



## A collage of numerous colorful sticky notes (pink, yellow, light blue, green, and white) scattered on a white background. Each note contains a business-related term or concept. The terms include: Coaching, Participation, Train, Vision, Potential, Opportunities, Business Challenge, Mission Statement, Business Plan, Tactics, Product Description, Guide, Tasks, Competitors, Idea, Ability, Projects, Analysis, Review and Revise, Process, Mentor, Motivation, Strategies, Innovation, Team, Market, Marketing Plan, Marketing Network, Development, Help, Vision, Customer, Business, Success, Financial Planning, Consultant, and Strategy. The notes are overlapping and arranged in a dynamic, non-linear fashion.

## Pathway 6 Land and Environment Skills

## Qualification Overview

<b>Title:</b>	AIM Qualifications Level 2 Award in Skills for Living and Work
<b>Qualification Number:</b>	603/6274/1
<b>Level:</b>	Level 2
<b>Credit Value:</b>	6 credits
<b>Guided Learning Hours:</b>	60 hours
<b>Total Qualification Time:</b>	60 hours
<b>Qualification Objective:</b>	<p>This qualification has been designed to provide routes into employment or further study for those learners in foundation, supported or residential learning environments, or where a mainstream curriculum would not meet learner needs or offer routes into sustained employment.</p> <p>By providing learning and skills across a range of unit content, including personal development, employment or self-employment via a range of vocational skills, this qualification will equip learners to enter the work of work, study 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, Arts and Photography, Craft Skills, Food and Drink Skills and Land and Environment Skills.</p>
<b>Progression Routes:</b>	<p>On successful completion of the AIM Qualifications Level 2 Award in Skills for Living and Work, learners may progress to further learning at the same level or may progress to similar qualifications at a higher level, including the AIM Qualifications Level 2 Certificate in Skills for Living and Work. Learners may also progress onto Traineeships, Apprenticeships or directly into paid employment.</p>

<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 Skills for Living and Work, learners must achieve a minimum of 6 credits from any combination of units in Optional Groups A to H.

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.

### Group A – Personal Development Skills

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
<a href="#">Action Planning for Own Development</a>	L2	2	20	20	HB1/2/NQ/084	T/505/1952
<a href="#">Action Planning for Own Development</a>	L2	1	10	10	HB1/2/NQ/094	L/505/3108
<a href="#">Applying for Jobs or Courses</a>	L2	3	24	30	HC6/2/NQ/012	A/507/3709
<a href="#">Aspects of Citizenship</a>	L2	3	30	30	HE4/2/NQ/011	Y/504/8512
<a href="#">Beliefs and Values</a>	L2	1	10	10	HB1/2/NQ/100	R/503/0963
<a href="#">Bicycle Maintenance and Repair</a>	L2	3	24	30	XS8/2/NQ/001	R/507/3649
<a href="#">Budgeting and Money Management</a>	L2	1	10	10	HD6/2/NQ/001	J/507/7004
<a href="#">Communicating in a Practical Environment</a>	L2	3	24	30	HB7/2/NQ/015	L/507/1169
<a href="#">Conflict Resolution</a>	L2	3	24	30	HB1/2/NQ/167	K/508/4964
<a href="#">Debt Management</a>	L2	2	18	20	HE1/2/NQ/007	F/504/8794
<a href="#">Developing Assertiveness</a>	L2	1	8	10	HB7/2/NQ/007	H/503/0966

