

AIM Qualifications Suite of Skills for Working in Creative and Design Industries Qualifications Specification

VERSION 14 August 2025



Document version history

Version number	Date	Description
2	May 2018	<ul style="list-style-type: none"> Implementation of version 2 qualification, where the total credits required at some levels/sizes have been increased and some component credit sizes increased. Please contact your Business Development Manager for further clarification.
3	March 2019	<ul style="list-style-type: none"> Addition of 'Guidance for using Entry 1 Assessment Continuum and Exemplar Learner Transcripts' in appendices (page 85).
4	September 2019	<ul style="list-style-type: none"> Rebrand - 'AIM Awards' changed to 'AIM Qualifications' Qualification family added to qualification details grid (pages 10-14)
5	October 2020	<ul style="list-style-type: none"> Added 'Extended ERF Adaptation - Creative Industries (AIMVOC)' to Appendices (page 84) Added information about adapted qualifications to 'Introduction' section (page 5)
6	May 2021	<ul style="list-style-type: none"> Removed 'Extended ERF Adaptation' and replaced with VCRF adaptation/guidance (page 5) (page 84)
7	June 2021	<ul style="list-style-type: none"> Additional information added following the implementation of new optional online Multiple Choice Question (MCQ) assessment method: <ul style="list-style-type: none"> Page 14: Resource requirements Page 80: How these qualifications are assessed Page 82: Scheduling learners for the online Multiple Choice Question (MCQ) assessments Page 83: Delivering the MCQ assessments Page 83: At the end of the MCQ assessments
8	September 2021	<ul style="list-style-type: none"> Qualification withdrawal dates added (pages 10-14) for: <ul style="list-style-type: none"> Entry 1 Extended Award in Skills for Working in Creative and Design Industries 603/1708/5 Entry 1 Certificate in Skills for Working in Creative and Design Industries 603/1709/7 Entry 1 Extended Certificate in Skills for Working in Creative and Design Industries 603/1710/3 Entry 1 Diploma in Skills for Working in Creative and Design Industries 603/1711/5 Entry 2 Extended Award in Skills for Working in Creative and Design Industries 603/1713/9

		<ul style="list-style-type: none"> ▪ Entry 2 Certificate in Skills for Working in Creative and Design Industries 603/1714/0 ▪ Entry 2 Extended Certificate in Skills for Working in Creative and Design Industries 603/1925/2 ▪ Entry 2 Diploma in Skills for Working in Creative and Design Industries 603/1715/2 ▪ Entry 3 Extended Award in Skills for Working in Creative and Design Industries 603/1719/X ▪ Entry 3 Extended Certificate in Skills for Working in Creative and Design Industries 603/1722/X ▪ Level 1 Extended Award in Skills for Working in Creative and Design Industries 603/1725/5 ▪ Level 1 Extended Certificate in Skills for Working in Creative and Design Industries 603/1727/9 ▪ Level 2 Extended Award in Skills for Working in Creative and Design Industries 603/1730/9 ▪ Level 2 Extended Certificate in Skills for Working in Creative and Design Industries 603/1732/2
9	March 22	<ul style="list-style-type: none"> ▪ An optional MCQ assessment method has been added to the following components: Building Confidence and Self Esteem (A/616/0360) and Bullying and Harassment in the Workplace (L/616/0363)
10	June 2022	<ul style="list-style-type: none"> ▪ Review date updated from 31/07/2022 to 31/07/2025 for the following qualifications: <ul style="list-style-type: none"> ▪ AIM Qualifications Entry 1 Award in Skills for Working in Creative and Design Industries ▪ AIM Qualifications Entry 2 Award in Skills for Working in Creative and Design Industries ▪ AIM Qualifications Entry 3 Award in Skills for Working in Creative and Design Industries ▪ AIM Qualifications Entry 3 Certificate in Skills for Working in Creative and Design Industries ▪ AIM Qualifications Entry 3 Diploma in Skills for Working in Creative and Design Industries ▪ AIM Qualifications Level 1 Award in Skills for Working in Creative and Design Industries ▪ AIM Qualifications Level 1 Certificate in Skills for Working in Creative and Design Industries ▪ AIM Qualifications Level 1 Diploma in Skills for Working in Creative and Design Industries ▪ AIM Qualifications Level 2 Award in Skills for Working in Creative and Design Industries

11	September 2022	<ul style="list-style-type: none"> ▪ Last paragraph relating to learner guides for qualifications removed as these were replaced by the qualification handbooks.
12	October 2022	<ul style="list-style-type: none"> ▪ Removed 'VCRF adaptation/guidance' (from page 7 and 87)
13	March 2025	<ul style="list-style-type: none"> ▪ Component D/616/2408 Personal Emotional resilience – MCQ and portfolio of evidence, added into the core group on page 56. ▪ Document rebranded
14	August 2025	<ul style="list-style-type: none"> ▪ Live qualifications for have had their review date extended to 31/07/2027

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About us

Qualification specification

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.

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.

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 0333 034 8833. More information can be found on: www.aim-group.org.uk/newcentre



Section 1 – Qualification overview

Welcome to the AIM Qualifications Suite of Skills for Working in Creative and Design Industries Qualification Handbook.

