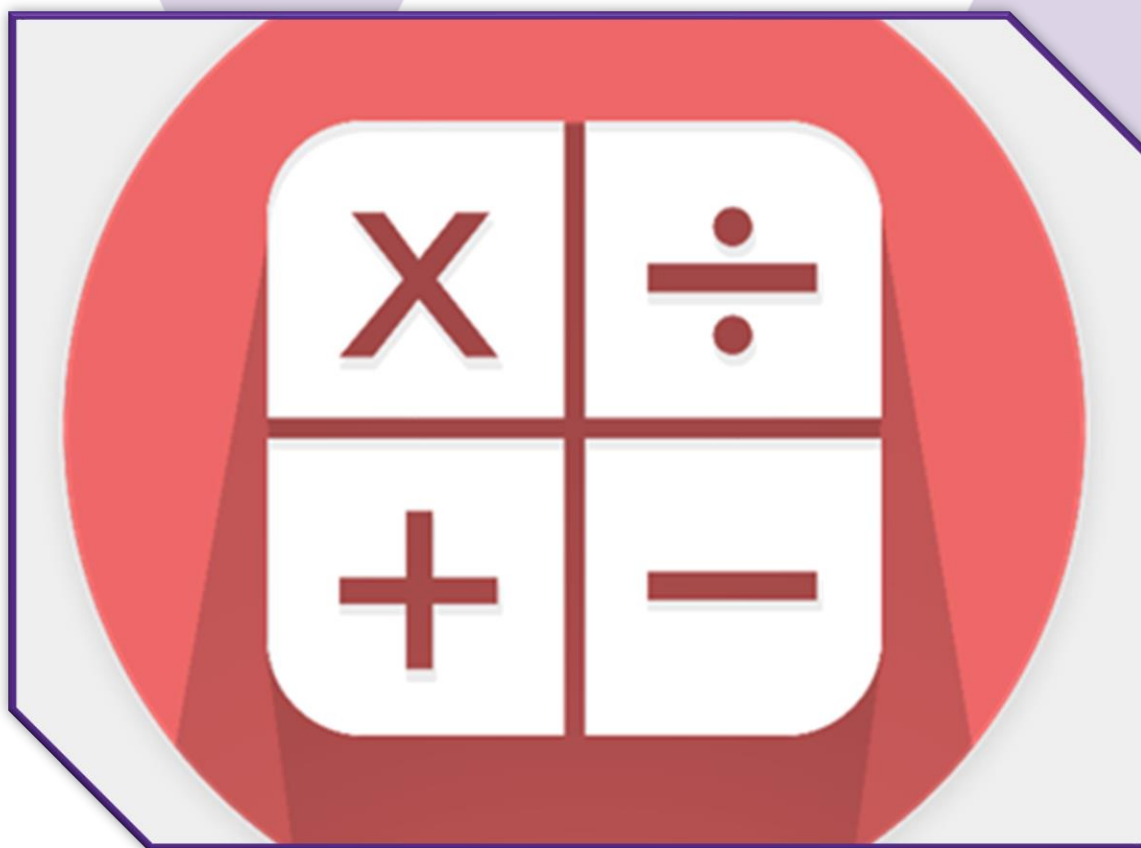


AIM Qualifications Level 2 Award in Mathematics Specification

603/0269/0

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Document version history

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Entry 2 Award in Mathematics

www.aimgroup.org.uk/qualifications
0333 034 8833

About us

Qualification specification for Level 2 Award in Mathematics

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 quality assurers, 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 or calling [0333 034 8833](tel:0333 034 8833). More information can be found on: www.aim-group.org.uk/newcentre



Section 1 – Qualification overview

Purpose of this qualification

This qualification can be used flexibly to meet learner needs.

Depending on the context of the learning and the needs of each individual learner, the qualification can:

- prepare individuals to progress to a qualification in the same subject area but at a higher level or requiring more specific knowledge, skills and understanding;
- prepare learners for employment;
- Support a role in the workplace;
- Encourage engagement in learning.