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
<a href="#">Developing Confidence and Self-Esteem</a>	L2	1	8	10	HB1/2/NQ/160	A/507/1099
<a href="#">Developing Own Interpersonal Skills</a>	L2	3	24	30	HB1/2/NQ/128	D/506/0662
<a href="#">Developing Self</a>	L2	2	18	20	HB1/2/NQ/114	F/505/7284
<a href="#">Drugs and Substance Misuse</a>	L2	1	8	10	HH3/2/NQ/004	K/503/0970
<a href="#">Equality and Diversity</a>	L2	3	24	30	HC4/2/NQ/014	R/505/1974
<a href="#">Healthy Lifestyles</a>	L2	2	18	20	HJ1/2/NQ/003	F/503/0974
<a href="#">Improving Assertiveness and Decision Making Skills</a>	L2	3	24	30	HB6/2/NQ/008	F/505/8709
<a href="#">Improving Own Performance</a>	L2	2	18	20	HB1/2/NQ/097	M/505/4462
<a href="#">Individual Rights and Responsibilities in Society</a>	L2	1	8	10	HB1/2/NQ/102	L/503/0976
<a href="#">Induction to College</a>	L2	3	24	30	HB1/2/NQ/161	Y/507/6147
<a href="#">Interpersonal Communication Skills</a>	L2	1	8	10	HB7/2/NQ/008	D/503/0979
<a href="#">Making Decisions</a>	L2	1	8	10	HB1/2/NQ/103	D/503/0982
<a href="#">Personal Development</a>	L2	3	24	30	HB1/2/NQ/163	K/507/7013
<a href="#">Personal Identity and Self-Esteem</a>	L2	1	8	10	HB1/2/NQ/104	K/503/0984
<a href="#">Personal Money Management</a>	L2	1	8	10	HD4/2/NQ/016	K/505/4475
<a href="#">Plan a Community Project</a>	L2	3	24	30	HB1/2/NQ/155	T/506/9044

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
<a href="#">Preparing to Volunteer</a>	L2	1	8	10	HB1/2/NQ/172	M/616/5328
<a href="#">Publicity for Community Groups</a>	L2	3	24	30	HB1/2/NQ/156	A/506/9045
<a href="#">Recognising and Dealing with Bullying</a>	L2	2	16	20	HB1/2/NQ/116	T/505/7301
<a href="#">Recognising Prejudice and Discrimination</a>	L2	1	8	10	HE4/2/NQ/009	F/505/4479
<a href="#">Self Development</a>	L2	3	26	30	HB1/2/NQ/098	J/505/4483
<a href="#">Stress and Stress Management Techniques</a>	L2	3	24	30	HB3/2/NQ/003	H/504/8819
<a href="#">Substance Misuse Awareness</a>	L2	1	8	10	HB1/2/NQ/118	F/505/7303
<a href="#">Supporting Community Events</a>	L2	3	26	30	HB1/2/NQ/157	F/506/9046
<a href="#">Time Management Skills</a>	L2	2	16	20	HB1/2/NQ/113	K/505/5500
<a href="#">Understanding Risk</a>	L2	1	8	10	HB1/2/NQ/106	F/503/1011
<a href="#">Valuing Equality and Diversity</a>	L2	2	18	20	HB1/2/NQ/107	L/503/1013
<a href="#">Volunteering</a>	L2	2	8	20	HB1/2/NQ/173	T/616/5329



## Group B – Work Skills

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
<a href="#">Applying for Jobs or Courses</a>	L2	3	24	30	HC6/2/NQ/012	A/507/3709
<a href="#">Carry out a Practical Activity</a>	L2	2	16	20	HC4/2/NQ/055	R/507/4168
<a href="#">Employment Preparation</a>	L2	1	8	10	HB1/2/NQ/095	Y/505/3113
<a href="#">Interview Techniques</a>	L2	1	8	10	HC6/2/NQ/015	F/617/6351
<a href="#">Making a Product</a>	L2	2	18	20	HC4/2/NQ/057	K/507/6217
<a href="#">Personal Presentation in the Workplace</a>	L2	1	8	10	HB6/2/NQ/010	J/507/7228
<a href="#">Preparing for an Interview</a>	L2	1	8	10	HC6/2/NQ/016	H/617/6357
<a href="#">Problem Solving Skills</a>	L2	3	24	30	HB1/2/NQ/162	M/507/6056
<a href="#">Take Part in an Activity</a>	L2	1	8	10	HB1/2/NQ/147	K/505/9174
<a href="#">Take Part in an Activity</a>	L2	1	8	10	HB1/2/NQ/169	R/508/6613
<a href="#">Team Building Skills</a>	L2	3	24	30	HB1/2/NQ/134	H/504/8657
<a href="#">Team Motivation</a>	L2	3	24	30	HB1/2/NQ/145	H/504/8853
<a href="#">Teamwork Skills</a>	L2	2	18	20	HB7/2/NQ/009	L/503/0993
<a href="#">Teamwork Skills</a>	L2	3	24	30	HB1/2/NQ/099	D/505/4490
<a href="#">Understanding Motivation</a>	L2	1	8	10	HB7/2/NQ/004	M/503/1005

