

# AIM Qualifications Entry 1 Certificate in Science Specification

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## Document version history

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# About us

## Qualification specification for Entry 1 Certificate in Science

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: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 AIM Qualifications Entry Level Science qualifications have been designed to enable learners to engage, explore, enjoy and engender an interest in science and encourage a spirit of enquiry.

These are generalist qualification, covering physical and life sciences, and applications of science. They help to build on subject content which is typically taught at Key Stage 3 and provides a suitable foundation for the study of GCSE.

## Qualification details

AIM Qualifications Entry 1 Certificate in Science	
Qualification	Foundation
Assessment	Portfolio of Evidence
Grading	Pass/fail
Geographical coverage	England
Operational start date	01/03/2020
Review date	31/05/2027
Sector	2.1 Science
Qualification number	603/5501/3
Guided Learning Hours (GLH)	51
Total Qualification Time (TQT)	150
Minimum learner age	Pre 16, 16+
Rules of combination	Learners must achieve 15 credits from the mandatory components 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

GCSE and equivalent vocational science qualifications.

## 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 at Level 3 or above
- Relevant professional qualifications in science and technology related subjects at Level 3
- Relevant recent experience of working in science and technology

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 science
- 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:		Entry 1 Certificate in Science		
Learners must achieve 15 credits from the mandatory components to achieve this qualification.				
Component code	Component title	Level	Credit	GLH
Mandatory				
H/617/9386	<a href="#">Animals, including Humans</a>	E1	3	12
T/617/9389	<a href="#">Earth and Space</a>	E1	3	12
A/617/9393	<a href="#">Electricity and Energy</a>	E1	3	11
L/617/9396	<a href="#">Everyday Materials</a>	E1	3	10
D/617/9399	<a href="#">Light and Sound</a>	E1	3	10
Y/617/9403	<a href="#">Plants and Ecology</a>	E1	3	10
K/617/9406	<a href="#">Working Scientifically</a>	E1	3	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 1	Progresses along a continuum that ranges from the most elementary of achievements to beginning to make use of knowledge and/or understanding that relate to the subject or immediate environment.	Progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills that relate to the subject or the immediate environment.



**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](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.