



A collage of numerous colorful sticky notes (pink, yellow, blue, green, white) scattered over a background of lined paper. The sticky notes contain various business-related terms and concepts, including: Coaching, Participation, Train, Vision, Potential, Opportunities, Mission Statement, Business Challenge, Business Plan, Tactics, Guide, Tasks, Competitors, Idea, Ability, Projects, Analysis, Review and Revise, Process, Mentor, Team, Marketing Plan, Marketing Network, Development, Help, Customer, Motivation, Strategies, Innovation, Product Description, SWOT Analysis, Strategy, Financial Planning, Success, Consultant, and Operation. The notes are overlapping and arranged in a dynamic, non-linear fashion.

Pathway 5 Land and Environment Skills

Qualification Overview

Title:	AIM Qualifications Entry Level Diploma in Skills for Living and Work (Entry 1)
Qualification Number:	603/6297/2
Level:	Entry 1
Credit Value:	37 credits
Guided Learning Hours:	370 hours
Total Qualification Time:	370 hours
Qualification Objective:	<p>This qualification has been designed to provide routes into employment or further study for those learners in foundation, supported or residential learning environments, where a mainstream curriculum would not meet learners needs or offer routes into sustained employment.</p> <p>By providing learning and skills across a range of unit content, including personal development, employment skills and a specially selected range of appropriate skills that can lead to further study, employment, or self-employment via a range of suitable vocational skills, these qualifications will equip learners to enter the world of work and adult life.</p> <p>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 and Arts and Crafts Skills.</p>
Progression Routes:	<p>On successful completion of the AIM Qualifications Entry Level Diploma in Skills for Living and Work (Entry 1), learners may progress to further learning at the same level or may progress directly to similar qualifications at Entry 2, including the AIM Qualifications Entry Level Award in Skills for Living and Work (Entry 2).</p>

Entry requirements:	There are no entry requirements for this qualification, except for a minimum age of 14.
Assessment method(s):	Assessment is through a Portfolio of Evidence/Workbook.

How is the qualification 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.

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.

Qualification size

About the 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).

Guided Learning Hours (GLH)

GLH are defined as the time a learner spends being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training. This includes guidance or supervision time:

- a) With the simultaneous physical presence of the learner and that person, or
- b) Remotely by means of simultaneous electronic communication.

It does not include the number of hours a learner spends in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Qualification Time (TQT)

TQT is comprised of the following two elements:

- a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- b) An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or other form of participation in education or training, including assessment, which takes place as directed by – but unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Rules of Combination and level for this qualification

To achieve the AIM Qualifications Entry Diploma in Skills for Living and Work (Entry 1), learners must achieve a minimum of 37 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 25 credits from the unit group for that pathway. The remaining 12 credits may be made up of any combination of units in Optional Unit groups A to G.

Group A – Personal Development Skills – Pathway 1

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Action Planning to Improve Performance	E1	2	20	20	HC4/E1/NQ/002	L/504/1234
Applying for Jobs or Courses	E1	3	30	30	HC4/E1/NQ/035	A/507/2138
Building Confidence and Self Esteem	E1	2	20	20	HC4/E1/NQ/036	D/507/2147
Dealing with Problems	E1	4	40	40	HB1/E1/NQ/037	J/506/3328
Drug and Alcohol Awareness	E1	2	20	20	HJ1/E1/NQ/004	K/507/2149
Follow Instructions	E1	2	20	20	HC4/E1/NQ/038	R/507/2162
Getting about Safely	E1	3	30	30	HD6/E1/NQ/041	H/507/2165
Getting on with Other People	E1	4	40	40	HB7/E1/NQ/008	K/506/3368
Health and Fitness	E1	3	30	30	HJ5/E1/NQ/002	K/507/2166

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Induction to College	E1	3	30	30	HB1/E1/NQ/059	L/507/5786
Knowing the Local Community	E1	3	30	30	HD6/E1/NQ/042	J/507/2174
Law and Order	E1	2	20	20	HD5/E1/NQ/008	L/507/2175
Living in a Diverse Society	E1	2	20	20	HD5/E1/NQ/009	R/507/2176
Making Choices	E1	1	10	10	HB1/E1/NQ/055	J/507/2224
Participation in Team Activities	E1	3	30	30	HB7/E1/NQ/010	D/507/2228
Personal Awareness	E1	2	20	20	HB1/E1/NQ/056	H/507/2229
Personal Care and Hygiene	E1	3	30	30	HB6/E1/NQ/007	Y/507/2230
Personal Presentation	E1	3	30	30	HB6/E1/NQ/008	F/507/2237
Personal Safety	E1	3	30	30	HB1/E1/NQ/057	L/507/2239
Pet Care	E1	3	30	30	HB1/E1/NQ/058	F/507/2240
Providing Personal Information	E1	2	20	20	HD2/E1/NQ/003	F/602/0004
Self Advocacy	E1	3	30	30	HD3/E1/NQ/011	L/507/2256
Understanding Relationships	E1	2	20	20	HB7/E1/NQ/011	R/507/2260
Understanding Rights and Responsibilities	E1	3	30	30	HD5/E1/NQ/010	D/507/2262
Volunteering	E1	2	20	20	HD5/E1/NQ/011	Y/507/2275

