retrieve data on a mobile device. 2.3. State why it is important to stay safe, keep information secure and to respect others when using mobile devices.
3. Transfer data between mobile devices.	3.1. Use a connection between devices. 3.2. Transfer information between mobile devices. 3.3. Recognise copyright constraints on the use of information. 3.4. Identify requirements for devices to connect.
4. Maintain the performance of a mobile device.	4.1. Identify common problems that occur with mobile devices and where to get expert advice to solve them. 4.2. Respond appropriately to common device problems. 4.3. Identify factors that can affect the performance of the mobile device.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Using Mobile IT Devices	
Level:	One
Credit Value:	2
GLH:	15
OCNLR Unit Code:	CN4/1/LQ/001
Ofqual Unit Reference Number:	H/502/4374

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Set up the mobile device to meet needs.	1.1. Set up the mobile device for use. 1.2. Use mobile device interface features effectively. 1.3. Identify when and how to adjust device settings. 1.4. Adjust device settings to meet needs. 1.5. Identify any specific health and safety issues associated with the use of mobile devices. 1.6. Follow guidelines and procedures for the use of mobile devices.
2. Use applications and files on the mobile device.	2.1. Identify the different applications on the mobile device and what they can be used for. 2.2. Select and use applications and files on the mobile device for an appropriate purpose. 2.3. Input data accurately into a mobile device. 2.4. Organise, store and retrieve data on a mobile device.
3. Transfer data to and from the mobile device.	3.1. Identify different types of secure connection methods that can be used between devices. 3.2. Transfer information to and from a mobile device. 3.3. Recognise copyright and other constraints on the use and transfer of information. 3.4. Identify why it is important to stay safe, keep information secure and to respect others when using a mobile device. 3.5. Keep information secure when using a mobile device.

4. Maintain the performance of the mobile device.	<p>4.1. Identify factors that can affect performance of the mobile device.</p> <p>4.2. Use appropriate techniques to maintain the performance of the mobile device.</p> <p>4.3. Identify common problems that occur with mobile devices and what causes them.</p> <p>4.4. Identify when to try to solve a problem and where to get expert advice.</p> <p>4.5. Use available resources to respond quickly and appropriately to common device problems.</p>
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Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Using the Internet	
Level:	Entry Three
Credit Value:	1
GLH:	10
OCNLR Unit Code:	CR3/E3/LQ/002
Ofqual Unit Reference Number:	F/502/0171

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Connect to the Internet.	1.1. Get online with an Internet connection. 1.2. Identify at least two types of connection methods that can be used to access the Internet.
2. Use browser software to navigate web pages.	2.1. Use browser tools to navigate web pages. 2.2. Use browser help facilities to solve problems. 2.3. Identify why you might need to change settings to aid navigation.
3. Use browser tools to search for information from the Internet and the world-wide web or an intranet.	3.1. Use appropriate search techniques to locate information. 3.2. Use references to make it easier to find information another time. 3.3. Identify a means of saving a page for quick access in the future.
4. Use browser software to communicate information online.	4.1. Use tools to access and complete on-line forms. 4.2. Identify an opportunity to interact with a website.
5. Follow and understand the need for safety and security practices when working online.	5.1. Work responsibly when working online. 5.2. Identify common threats to information security. 5.3. Keep information secure. 5.4. Manage personal access to online sources securely. 5.5. Identify common threats to user safety. 5.6. Follow relevant laws, guidelines and procedures for the use of the Internet.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Using the Internet	
Level:	One
Credit Value:	3
GLH:	20
OCNLR Unit Code:	CR3/1/LQ/002
Ofqual Unit Reference Number:	T/502/4296

This unit has 5 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Connect to the Internet.	1.1. Identify different types of connection methods that can be used to access the Internet. 1.2. Access the Internet or intranet.
2. Use browser software to navigate web pages.	2.1. Use browser tools to navigate web pages. 2.2. Identify when to change browser settings to aid navigation. 2.3. Adjust browser settings to meet needs. 2.4. Use browser help facilities.
3. Use browser tools to search for information from the Internet.	3.1. Select and use appropriate search techniques to locate information. 3.2. Outline how information meets requirements. 3.3. Use references to make it easier to find information another time. 3.4. Download and save different types of information from the Internet.
4. Use browser software to communicate information online.	4.1. Select and use tools and techniques to communicate information online. 4.2. Use browser tools to share information sources with others. 4.3. Submit information online using forms or interactive sites. 4.4. Identify opportunities to post or publish material to websites.

