

# AIM Qualifications Level 2 Award in Health and Safety in the Workplace Specification

**(600/4325/8)**

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## Level 2 Award in Health and Safety in the Workplace

[www.aimgroup.org.uk/qualifications](http://www.aimgroup.org.uk/qualifications)

0333 034 8833

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# About us

## Qualification specification for Level 2 Award in Health and Safety in the Workplace

AIM Qualifications and Assessment Group is a leading Awarding Organisation supplying hundreds of centres with high-quality regulated vocational and technical qualifications. We also offer non-accredited provision and apprenticeship end-point assessments.

AIM qualifications cover a range of academic levels from Entry Level to Level 6 across a wide range of subject areas. All our UK Level 3 qualifications carry UCAS tariff points which can count towards university entry requirements.

### About this qualification specification

This specification is intended for tutors, internal verifiers, centre managers and other staff within AIM recognised centres and/or prospective centres. It provides information about the structure and delivery of the qualification. The specification should be read in conjunction with the AIM Centre Handbook and other policy documents available on the website.

### Offering this qualification

In order to offer this qualification, you must be an AIM recognised centre and be approved to deliver this qualification. If your centre is not yet recognised, please contact our business development team to discuss becoming an AIM recognised centre. They can advise you on the best qualifications for your organisation.

You can arrange a meeting by emailing [businessdevelopment@aimgroup.org.uk](mailto:businessdevelopment@aimgroup.org.uk) or calling [0333 034 8833](tel:03330348833).  
More information can be found on: [www.aim-group.org.uk/newcentre](http://www.aim-group.org.uk/newcentre)

## | **Section 1 – Qualification overview**

## About this qualification

The purpose of the Level 2 Award in Health and Safety in the Workplace is to provide the learner with the skills, knowledge and understanding of health and safety hazards and the importance of maintaining a safe workplace environment.

This qualification is for anyone in a work environment but can also be used for those who are preparing to start or return to work. It is also suitable to be used with young people as part of their preparation for work experience, as it will enhance their ability to identify and understand hazards in the workplace.

Learners gaining this qualification will know that health and safety is the responsibility of everyone within a business: employees, contractors, visitors and suppliers.

## Qualification details

| AIM Qualifications Level 2 Award in Health and Safety in the Workplace |  |
|--|--|
| <b>Qualification</b>   | Technical  |
| <b>Assessment</b>  | Externally set and externally marked multiple choice exam                                  |
| <b>Grading</b>   | Pass/Fail<br><i>Published grading algorithms/grade thresholds may be subject to change</i> |
| <b>Geographical coverage</b>   | England  |
| <b>Operational start date</b>  | 01/01/2012   |
| <b>Review date</b>   | 31/07/2022   |
| <b>Sector</b>  | 4.2 Manufacturing Technologies   |
| <b>Qualification number</b>  | 600/4325/8   |
| <b>Guided Learning Hours (GLH)</b>                                     | 10   |
| <b>Total Qualification Time (TQT)</b>                                  | 10   |
| <b>Minimum learner age</b>   | N/A  |
| <b>Rules of combination</b>  | Learners must achieve the mandatory component to achieve this qualification.               |

## Regulated Qualification Framework (RQF)

The Regulated Qualifications Framework (RQF) provides a single, simple system for cataloguing all qualifications regulated by Ofqual. Qualifications are indexed by their level and size. Levels indicate the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels supported by three “entry levels”. Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in term of Total Qualification Time (TQT). The part of the TQT spent being taught or supervised is known as Guided Learning Hours (GLH).

## Total Qualification Time (TQT) and Guided Learning Hours (GLH)

Total Qualification Time (TQT) is the number of notional hours it takes a typical learner to achieve the full qualification and is **made up of two elements**:

- the minimum number of Qualification Guided Learning Hours (GLH) - the number of Tutor led contact hours
- the number of hours spent on preparation, studying and the assessment that is non-guided

For example, the number of tutor-led contact hours (GLH) for a qualification is 30 and the number of hours spent by the learner (non-GLH) on preparation, studying and the assessment is 6 hours. Therefore, the Total Qualification Time (TQT) for the qualification is 36 hours.

## Progression opportunities

Progression and further learning routes include:

- Level 3/4 Occupational Health and Safety competency based qualifications
- (NVQs/Apprenticeships)
- Level 3 Award in Health and Safety

## Entry requirements

It is recommended that learners have a minimum of Level 2 literacy and numeracy skills or Grade 4/C GCSE English and Maths, or equivalent.

## Resource requirements

There are no specific resource requirements for these qualifications. You must ensure that your centre has appropriate resources in place to deliver the component (s) in this qualification.

