



**AIM**QUALIFICATIONS

## Level 2 Award in Employability

Qualification Number: 601/0728/5

## Qualification Overview

|                                  |  |
|----------------------------------|--|
| <b>Title:</b>                    | AIM Qualifications Level 2 Award in Employability  |
| <b>Qualification Number:</b>     | 601/0728/5   |
| <b>Level:</b>                    | Level 2  |
| <b>Credit Value:</b>             | 3 credits  |
| <b>Guided Learning Hours:</b>    | 24 hours   |
| <b>Total Qualification Time:</b> | 30 hours   |
| <b>Minimum Age:</b>              | 14 years old   |
| <b>National Subject Sector:</b>  | 14.2 Preparation for Work  |
| <b>Summary:</b>                  | This qualification is designed to prepare learners for the workplace and to develop generic skills that are transferable to any sector.      |
| <b>About:</b>                    | Learners must complete a total of 3 credits to achieve this qualification.   |
| <b>Objectives:</b>               | The qualifications cover essential skills that will equip learners with the confidence to move into employment.                              |
| <b>Why Choose:</b>               | This qualification can be used as stepping stones to employment or further study by enabling the development of generic transferable skills. |
| <b>Entry requirements:</b>       | There are no entry requirements for this qualification, except for a minimum age of 14.  |
| <b>Assessment method(s):</b>     | 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 Level 2 Award in Employability, learners must achieve **3 credits** from any combination of units from Optional Group A.

### Optional Group A

| Title                                     | Level | Credit | GLH | TQT | Unit code    | Unit reference number |
|---|-------|--------|-----|-----|--------------|-----------------------|
| Applying for Work                         | 2     | 2      | 16  | 20  | HC6/2/NQ/003 | L/505/4453            |
| Building and Managing Workplace Relations | 2     | 2      | 16  | 20  | HC1/2/NQ/015 | Y/505/4455            |
| Communication in the Workplace            | 2     | 2      | 16  | 20  | HC4/2/NQ/015 | D/505/4456            |
| Customer Care                             | 2     | 3      | 24  | 30  | HC4/2/NQ/016 | H/505/4460            |
| Enterprise Activity                       | 2     | 3      | 24  | 30  | HC4/2/NQ/017 | K/505/4461            |
| Improving Own Performance                 | 2     | 2      | 16  | 20  | HB1/2/NQ/097 | M/505/4462            |
| Interview Skills                          | 2     | 1      | 8   | 10  | HC6/2/NQ/004 | F/505/4465            |
| Meeting Skills                            | 2     | 2      | 16  | 20  | HC4/2/NQ/018 | L/505/4470            |
| Operating in a Work Environment           | 2     | 3      | 24  | 30  | HC1/2/NQ/016 | D/505/4473            |
| Oral Presentation Skills                  | 2     | 3      | 24  | 30  | HB6/2/NQ/004 | H/505/4474            |
| Personal Money Management                 | 2     | 1      | 8   | 10  | HD4/2/NQ/016 | K/505/4475            |
| Personal Presentation in the Workplace    | 2     | 1      | 8   | 10  | HC4/2/NQ/019 | T/505/4477            |
| Recognising Prejudice and Discrimination  | 2     | 1      | 8   | 10  | HE4/2/NQ/009 | F/505/4479            |
| Researching Employment Opportunities      | 2     | 1      | 8   | 10  | HC6/2/NQ/005 | T/505/4480            |
| Responsible Work Practice                 | 2     | 1      | 8   | 10  | HC1/2/NQ/017 | A/505/4481            |

|  |   |   |    |    |              |            |
|--|---|---|----|----|--------------|------------|
| Rights and Responsibilities in the Workplace | 2 | 2 | 16 | 20 | HC1/2/NQ/018 | F/505/4482 |
| Self Development                             | 2 | 3 | 24 | 30 | HB1/2/NQ/098 | J/505/4483 |
| Solving Problems in the Workplace            | 2 | 3 | 24 | 30 | HC4/2/NQ/020 | K/505/4489 |
| Teamwork Skills                              | 2 | 3 | 24 | 30 | HB1/2/NQ/099 | D/505/4490 |
| Understanding Change in the Workplace        | 2 | 2 | 16 | 20 | HC4/2/NQ/021 | H/505/4491 |
| Understanding Leadership Skills              | 2 | 2 | 16 | 20 | HC4/2/NQ/022 | K/505/4492 |
| Understanding Structures in the Workplace    | 2 | 3 | 24 | 30 | HC1/2/NQ/019 | M/505/4493 |

## 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...)  |
|----------------|---|--|
| <b>Level 2</b> | <p>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 straightforward problems.</p> <p>Can interpret relevant information and ideas.</p> <p>Is aware of a range of information that is relevant to the area of study or work.</p> | <p>Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems.</p> <p>Identify, gather and use relevant information to inform actions.</p> <p>Identify how effective actions have been.</p> |

*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:

- Have relevant teaching experience and/or a qualification.
- Have experience and/or a qualification in the relevant subject area.
- Hold or are working towards a relevant teaching and assessing qualification 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.
- Has substantial experience of working in or assessing qualifications in the subject area.
- 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.

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*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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