<a href="#">Using Tools and Equipment</a>	L2	1	8	10	HB1/2/NQ/154	J/506/9047
<a href="#">Work Effectively as Part of a Team</a>	L2	2	18	20	AF4/2/NQ/003	L/505/8437
<a href="#">Work Experience</a>	L2	1	8	10	HC4/2/NQ/056	A/507/4195
<a href="#">Working in a Group</a>	L2	3	24	30	HB1/2/NQ/093	A/505/2164

### Group C – Arts and Photography Skills

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
<a href="#">Art Project</a>	L2	3	20	30	JA2/2/NQ/004	J/504/9123
<a href="#">Digital Photography</a>	L2	3	21	30	JA1/2/NQ/001	R/504/9125
<a href="#">Early Christian to Modern Art</a>	L2	3	24	30	JA7/2/NQ/001	R/507/4106
<a href="#">Drawing</a>	L2	3	21	30	JB2/2/NQ/001	Y/504/9126
<a href="#">Imaging Software</a>	L2	4	30	40	CQ5/2/NQ/007	H/505/3177
<a href="#">Materials Exploration for Art and Design</a>	L2	3	17	30	JA2/2/NQ/006	D/504/9130
<a href="#">Painting with Oils</a>	L2	3	26	30	JB2/2/NQ/004	H/504/9131
<a href="#">Painting with Water Based Media</a>	L2	3	26	30	JB2/2/NQ/005	K/504/9132
<a href="#">Photography Using Film</a>	L2	3	24	30	JA1/2/NQ/018	M/508/1581
<a href="#">Processing Black and White Film</a>	L2	3	26	30	JA1/2/NQ/005	F/504/9136

<a href="#">Working in Visual Art</a>	L2	3	24	30	JA1/2/NQ/008	J/504/9140
<a href="#">Working with Digital Images</a>	L2	3	24	30	JA1/2/NQ/010	R/504/9142

## Group D – Craft Skills

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
<a href="#">Bronze Casting</a>	L2	3	24	30	JH2/2/NQ/004	H/617/6097
<a href="#">Bronze Tool Casting</a>	L2	3	24	30	JH2/2/NQ/001	R/507/3652
<a href="#">Carry out a Practical Activity</a>	L2	2	16	20	HC4/2/NQ/055	R/507/4168
<a href="#">Cave Painting to Early Christian Art</a>	L2	3	24	30	JA3/2/NQ/002	A/507/4102
<a href="#">Ceramics</a>	L2	3	26	30	JR1/2/NQ/001	J/504/7730
<a href="#">Clay Work Skills</a>	L2	3	24	30	JR1/2/NQ/003	J/507/5429
<a href="#">Craft Design Project</a>	L2	3	22	30	JC1/2/NQ/001	R/504/7732
<a href="#">Creative Craft</a>	L2	3	25	30	JF1/2/NQ/001	D/504/7734
<a href="#">Developing Mask Making Skills</a>	L2	3	27	30	JF4/2/NQ/004	M/507/3657
<a href="#">Glass Blowing</a>	L2	3	24	30	WF2/2/NQ/001	D/617/2758
<a href="#">Glass Cutting</a>	L2	3	24	30	JR2/2/NQ/005	H/617/2762
<a href="#">Glass Engraving</a>	L2	3	24	30	JR2/2/NQ/006	A/617/2766
<a href="#">Glass Mould Blowing</a>	L2	3	24	30	WF2/2/NQ/002	J/617/3418
<a href="#">Green Woodwork</a>	L2	3	24	30	SG4/2/NQ/001	F/505/6569
<a href="#">Green Woodworking – Stool Making</a>	L2	3	24	30	SG4/2/NQ/003	D/617/3408
<a href="#">Hand Knitting Skills</a>	L2	3	27	30	JK7/2/NQ/001	L/508/1569
<a href="#">Iron Forge</a>	L2	3	24	30	JH2/2/NQ/003	K/617/3413
<a href="#">Iron Forge Skills</a>	L2	3	24	30	SK1/2/NQ/005	A/507/5816
<a href="#">Jewellery Making</a>	L2	3	24	30	JH6/2/NQ/003	J/617/4701