Group B – Work Skills – Pathway 2

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Action Planning to Improve Performance	E1	2	20	20	HC4/E1/NQ/002	L/504/1234
Applying for Jobs and Courses	E1	2	20	20	HC4/E1/NQ/003	R/504/1235
Applying for Jobs or Courses	E1	3	30	30	HC4/E1/NQ/035	A/507/2138
Carry out a Practical Activity	E1	2	20	20	HC4/E1/NQ/037	F/507/2139
Follow Instructions in the Work Place	E1	2	20	20	HC4/E1/NQ/008	J/504/1409
Health and Safety Procedures in the Workplace	E1	2	20	20	HC4/E1/NQ/039	M/507/2167
Looking and Acting the Part in the Workplace	E1	2	20	20	HB1/E1/NQ/054	L/507/2192
Making a Product	E1	2	20	20	HC4/E1/NQ/040	Y/507/4107
Participation in Team Activities	E1	3	30	30	HB7/E1/NQ/010	D/507/2228
Preparing for and Taking Part in an Interview	E1	2	20	20	HC4/E1/NQ/013	J/504/1233
Travelling to and from Work	E1	2	20	20	HC4/E1/NQ/015	J/504/1281
Undertaking an Enterprise Project	E1	3	30	30	HC4/E1/NQ/043	M/507/5831
Using ICT Skills in a Work Place	E1	2	20	20	HC4/E1/NQ/019	R/504/1283
Working in an Office	E1	2	20	20	HC4/E1/NQ/027	K/504/1256
Working on a Farm	E1	2	20	20	HC4/E1/NQ/041	J/507/4197
Working with Animals	E1	2	20	20	HC4/E1/NQ/042	J/507/4216
Working with Others	E1	2	20	20	HC4/E1/NQ/034	D/504/1416

Group C – Arts and Crafts Skills - Pathway 3

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Bronze Casting	E1	3	30	30	JH2/E1/NQ/004	L/617/6093
Bronze Tool Casting	E1	3	30	30	JH2/E1/NQ/001	Y/507/3233
Carry out a Practical Activity	E1	2	20	20	HC4/E1/NQ/037	F/507/2139
Craft Skills	E1	3	30	30	JF4/E1/NQ/001	H/507/3235
Developing Mask Making Skills	E1	3	30	30	JF4/E1/NQ/002	M/507/3237
Fish Farming Skills	E1	3	30	30	SJ2/E1/NQ/001	Y/617/3360
Glass Engraving	E1	3	30	30	JR2/E1/NQ/001	A/507/3239
Glass Mould Blowing	E1	3	30	30	WF2/E1/NQ/001	M/617/3414
Green Woodwork	E1	3	30	30	WK1/E1/NQ/001	J/617/3371
Iron Forge	E1	3	30	30	JH2/E1/NQ/003	H/617/3409
Jewellery Making	E1	3	30	30	JH6/E1/NQ/002	A/617/4632
Leatherwork	E1	3	30	30	JL9/E1/NQ/002	L/617/4702
Narrowboat Navigation	E1	3	30	30	NM6/E1/NQ/002	L/617/3419
Pewter Casting	E1	3	30	30	JH2/E1/NQ/006	K/617/6103
Spoon Forging	E1	3	30	30	XD4/E1/NQ/001	Y/617/3424
Textile Craft	E1	3	30	30	JK4/E1/NQ/001	J/507/3325
Textiles - Felting	E1	3	30	30	JL4/E1/NQ/001	L/617/3355
Textiles (Weaving)	E1	3	30	30	JK4/E1/NQ/002	M/617/7169
Using Craft Skills with Natural Materials	E1	3	30	30	MA1/E1/NQ/001	L/507/3326
Willow Work	E1	3	30	30	JP8/E1/NQ/001	T/617/3429
Woodworking Crafts	E1	3	30	30	JP3/E1/NQ/001	K/507/3334

Group D – English Skills

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Reading	E1	3	30	30	HD3/E1/NQ/008	L/507/2242
Receiving and Responding to Information	E1	2	20	20	HD3/E1/NQ/009	R/507/2243
Speaking	E1	2	20	20	HD3/E1/NQ/012	D/507/2259
Writing	E1	3	30	30	HD3/E1/NQ/013	D/507/2276

