



AIMQUALIFICATIONS

Level 2 Certificate in Health and Well-Being

Qualification Number: 603/5325/9



Qualification Overview

Title:	AIM Qualifications Level 2 Certificate in Health and Well-Being
Qualification Number:	603/5325/9
Level:	Level 2
Credit Value:	15 credits
Guided Learning Hours:	121 hours
Total Qualification Time:	150 hours
Qualification Objective:	The AIM Qualifications Level 2 Certificate in Health and Well-Being aims to develop an understanding of lifestyle choices and other factors that relate to, and impact on, health and well-being. It is suitable for anyone who would like a better understanding of health in relation to their own and/or other's health and well-being whether in a personal, professional or voluntary capacity.
Progression Routes:	On completion of the Certificate learners may progress to other AIM Qualifications qualifications in this sector, such as; Level 2 Certificate in Skills for Further Study in Health (Pre-Access) or Level 2 Diploma in Health & Social Care (Adults) England. This would enable them to be employed as a Healthcare Assistant.
Entry requirements:	There is no minimum age however centres must ensure that learners have a level of maturity appropriate for units included in the courses that they offer.
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 Level 2 Certificate in Health and Well-Being, learners must achieve the **15** credits from the Mandatory unit group.

There are no **Optional** units for this qualification.

Mandatory Group M

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Awareness of Health and Well-being	2	1	8	10	HJ1/2/NQ/007	M/617/8922
Beliefs and Values	2	1	8	10	HB1/2/NQ/100	R/503/0963
Dementia Awareness	2	2	18	20	PT2/2/NQ/031	T/617/8923
Developing Assertiveness	2	1	8	10	HB7/2/NQ/007	H/503/0966
Developing Confidence and Self-Esteem	2	1	8	10	HB1/2/NQ/160	A/507/1099
Drugs and Substance Misuse	2	1	8	10	HH3/2/NQ/004	K/503/0970
Enrichment Activity- Personal Well-being	2	1	8	10	HB1/2/NQ/101	T/503/0972
Environmental Awareness	2	1	8	10	QA3/2/NQ/001	F/617/8925
Equality and Diversity Awareness	2	2	15	20	PT1/2/NQ/113	J/617/8926
Health and Nutrition	2	1	8	10	HJ1/2/NQ/008	L/617/8927
Healthy Lifestyles	2	2	16	20	HJ1/2/NQ/003	F/503/0974
Individual Rights and Responsibilities in Society	2	1	8	10	HB1/2/NQ/102	L/503/0976

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Interpersonal Communication Skills	2	1	8	10	HB7/2/NQ/008	D/503/0979
Making Decisions	2	1	8	10	HB1/2/NQ/103	D/503/0982
Positive Mental Health	2	2	16	20	HH8/2/NQ/001	R/617/8928
Sex and Relationships	2	2	16	20	HB1/2/NQ/105	F/503/0991
Staying Safe Online	2	1	10	12	CR1/2/NQ/003	Y/617/8929
Teamwork Skills	2	2	16	20	HB7/2/NQ/009	L/503/0993
Understanding Body Image	2	1	8	10	HB2/2/NQ/001	D/503/0996
Understanding Feelings and Emotions	2	1	8	10	HB3/2/NQ/002	H/503/1003
Understanding Relationships	2	2	16	20	HB7/2/NQ/011	J/503/1009
Understanding Risk	2	1	8	10	HB1/2/NQ/106	F/503/1011
Understanding Stress	2	1	8	10	PS1/2/NQ/001	R/503/1546

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...)
Level 2	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, up to date teaching qualification appropriate for the age range of the learners.
- A level 3 qualification OR demonstrable experience in health and well-being (or a related area).

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 health and well-being.
- 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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