<a href="#">Leatherwork</a>	L2	3	24	30	JL9/2/NQ/002	K/617/4707
<a href="#">Making a Product</a>	L2	2	18	20	HC4/2/NQ/057	K/507/6217
<a href="#">Metal Spinning</a>	L2	3	24	30	JH2/2/NQ/005	H/617/6102
<a href="#">Metalwork Crafts</a>	L2	3	24	30	JH2/2/NQ/002	L/507/3679
<a href="#">Narrow Boat Navigation</a>	L2	3	24	30	NM6/2/NQ/002	R/617/3423
<a href="#">Pewter Casting</a>	L2	3	24	30	JH2/2/NQ/006	J/617/6111
<a href="#">Spoon Forging</a>	L2	3	24	30	XD4/2/NQ/001	M/617/3428
<a href="#">Stained Glass</a>	L2	3	27	30	JR2/2/NQ/004	Y/508/1591
<a href="#">Textile Craft</a>	L2	3	24	30	JK4/2/NQ/001	D/507/3699
<a href="#">Textiles - Felting</a>	L2	3	24	30	JL4/2/NQ/001	H/617/3359
<a href="#">Tool Construction</a>	L2	3	26	30	WK1/2/NQ/001	H/508/1593
<a href="#">Use of Materials in a Practical Activity</a>	L2	2	16	20	HC1/2/NQ/036	R/507/1187
<a href="#">Use of Tools and Equipment for a Practical Activity</a>	L2	2	16	20	HC1/2/NQ/038	F/507/4182
<a href="#">Willow Work</a>	L2	3	24	30	JG8/2/NQ/001	L/507/3701
<a href="#">Willow Working – Basket Making</a>	L2	3	24	30	JP8/2/NQ/001	M/617/3445
<a href="#">Woodworking Crafts</a>	L2	3	24	30	JP3/2/NQ/002	H/507/3705
<a href="#">Wool Processing</a>	L2	3	24	30	JP3/2/NQ/003	K/507/3706
<a href="#">Wool: Raw Material to Finished Product</a>	L2	3	26	30	JL6/2/NQ/001	T/508/1596
<a href="#">Working in Craft</a>	L2	3	24	30	JA2/2/NQ/003	H/504/7749
<a href="#">Working with Wood</a>	L2	3	27	30	JP3/2/NQ/001	Y/504/7750