5. Follow and understand the need for safety and security practices when working online.	5.1. Identify the threats to user safety when working online. 5.2. Outline how to minimise Internet security risks. 5.3. Work responsibly and take appropriate safety and security precautions when working online. 5.4. Keep personal information secure. 5.5. Follow relevant laws, guidelines and procedures for the use of the Internet.
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Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Video Software	
Level:	One
Credit Value:	2
GLH:	15
OCNLR Unit Code:	CQ6/1/LQ/003
Ofqual Unit Reference Number:	K/502/4392

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Use video hardware and software to capture sequences.	1.1. Identify the input device and associated software to use. 1.2. Use input devices and built-in video software to record information to meet needs. 1.3. Identify the file format used by the input device. 1.4. Store and retrieve sequences using pre-set file formats, in line with local guidelines and conventions where available.
2. Use video software tools to combine and edit sequences.	2.1. Identify the video editing software to use for the file format. 2.2. Cut and paste short sequences to meet needs. 2.3. Combine information of different forms or from different sources, in line with any copyright constraints. 2.4. Identify copyright constraints on using others' information.
3. Play and present video sequences.	3.1. Identify appropriate playback software to use for the sequence. 3.2. Identify the display device to use for the sequence. 3.3. Select and use appropriate combination of software and display device to playback video sequences. 3.4. Adjust playback and display settings so that sequences are presented to meet needs.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Website Software	
Level:	One
Credit Value:	3
GLH:	20
OCNLR Unit Code:	CQ0/1/LQ/001
Ofqual Unit Reference Number:	L/502/4630

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Plan and create web pages.	1.1. Identify what content and layout will be needed in the web page. 1.2. Identify the purpose of the web page and intended audience. 1.3. Select and use a website design template to create a single web page. 1.4. Enter or insert content for web pages so that it is ready for editing and formatting. 1.5. Organise and combine information needed for web pages. 1.6. Identify copyright and other constraints on using others' information. 1.7. Identify what file types to use for saving content. 1.8. Store and retrieve web files effectively, in line with local guidelines and conventions where available.
2. Use website software tools to structure and format web pages.	2.1. Identify what editing and formatting to use to aid both clarity and navigation. 2.2. Select and use website features to help the user navigate simple websites. 2.3. Use appropriate editing and formatting techniques. 2.4. Check web pages meet needs, using IT tools and making corrections as necessary.
3. Publish web pages to the Internet or an intranet.	3.1. Upload content to a website. 3.2. Respond appropriately to common problems when testing a web page.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O

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Unit Title: Word Processing Software	
Level:	Entry Three
Credit Value:	2
GLH:	15
OCNLR Unit Code:	CQ1/E3/LQ/001
Ofqual Unit Reference Number:	A/502/0167

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Input text and edit word processing documents.	1.1. Use keyboard or other input method to enter or insert text. 1.2. Give examples of the types of document that you could create using a word processor. 1.3. Store and retrieve document files, in line with local guidelines. 1.4. Identify why you would use a word processor to create documents. 1.5. Use editing tools. 1.6. Identify editing used to aid meaning.
2. Structure information within word processing documents.	2.1. Use appropriate templates to create a new document. 2.2. Identify the templates used. 2.3. Use appropriate page layout to present and print documents. 2.4. Name common items that can used to affect page layout.
3. Use word processing software tools to format and present documents.	3.1. Use appropriate techniques to format characters. 3.2. Identify formatting used to aid meaning. 3.3. Use appropriate techniques to format paragraphs. 3.4. Identify tools that can aid in checking documents for accuracy and consistency. 3.5. Check documents meet needs, using IT tools and making corrections as appropriate.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

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Case Study		Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	P
Report		Group discussion	
Oral question and answer	O	Performance/exhibition	
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

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Unit Title: Word Processing Software	
Level:	One
Credit Value:	3
GLH:	20
OCNLR Unit Code:	CQ1/1/LQ/001
Ofqual Unit Reference Number:	L/502/4627

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Enter, edit and combine text and other information accurately within word processing documents.	1.1. Identify what types of information are needed in documents. 1.2. Identify what templates are available and when to use them. 1.3. Use keyboard or other input method to enter or insert text and other information. 1.4. Combine information of different types or from different sources into a document. 1.5. Enter information into existing tables, forms and templates. 1.6. Use editing tools to amend document content. 1.7. Store and retrieve document files effectively, in line with local guidelines and conventions where available.
2. Structure information within word processing documents.	2.1. Create and modify tables to organise tabular or numeric information. 2.2. Select and apply heading styles to text.
3. Use word processing software tools to format and present documents.	3.1. Identify what formatting to use to enhance presentation of the document. 3.2. Select and use appropriate techniques to format characters and paragraphs. 3.3. Select and use appropriate page layout to present and print documents. 3.4. Check documents meet needs, using IT tools and making corrections as necessary.

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	O
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	P
Report	O	Group discussion	
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	O



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