## Requirements to deliver this Qualification

### Centre Staff Requirements

As an Awarding Organisation, we require that:

Tutors have relevant teaching experience and/or a qualification, and experience and/or a qualification in the relevant subject area. Suitable teaching qualifications include:

- Level 3 or 4 Preparing to Teach in the Lifelong Learning Sector (PTLLS) or above
- Level 3 Education and Training or above
- Diploma or Certificate in Education
- Bachelors or Masters Degree in Education

Assessors have an assessor qualification or evidence of recent relevant experience. Suitable assessor qualifications include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 Assess Candidate Performance using a Range of Methods
- D32 Assess Candidate Performance and D33 Assess Candidate using Differing Sources of Evidence

Internal Verifiers (IV) have an internal verification qualification or evidence of recent relevant experience. Suitable internal verification qualifications include:

- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process

In addition, Assessors and Internal Verifiers must have knowledge of health and safety in the workplace



## Section 2 – Qualification structure

## Qualification structure and components

This section details the rules of combinations for the qualifications. Select the component titles to view the component details.

| Rules of combination for:  |  | Level 2 Award in Health and Safety in the Workplace |     |
|--|--|---|-----|
| Learners must achieve the mandatory component to achieve this qualification. |  |   |     |
| Component code   | Component title                                    | Level   | GLH |
| Mandatory  |  |   |     |
| H/601/9699   | <a href="#">Health and Safety in the Workplace</a> | Two   | 10  |

## Level descriptors

Components are assigned a level based in the current requirements for the RQF as issued by OFQUAL.

| Level   | Knowledge descriptor  | Skills descriptor   |
|---------|---|---|
| Level 2 | Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straight-forward problems.<br>Can interpret relevant information and ideas.<br>Is aware of a range of information that is relevant to the area of study or work. | Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems.<br>Identify, gather and use relevant information to inform actions.<br>Identify how effective actions have been. |



## | **Section 3 – Assessment**

## How this qualification is assessed

These qualifications are assessed through an externally set, externally marked multiple choice exam.

## Reasonable adjustment and special considerations

Reasonable adjustments and Special Considerations are available for all assessments, irrespective of whether they are internally or externally set. Where a learner or group of learners may not be able to access the assessment without Reasonable Adjustments, centres should ensure that they apply in good time for relevant reasonable adjustments to be made, using the [AIM Qualifications Reasonable Adjustments and Special Considerations Policy](#) which gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.



## Section 4 – Operational guidance

## Offering this qualification

Centres wishing to offer this qualification must be an AIM recognised centre.

New centres can apply to become a centre using the centre recognition application process on our website: [www.aim-group.org.uk](http://www.aim-group.org.uk).

We can advise centres of the best and most efficient methods for offering this qualification.

All procedures for the use of this qualification, including approval, registration of learners, verification and certification will be completed through AIM and all centres will have an allocated customer experience advisor to support them.

## Approval to offer qualifications

Centres wishing to offer this qualification must complete and submit a qualification approval request. [This can be found on the AIM website when choosing a qualification.](#) Some qualifications require centres to have specific resources in place and/or their assessors/internal verifiers should hold certain qualifications. Where this is the case, centres must provide evidence of resources/staff qualifications when completing the Qualification Approval request.

## Registration and certification

Once your centre has approval to offer a qualification, you will be able to register learners to these qualifications via our Quartzweb portal, at this point you can also select their chosen components. Please ensure that learners are registered against the correct qualification and are aware of the rules of combination required to achieve the qualification.

For all registration and certification processes, please refer to the Quartzweb guidance document which can be downloaded from our website's [centre handbooks and forms page](#). Details of assessment, internal verification and external verification can be found in the [AIM Qualifications: Assessment Handbook](#).

Learners achieving a qualification will be issued with a qualification certificate detailing the achieved qualification and components. Learners who have not achieved a qualification will, on request, be issued with a component certificate detailing the components achieved.



## Section 5 – Appendices and links

## Appendices and links

Select an appendix or link from the list below to view the document.

### Useful links

Link 1 - [AIM Centre handbooks and forms](#)

Link 2 - [AIM Qualifications: Assessment Handbook](#)

Link 3 - [Fees and Charges](#)

Link 4 - [Qualification Search](#)

## Command verbs

| Level 2                        |  |
|--------------------------------|--|
| <b>Assess</b>                  | Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something and come to a conclusion where needed.             |
| <b>Compare</b>                 | Examine the subjects in detail looking at similarities and differences.  |
| <b>Define</b>                  | State the meaning of a word or phrase or process.  |
| <b>Demonstrate</b>             | Apply skills in a practical situation.   |
| <b>Describe</b>                | Write or speak about the topic or activity giving information. Statements in the response need to be developed as they are often linked but do not need to include a justification or reason.                                |
| <b>Estimate</b>                | Give an approximate decision or opinion using previous knowledge or experience.  |
| <b>Explain</b>                 | Make clear.<br>Give reasons for.<br>An explanation requires a justification/exemplification of a point. The answer must contain some element of reasoning/justification, this can include mathematical/logical explanations. |
| <b>Evaluate</b>                | Examine strengths and weaknesses.<br>Make points for and against.  |
| <b>Give (an example of...)</b> | Provide relevant examples for the topic.   |
| <b>Identify</b>                | Provide brief information about a subject, specific process, or activity.  |
| <b>Illustrate</b>              | Give clear information or descriptions with examples (e.g. spoken, written, pictures, diagrams etc).   |
| <b>Order</b>                   | Place information in a logical sequence.   |
| <b>Outline</b>                 | Identify or briefly describe the main points.  |
| <b>State</b>                   | Give the main points in brief, clear sentences.  |
| <b>Summarise</b>               | Briefly present an abstract of the main points.  |
| All levels                     |  |
| <b>Calculate</b>               | Work out a numerical problem, showing how they arrived at their answer.  |