## Group E – English Skills

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
<a href="#">Communicating Information</a>	L2	1	8	10	HC7/2/NQ/004	H/508/4963
<a href="#">Communication Skills</a>	L2	1	8	10	HB1/2/NQ/176	F/617/6348
<a href="#">Improving Punctuation and Grammar Skills</a>	L2	3	24	30	HD3/2/NQ/021	L/504/8488
<a href="#">Listening</a>	L2	3	24	30	HB7/2/NQ/019	Y/617/2158
<a href="#">Punctuation and Grammar</a>	L2	2	16	20	HD3/2/NQ/018	A/505/2133
<a href="#">Read and Understand Text and Source Materials</a>	L2	3	24	30	HD3/2/NQ/030	J/507/7018
<a href="#">Reading</a>	L2	3	24	30	HD3/2/NQ/035	D/617/2159
<a href="#">Reading and Understanding</a>	L2	3	24	30	HD3/2/NQ/019	J/505/2135
<a href="#">Speaking</a>	L2	2	18	20	KB3/2/NQ/002	R/617/2160
<a href="#">Speaking and Listening Skills</a>	L2	3	24	20	HD3/2/NQ/031	F/507/7020
<a href="#">Spelling</a>	L2	3	24	20	HD3/2/NQ/020	Y/505/4326
<a href="#">Writing</a>	L2	3	24	30	HD3/2/NQ/036	Y/617/2161
<a href="#">Writing for Meaning Skills</a>	L2	3	24	30	HD3/2/NQ/014	J/503/3391

## Group F – Food and Drink Skills

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
<a href="#">Bread Making</a>	L2	3	24	30	NE1/2/NQ/004	T/617/4631
<a href="#">Cooking with Meat, Fish and Vegetables</a>	L2	4	36	40	NE4/2/NQ/001	H/505/6175
<a href="#">Developing Cooking Skills</a>	L2	3	24	30	NF4/2/NQ/004	R/508/4909
<a href="#">Developing Good Practice Skills for use in the Kitchen</a>	L2	3	24	30	NH3/2/NQ/002	R/505/3286
<a href="#">Food Safety in Catering</a>	L2	1	9	10	NA1/2/NQ/002	Y/505/3287
<a href="#">Food Preparation and Presentation</a>	L2	3	24	30	NE1/2/NQ/001	M/507/3660
<a href="#">Preparation and Cleaning of Service Areas</a>	L2	3	26	30	NA1/2/NQ/009	T/505/6178
<a href="#">Understanding Food Hygiene</a>	L2	3	24	30	NF1/2/NQ/005	M/505/6471

## Group G – Land and Environment Skills

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
<a href="#">Animal Husbandry</a>	L2	3	24	30	SH2/2/NQ/003	L/507/3648
<a href="#">Collect, Sort and Process Materials for Recycling</a>	L2	3	23	30	QE4/2/NQ/002	K/508/6407
<a href="#">Coppice Products</a>	L2	3	24	30	SG6/2/NQ/002	K/506/9039
<a href="#">Coppicing</a>	L2	3	27	30	SG6/2/NQ/001	T/505/6567
<a href="#">Countryside Management</a>	L2	3	24	30	QA9/2/NQ/005	D/507/3654
<a href="#">Dairy Farming</a>	L2	3	24	30	SH6/2/NQ/001	H/507/3655
<a href="#">Environmental Issues</a>	L2	3	26	30	HB1/2/NQ/165	A/508/1566

<a href="#">Fish Farming Skills</a>	L2	3	27	30	SJ2/2/NQ/002	T/617/3365
<a href="#">Habitat Management</a>	L2	2	18	20	QA1/2/NQ/009	L/507/5772
<a href="#">Horticulture</a>	L2	3	24	30	SA2/2/NQ/001	D/507/3671
<a href="#">Organic Market Garden Autumn/Winter</a>	L2	3	24	30	SE3/2/NQ/004	R/507/3683
<a href="#">Organic Market Garden Spring/Summer</a>	L2	3	24	30	SE3/2/NQ/005	T/507/3689
<a href="#">Organic Market Garden Winter/Spring</a>	L2	3	24	30	SE3/2/NQ/006	R/507/3697
<a href="#">Practical Woodland Management</a>	L2	3	24	30	QA1/2/NQ/010	Y/507/6021
<a href="#">Soil Care</a>	L2	3	27	30	SD1/2/NQ/001	F/507/4117
<a href="#">Using a Tractor</a>	L2	3	24	30	SK1/2/NQ/004	J/507/3700
<a href="#">Woodland Kitchen</a>	L2	3	24	30	NA1/2/NQ/011	D/507/3704
<a href="#">Working with Wood</a>	L2	3	27	30	JP3/2/NQ/001	Y/504/7750

