

AIM Qualifications Entry Level Award in Skills for Living and Work (Entry 2) Specification

603/6269/8

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About us

Qualification specification for Entry Level Award in Skills for Living and Work (Entry 2)

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.

Find out more

Your centre lead will be happy to discuss the details of this qualification with you by emailing centreleads@aimgroup.org.uk or calling 0844 225 3377.

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 [0844 225 3377](tel:08442253377). More information can be found on: www.aim-group.org.uk/newcentre



Section 1 – Qualification overview



About this qualification

This qualification has been designed to provide routes into employment or further study for those learners in foundation, supported or residential and other learning environments, where a mainstream curriculum would not meet learner needs or offer routes into sustained employment. By providing learning and skills across a range of unit content, including personal development, employment or self-employment via a range of suitable vocational skills, these qualifications will equip learners to enter the world of work, study and adult life. This qualification also includes endorsed pathways, giving learners the opportunity to study a range of skills in an area of special interest or identified for further learning. These include Personal Development, Work Skills, Arts and Crafts Skills, Food and Drink Skills and Land and Environment Skills.

Qualification details

AIM Qualifications Entry Level Award in Skills for Living and Work (Entry 2)	
Qualification	Foundation
Assessment	Portfolio of evidence
Grading	Pass/fail
Geographical coverage	England
Operational start date	10/08/2020
Review date	09/08/2025
Sector	14.1 Foundations for learning and life
Qualification number	603/6269/8
Guided Learning Hours (GLH)	60
Total Qualification Time (TQT)	60
Minimum learner age	All
Rules of combination	Learners must achieve a minimum of 6 credits from any combination of units in Optional Groups A to G. In order to achieve a Diploma in an Endorsed Pathway, learners must achieve a minimum of 6 credits from the unit group for that pathway.

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

On successful completion of the AIM Qualifications Entry Level in Skills for Living and Work (Entry 2), learners may progress to further learning at the same level or may progress directly only similar qualifications at higher levels, including the AIM Qualifications Entry Level in Skills for Living and Work (Entry 3).

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.

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 a:
- Level 3 Award in Education and Training; or
- Level 4 Certificate in Education and Training; or
- Level 3 or 4 PTLLS (or equivalent) and
- Has experience of working in, or teaching qualifications in arts and crafts, land-based studies, catering and food services, careers advice or employability at Entry Levels

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 experience of working in, or assessing qualifications in arts and crafts, land-based studies, catering and food services, careers advice or employability at Entry Levels
- 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 Level Award in Skills for Living and Work (Entry 2)	
Learners must achieve a minimum of 6 credits from any combination of units in Optional Groups A to G. In order to achieve a Diploma in an Endorsed Pathway, learners must achieve a minimum of 6 credits from the unit group for that pathway.			
Component code	Component title	Level	GLH
Group A – Personal Development Skills – Pathway 1			
D/507/4092	Applying for Jobs or Courses	E2	30
A/507/3337	Bicycle Maintenance and Repair	E2	30
H/507/4093	Building Confidence and Self Esteem	E2	20
H/507/2196	Developing Assertiveness	E2	20
K/507/2197	Drug and Alcohol Awareness	E2	20
H/507/2294	Exploring Performance	E2	30
M/507/2296	Follow Instructions	E2	20
H/507/2313	Getting about Safely	E2	30
T/507/2316	Health and Fitness	E2	30
D/507/5789	Induction to College	E2	30
T/507/2333	Knowing the Local Community	E2	30
A/507/2334	Law and Order	E2	20
F/507/2335	Living in a Diverse Society	E2	20
H/507/2375	Making Choices	E2	10
T/507/2381	Personal Awareness	E2	20
A/507/2382	Personal Care and Hygiene	E2	30
A/507/2396	Self-Advocacy	E2	30
L/507/2399	Understanding Relationships	E2	20
T/507/2400	Understanding Rights and Responsibilities	E2	30
R/507/2405	Volunteering	E2	20
Group B – Work Skills – Pathway 2			
L/504/1296	Action Planning to Improve Performance	E2	20
R/504/1297	Applying for Jobs and Courses	E2	20

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Rules of combination for: Entry Level Award in Skills for Living and Work (Entry 2)

Learners must achieve a minimum of 6 credits from any combination of units in Optional Groups A to G. In order to achieve a Diploma in an Endorsed Pathway, learners must achieve a minimum of 6 credits from the unit group for that pathway.

Component code	Component title	Level	GLH
D/507/4092	Applying for Jobs or Courses	E2	30
K/507/4094	Carry out a Practical Activity	E2	20
M/504/1307	Carry out a Practical Activity in the Workplace	E2	20
M/504/1470	Follow Instructions in the Workplace	E2	20
J/507/2319	Health and Safety Procedures in the Workplace	E2	20
T/504/1471	Health and Safety Procedures in the Workplace	E2	20
Y/507/2373	Looking and Acting the Part in the Workplace	E2	20
M/504/1288	Looking and Acting the Part in the Workplace	E2	20
D/507/4108	Making a Product	E2	20
T/504/1292	Making Career Choices	E2	20
A/504/1293	Managing Money	E2	10
J/504/1295	Preparing for and Taking Part in an Interview	E2	20
J/504/1474	Travelling to and from Work	E2	20
L/504/1475	Understanding a Pay Slip	E2	10
M/507/5876	Undertaking an Enterprise Project	E2	30
R/504/1476	Using Communication Skills in a Workplace	E2	20
K/504/1466	Working with Others	E2	20
Group C – Arts and Crafts Skills – Pathway 3			
R/617/6094	Bronze Casting	E2	30
F/507/3338	Bronze Tool Casting	E2	30
A/507/3340	Craft Skills	E2	30
H/617/2759	Glass Cutting	E2	30
K/617/2763	Glass Engraving	E2	30
T/617/3415	Glass Mould Blowing	E2	30
J/617/3385	Green Woodwork	E2	30
Y/617/3410	Iron Forge	E2	30
Y/617/4699	Jewellery Making	E2	30

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Rules of combination for: Entry Level Award in Skills for Living and Work (Entry 2)

Learners must achieve a minimum of 6 credits from any combination of units in Optional Groups A to G. In order to achieve a Diploma in an Endorsed Pathway, learners must achieve a minimum of 6 credits from the unit group for that pathway.