This qualification has been designed to enable learners to:

- calculating using decimals in everyday contexts;
- measure: time and temperature;
- understanding scale diagrams;
- using formulae;
- learn about working with fractions and percentages.

Qualification details

AIM Qualifications Level 2 Award in Mathematics	
Qualification	Foundation
Assessment	Portfolio of Evidence
Grading	Pass/fail
Geographical coverage	England
Operational start date	01/09/2016
Review date	31/05/2027
Sector	14.1 Foundations for learning and life
Qualification number	603/0269/0
Guided Learning Hours (GLH)	48
Total Qualification Time (TQT)	60
Minimum learner age	Pre 16, 16+
Rules of combination	Learners must achieve 6 credits 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

The units have been designed to target the specific needs of learners by filling gaps in the fundamentals of mathematics and will provide stepping stones towards achievement of the relevant GCSE or Functional Skill.

Entry requirements

There are no entry requirements for this qualification.

Requirements to deliver this Qualification

To offer this qualification, centres must ensure that tutors hold or are working towards: A relevant teaching qualification such as:

- the Level 3 Award in Education and Training; or
- the Level 4 Certificate in Education and Training; or
- Level 3 or 4 PTLLS (or equivalent).
- Relevant qualifications or substantial equivalent professional experience in Mathematics at level 3 or above.

Centres must also ensure that they have in place an Internal Quality Assurance person who:

- Holds or is working towards a Level 4 Award in Internal Quality Assurance of Assessment Processes and Practices or its equivalent.
- Has substantial experience of working in or assessing qualifications in Mathematics.
- Is familiar with the assessment requirements of the qualification for which they are the Internal Quality Assurer.



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 Mathematics		
Learners must achieve 6 credits to achieve this qualification.				
Component code	Component title	Level	Credit	GLH
Mandatory				
K/504/2956	Addition and Subtraction of Whole Numbers	2	1	8
M/504/2957	Calculating Using Decimals in Everyday Contexts	2	1	8
T/504/2958	Calculating Using Percentages	2	1	8
A/504/2959	Calculating Volume, Area and Perimeter	2	1	8
M/504/2960	Calculations with Sets of Data	2	1	8
T/504/2961	Data Handling	2	1	8
A/504/2962	Measure: Length, Weight, Distance and Capacity	2	1	8
K/504/7087	Measure: Time and Temperature	2	1	8
J/504/2964	Probability	2	1	8
L/504/2965	Ratio and Direct Proportion	2	1	8
R/504/2966	Understanding and Using Fractions	2	1	8
D/504/5823	Understanding Numbers in Whole and Decimal Form	2	1	8
H/504/2969	Understanding Scale Diagrams	2	1	8
Y/504/2970	Using 2D Shapes in Practical Contexts	2	1	8
R/504/5821	Using Calculations: Multiplication and Division of Whole and Decimal Numbers	2	1	8
L/504/5820	Using Formulae	2	1	8

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. Can interpret relevant information and ideas. 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. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.



Section 3 – Assessment



How this qualification is assessed

Guidance on our expectations is available in the [AIM Qualifications: Assessment Handbook](#).

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.

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	
Assess	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.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase or process.
Demonstrate	Apply skills in a practical situation.
Describe	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.
Estimate	Give an approximate decision or opinion using previous knowledge or experience.
Explain	Make clear. Give reasons for. An explanation requires a justification/exemplification of a point. The answer must contain some element of reasoning/justification, this can include mathematical/logical explanations.
Evaluate	Examine strengths and weaknesses. Make points for and against.
Give (an example of...)	Provide relevant examples for the topic.
Identify	Provide brief information about a subject, specific process, or activity.
Illustrate	Give clear information or descriptions with examples (e.g. spoken, written, pictures, diagrams etc).
Order	Place information in a logical sequence.
Outline	Identify or briefly describe the main points.
State	Give the main points in brief, clear sentences.
Summarise	Briefly present an abstract of the main points.

All levels	
Calculate	Work out a numerical problem, showing how they arrived at their answer.