## Group H – Math Skills

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
<a href="#">Addition and Subtraction of Whole Numbers</a>	L2	1	8	10	HD4/2/NQ/038	L/507/6324
<a href="#">Calculating Using Decimals in Everyday Contexts</a>	L2	1	8	10	HD4/2/NQ/019	M/504/2957
<a href="#">Calculating Using Percentages</a>	L2	1	8	10	HD4/2/NQ/020	T/504/2958
<a href="#">Calculating Volume, Area and Perimeter</a>	L2	1	8	10	HD4/2/NQ/021	A/504/2959
<a href="#">Calculations</a>	L2	3	24	30	HD4/2/NQ/013	Y/505/1958
<a href="#">Calculations with Sets of Data</a>	L2	1	8	10	HD4/2/NQ/022	M/504/2960
<a href="#">Common Measures and Shape</a>	L2	3	24	30	HD4/2/NQ/008	H/504/8206

<a href="#">Data Handling</a>	L2	1	8	10	HD4/2/NQ/023	T/504/2961
<a href="#">Length, Weight, Distance and Capacity</a>	L2	1	8	10	HD4/2/NQ/039	R/507/6325
<a href="#">Measures and Shape</a>	L2	3	24	30	HD4/2/NQ/014	H/505/2112
<a href="#">Money</a>	L2	1	8	10	HD4/2/NQ/037	F/507/3744
<a href="#">Multiplication and Division of Whole and Decimal Numbers</a>	L2	1	8	10	HD4/2/NQ/040	Y/507/6326
<a href="#">Numeracy in Context</a>	L2	3	24	30	HD4/2/NQ/044	H/507/7012
<a href="#">Probability</a>	L2	1	8	10	HD4/2/NQ/026	J/504/2964
<a href="#">Ratio and Direct Proportion</a>	L2	1	8	10	HD4/2/NQ/027	L/504/2965
<a href="#">Scale Diagrams</a>	L2	1	8	10	HD4/2/NQ/041	H/507/6328
<a href="#">Shape Using Pythagoras and Trigonometry</a>	L2	3	24	30	HD4/2/NQ/035	H/505/8833
<a href="#">Time and Temperature</a>	L2	1	8	10	HD4/2/NQ/042	K/507/6329
<a href="#">Understanding and Using Fractions</a>	L2	1	8	10	HD4/2/NQ/028	R/504/2966
<a href="#">Understanding Numbers in Whole and Decimal Form</a>	L2	1	8	10	HD4/2/NQ/029	D/504/5823
<a href="#">Understanding Scale Diagrams</a>	L2	1	8	10	HD4/2/NQ/030	H/504/2969
<a href="#">Using 2 Dimensional Shapes in Practical Contexts</a>	L2	1	8	10	HD4/2/NQ/043	D/507/6330
<a href="#">Using Calculations</a>	L2	3	24	30	HD4/2/NQ/012	M/504/8208
<a href="#">Using Formulae</a>	L2	1	8	10	HD4/2/NQ/033	L/504/5820
<a href="#">Working with Data and Probability</a>	L2	3	24	30	HD4/2/NQ/015	F/505/2165



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

*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.

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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.*

AIM Qualifications  
Aldersley House  
Overstrand  
Pendeford Business Park  
Wolverhampton  
WV9 5HA  
**Tel:** (01902) 624230

**Office Hours:**  
Monday to Thursday - 9.00 am to 5.00 pm  
Friday - 9.00 am to 4.00 pm

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