Group E – Food and Drink Skills - Pathway 4

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Bread Making	E1	3	30	30	NE1/E1/NQ/002	Y/617/4606
Cooking	E1	3	30	30	HD6/E1/NQ/040	Y/507/2146
Eating a Balanced Diet	E1	3	30	30	HJ1/E1/NQ/005	D/507/2150
Eating Out	E1	3	30	30	HD5/E1/NQ/007	A/507/2155
Everyday Food and Drink Preparation	E1	3	30	30	HD8/E1/NQ/011	J/507/2157
Food Preparation and Presentation	E1	3	30	30	NE1/E1/NQ/001	T/507/3238
Food Safety and Storage	E1	3	30	30	HD8/E1/NQ/012	Y/507/2163
Kitchen Hygiene	E1	1	10	10	HD8/E1/NQ/016	F/507/2173
Make a Simple Meal	E1	3	30	30	HD8/E1/NQ/020	D/507/2195
Planning and Preparing Food for an Event	E1	3	30	30	HB1/E1/NQ/028	A/602/0020
Preparing Drinks and Snacks	E1	3	30	30	HB1/E1/NQ/029	T/602/0016

Group F – Land and Environment Skills - Pathway 5

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Animal Husbandry	E1	3	30	30	SH2/E1/NQ/001	L/507/3231
Countryside Management	E1	3	30	30	QA9/E1/NQ/001	D/507/3234
Dairy Farming	E1	3	30	30	SH6/E1/NQ/001	K/507/3236
Environmental Issues	E1	2	20	20	HB1/E1/NQ/047	F/507/2156
Gardening for Pleasure	E1	3	30	30	HB9/E1/NQ/008	D/507/2164
Horticulture	E1	3	30	30	SA2/E1/NQ/001	A/507/3242

Observing and Encouraging Birds	E1	3	30	30	HB9/E1/NQ/009	R/507/2226
Organic Market Garden Autumn/Winter	E1	3	30	30	SE3/E1/NQ/001	K/507/3320
Organic Market Garden Spring/Summer	E1	3	30	30	SE3/E1/NQ/002	M/507/3321
Organic Market Garden Winter/Spring	E1	3	30	30	SE3/E1/NQ/003	T/507/3322
Outdoor Pursuits	E1	3	30	30	HB9/E1/NQ/010	Y/507/2227
Recycling, Managing Waste	E1	2	20	20	HD3/E1/NQ/010	K/507/2247
Sowing Seeds	E1	2	20	20	SE2/E1/NQ/001	L/505/0578
Soil Care	E1	3	30	30	SD1/E1/NQ/001	H/507/4112
Working with Animals	E1	2	20	20	HC4/E1/NQ/042	J/507/4216

Group G – Maths Skills

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Addition	E1	2	20	20	HD4/E1/NQ/034	K/617/2925
Handling Information and Data	E1	3	30	30	HD4/E1/NQ/035	F/617/2932
Length, Width and Height	E1	1	10	10	HD4/E1/NQ/010	A/505/5503
Money	E1	1	10	10	HD4/E1/NQ/011	F/505/5504
Shape and Space	E1	2	20	20	HD4/E1/NQ/038	F/617/2929
Time	E1	1	10	10	HD4/E1/NQ/017	R/505/5510
Weight and Capacity	E1	1	10	10	HD4/E1/NQ/018	Y/505/5511

Level Descriptors

Units are assigned a level based on current RQF guidance issued by Ofqual.

Level	Knowledge Descriptor (the holder...)	Skills Descriptor (the holder can...)
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.

Extracted from 'After the QCF A New Qualification Framework' October 2015

Requirements to deliver the 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

Support for centres

AIM Qualifications provide all of our centres with on-going support and advice on the use of AIM Qualifications units and qualifications, including the requirements for assessment.

Centre responsibilities

Each centre should identify a centre contact who will be responsible for:

- ensuring that the centre meets all the AIM Qualifications requirements for centre recognition and adheres to all [policies and procedures](#)
- AIM Qualifications provision within the centre
- ensuring all procedures relating to the delivery of the qualification operate effectively in the centre
- ensuring all relevant AIM Qualifications documentation is distributed as required within the centre and that the security requirements for external assessment are adhered to, where applicable.

The information provided in this qualification specification is accurate at the time of publication but is subject to change. AIM Qualifications will occasionally update qualification information, so please refer to the 'AIM Qualifications' page of our website to view any updates, including qualification end dates and the latest versions of our qualification specifications.

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