Component code	Component title	Level	GLH
Y/617/4704	Leatherwork	E2	30
M/617/6099	Metal Spinning	E2	30
F/617/3420	Narrow Boat Navigation	E2	30
M/617/6104	Pewter Casting	E2	30
D/617/3425	Spoon Forging	E2	30
R/507/3506	Textile Craft	E2	30
R/617/3356	Textiles - Felt	E2	30
H/617/7170	Textiles (Weaving)	E2	30
K/617/3430	Willow Work	E2	30
H/507/3512	Woodworking Crafts	E2	30
Group D – English Skills			
Y/507/2390	Reading	E2	30
H/507/2392	Receiving and Responding to Information	E2	20
F/507/2397	Speaking	E2	20
D/507/2407	Writing	E2	30
Group E – Food and Drink Skills - Pathway 4			
D/617/4607	Bread Making	E2	30
M/507/4095	Cooking	E2	30
T/507/2414	Eating a Balanced Diet	E2	30
T/507/2199	Eating Out	E2	30
Y/507/2289	Everyday Food and Drink Preparation	E2	30
R/507/3344	Food Preparation and Presentation	E2	30
F/507/2299	Food Safety and Storage	E2	30
K/507/2331	Kitchen Hygiene	E2	10
D/507/2374	Make a Simple Meal	E2	30
Group F – Land and Environment Skills - Pathway 5			
T/507/3336	Animal Husbandry	E2	30

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Learners must achieve a minimum of 6 credits from any combination of units in Optional Groups A to G. In order to achieve a Diploma in an Endorsed Pathway, learners must achieve a minimum of 6 credits from the unit group for that pathway.

Component code	Component title	Level	GLH
Y/507/5452	Coppice Products	E2	30
H/507/5468	Coppicing	E2	30
J/507/3339	Countryside Management	E2	30
T/507/4096	Environmental Issues	E2	20
D/617/3361	Fish Farming Skills	E2	30
J/617/3385	Green Woodwork	E2	30
D/507/3492	Horticulture	E2	30
A/507/3497	Organic Market Garden Autumn/ Winter	E2	30
J/507/3499	Organic Market Garden Spring/ Summer	E2	30
M/507/3500	Organic Market Garden Winter/Spring	E2	30
K/507/2393	Recycling, Managing Waste	E2	20
L/507/4217	Working with Animals	E2	20
Group G – Maths Skills			
F/505/5552	Length	E2	10
J/505/5553	Money	E2	10
F/505/5566	Time	E2	10
L/505/5568	Weight and Capacity	E2	20

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 2	Has basic knowledge or understanding of a subject and/or can carry out simple, familiar tasks; and Knows the steps needed to complete simple activities.	Carry out simple, familiar tasks and activities. Follow instructions or use rehearsed steps to complete tasks and activities.



Section 3 – Assessment



How this qualification is assessed

The assessment process is as follows:

Internal Assessment by Portfolio of Evidence

Where the assessment method for the qualification is by internally set assessments (Portfolio of Evidence), then centres are free to devise their own assessments for the qualification/unit.

- All assessments should be designed in such a way as to minimise the requirement for Reasonable Adjustments to be made
- Centre devised assessments must allow learners to meet all of the requirements of the assessment criteria for each unit. Assessments must not require learners to produce evidence above and beyond that stipulated in the Assessment Criteria
- Centres must then have these assessments approved by their IQA

When devising assessments, centres may choose from a range of assessment methods but where assessment guidance is provided within a unit this must be adhered to unless otherwise agreed with Aim Qualifications.

Assessment methods must be valid, fair, reliable and safe leading to authentic, sufficient and current evidence produced by the candidate.

Holistic assessment is good practice wherever possible and permitted by the assessment strategy for the qualification if this exists.

Other guidance and sample documentation is available to recognised centres covering: planning assessment; recording achievement; planning, carrying out and documenting IQA.

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.

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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 using the AIM portal. Learners must be registered onto the correct qualification via the portal. Centres then select their chosen components.

For all registration and certification processes, please refer to the portal 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 4 - [Fees and Charges](#)

Link 5 - [Qualification Search](#)

Command verbs

Entry 1, 2 and 3	
Demonstrate	Complete a practical task or activity.
Give (an example of...)	Provide a relevant example for the topic.
Give ways	Provide information to show understanding of the topic.
Identify	List or name the main points.
Label	Give the correct term to the topic, object, or activity.
List	Make a list of items, words, statements, or activity.
Name	Provide the correct words which identify the object or activity.
Order	Arrange in a logical way.
Outline	Identify, briefly, the main points.
Select	Choose.
State	Provide brief information about the topic in words, actions, or diagrams.
All levels	
Calculate	Work out a numerical problem, showing how they arrived at their answer.