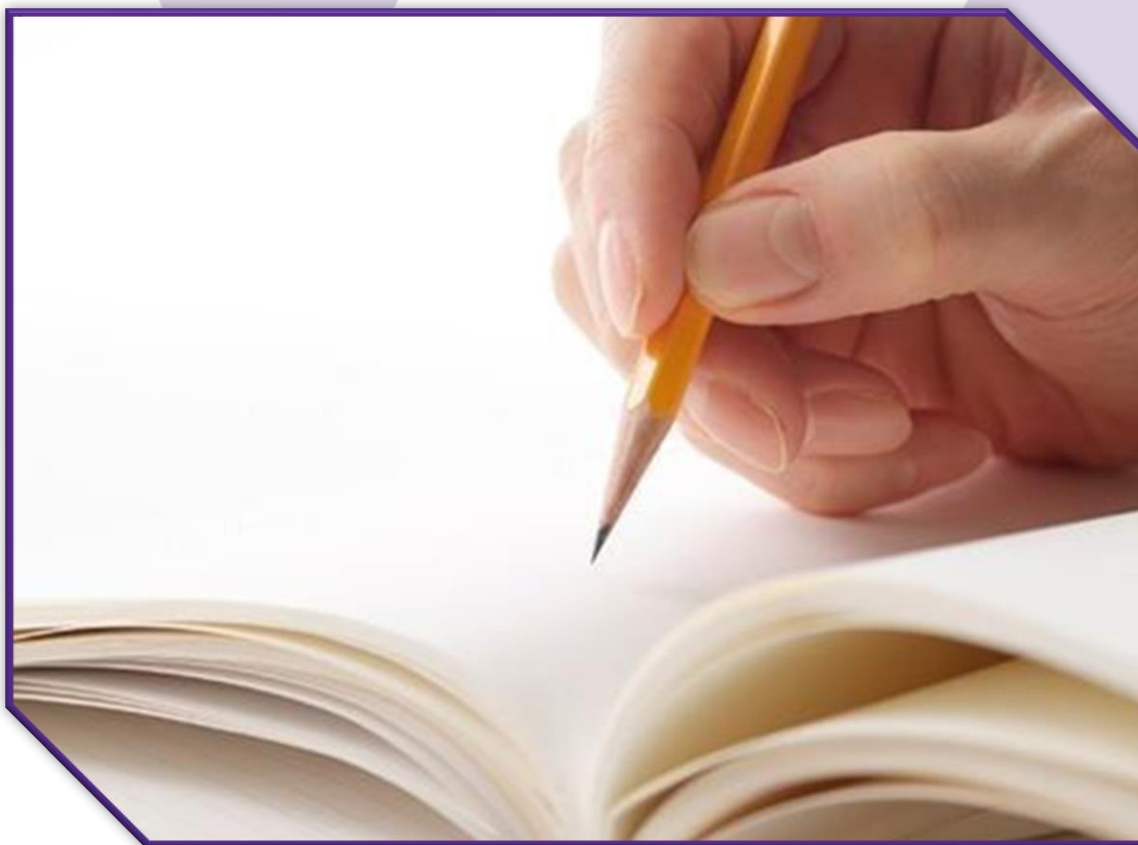


# AIM Qualifications Entry 3 Award in English Specification

**603/0325/6**

VERSION 1 FEBRUARY 2024



# Document version history

Version number	Date	Description
1	February 2024	▪ Document created

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## Entry 3 Award in English

[www.aimgroup.org.uk/qualifications](http://www.aimgroup.org.uk/qualifications)  
0333 034 8833

# About us

## Qualification specification for Entry 3 Award in English

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 and in the MIA portal.

## 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:0333 034 8833). 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

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:

- build confidence in English skills;
- build knowledge of the fundamentals of English;
- fill skills gaps to enable progression to other qualifications, further learning or Employment.

## Qualification details

AIM Qualifications Entry 3 Award in English	
Qualification	Foundation
Assessment	Portfolio of Evidence
Grading	Pass/fail
Geographical coverage	England
Operational start date	01/09/2016
Review date	01/09/2026
Sector	14.1 Foundations for learning and life
Qualification number	603/0325/6
Guided Learning Hours (GLH)	60
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

Learners may progress onto the Entry Level Certificate in English (Entry 3) or may progress to the Level 1 Award or Certificate in English. Learners may enrol on courses delivered in English where Entry Level 3 is an appropriate level for the course and subject.

## Entry requirements

There is no minimum age for access to these qualifications.

Centres ought to satisfy themselves, however, that learners have a level of maturity appropriate for units included in the courses that they offer.

## Requirements to deliver this Qualification

Centres wishing to deliver this qualification will need to demonstrate the ability to adhere to quality assurance and assessment regulations.



## **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:		Entry 2 Award in English		
Learners must achieve 6 credits to achieve this qualification.				
Component code	Component title	Level	Credits	GLH
Mandatory				
A/506/1768	<a href="#">Grammar and Punctuation in Practical Use</a>	E3	1	10
F/506/9760	<a href="#">Reading Comprehension</a>	E3	1	10
L/506/9700	<a href="#">Speaking to Communicate</a>	E3	1	10
F/506/9810	<a href="#">Spelling in Practice</a>	E3	1	10
A/506/9773	<a href="#">Using Listening and Responding Skills</a>	E3	1	10
T/506/1770	<a href="#">Writing Composition Skills</a>	E3	1	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
Entry 3	Has basic knowledge and understanding to carry out structured tasks and activities in familiar contexts; and Knows and understands the steps needed to complete structured tasks and activities in familiar contexts.	Carry out structured tasks and activities in familiar contexts. Be aware of the consequences of actions for self and others.



## **Section 3 – Assessment**



## How this qualification is assessed

A summary of the assessment of each component is shown below. 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](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

Entry 1, 2 and 3	
<b>Demonstrate</b>	Complete a practical task or activity.
<b>Give (an example of...)</b>	Provide a relevant example for the topic.
<b>Give ways</b>	Provide information to show understanding of the topic.
<b>Identify</b>	List or name the main points.
<b>Label</b>	Give the correct term to the topic, object, or activity.
<b>List</b>	Make a list of items, words, statements, or activity.
<b>Name</b>	Provide the correct words which identify the object or activity.
<b>Order</b>	Arrange in a logical way.
<b>Outline</b>	Identify, briefly, the main points.
<b>Select</b>	Choose.
<b>State</b>	Provide brief information about the topic in words, actions, or diagrams.

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