Adapted Assessments

AIM Qualifications Entry Level 1 Award in Skills for Working in Creative and Design Industries 603/1707/3

AIM Qualifications Entry Level 2 Award in Skills for Working in Creative and Design Industries 603/1712/7

AIM Qualifications Entry Level 3 Award in Skills for Working in Creative and Design Industries 603/1718/8

AIM Qualifications Entry Level 3 Certificate in Skills for Working in Creative and Design Industries 603/1721/8

AIM Qualifications Entry Level 3 Diploma in Skills for Working in Creative and Design Industries 603/1723/1

AIM Qualifications Level 1 Award in Skills for Working in Creative and Design Industries 603/1724/3

AIM Qualifications Level 1 Certificate in Skills for Working in Creative and Design Industries 603/1726/7

AIM Qualifications Level 1 Diploma in Skills for Working in Creative and Design Industries 603/1728/0

AIM Qualifications Level 2 Award in Skills for Working in Creative and Design Industries 603/1729/2

AIM Qualifications Level 2 Certificate in Skills for Working in Creative and Design Industries 603/1731/0

AIM Qualifications Level 2 Diploma in Skills for Working in Creative and Design Industries 603/1733/4

This Handbook contains everything you need to know about these qualifications and is intended for Tutors, Assessors, Internal Verifiers and other staff involved with the planning, delivery and assessment.

This is a live document and as such will be updated when required. You will be informed via email when changes are made and it is your responsibility to ensure the most up-to-date version of the Qualification Handbook is in use.

About these qualifications

The AIM Qualifications Suite of AIMVOC qualifications are suitable for learners pre-and post-16, who wish to develop their knowledge and skills in a range of vocational areas:

- Animal Care
- Business, Administration and Customer Service
- Catering and Hospitality
- Child Care
- Construction and Building
- Creative and Design
- Hair and Beauty
- Horticulture

The AIM Qualifications Suite of Skills for Working in Creative and Design Industries (AIMVOCs) Qualifications provide opportunities for learners to develop their skills and knowledge to enable them to start or build on a career in a range of creative and design industries.

These qualifications cover different areas of creative and design industries, including art and design, craft, music, performance and photography. Learners will also be able to develop the essential communication, information technology, English and maths skills they will need to succeed in the industry.

These qualifications have been designed to allow learners to achieve the size and level of qualification most suitable for their needs and relevant to their stage of learning, providing an opportunity to work towards qualifications in small steps.

Qualification details

The following tables include the qualification details for:

Entry Level 1 Working in Creative and Design Industries Skills Qualifications

Entry Level 2 Working in Creative and Design Industries Skills Qualifications

Entry Level 3 Working in Creative and Design Industries Skills Qualifications

Level 1 Working in Creative and Design Industries Skills Qualifications

Level 2 Working in Creative and Design Industries Skills Qualifications

Entry 1	Award	Extended award	Certificate	Extended Certificate	Diploma
Qualification family	Flexibilities				
Grading	Pass/Fail				
Geographical coverage	England				
Operational start date	01/08/2017				
Sector	9.2 Crafts, Creative Arts and Design				
Review date	31/07/2027	N/A	N/A	N/A	N/A
Operational end date	N/A	30/04/2022	30/04/2022	30/04/2022	30/04/2022
Certification end date	N/A	30/04/2025	30/04/2025	30/04/2025	30/04/2025
Qualification number	603/1707/3	603/1708/5	603/1709/7	603/1710/3	603/1711/5
Guided Learning Hours (GLH)	30	90	150	270	370
Total Qualification Time (TQT)	30	90	150	270	370
Total credits required	3	9	15	27	37
Minimum learner age	N/A	N/A	N/A	N/A	N/A

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Entry 2	Award	Extended award	Certificate	Extended Certificate	Diploma
Qualification family	Flexibilities				
Grading	Pass/Fail				
Geographical coverage	England				
Operational start date	01/08/2017				
Sector	9.2 Crafts, Creative Arts and Design				
Review date	31/07/2027	N/A	N/A	N/A	N/A
Operational end date	N/A	30/04/2022	30/04/2022	30/04/2022	30/04/2022
Certification end date	N/A	30/04/2025	30/04/2025	30/04/2025	30/04/2025
Qualification number	603/1712/7	603/1713/9	603/1714/0	603/1925/2	603/1715/2
Guided Learning Hours (GLH)	30	90	150	270	370
Total Qualification Time (TQT)	30	90	150	270	370
Total credits required	3	9	15	27	37
Minimum learner age	N/A	N/A	N/A	N/A	N/A

Entry 3	Award	Extended award	Certificate	Extended Certificate	Diploma
Qualification family	Flexibilities				
Grading	Pass/Fail				
Geographical coverage	England				
Operational start date	01/08/2017				
Sector	9.2 Crafts, Creative Arts and Design				
Review date	31/07/2027	N/A	31/07/2027	N/A	31/07/2027
Operational end date	N/A	30/04/2022	N/A	30/04/2022	N/A
Certification end date	N/A	30/04/2025	N/A	30/04/2025	N/A
Qualification number	603/1718/8	603/1719/X	603/1721/8	603/1722/X	603/1723/1
Guided Learning Hours (GLH)	30	90	150	270	370
Total Qualification Time (TQT)	30	90	150	270	370
Total credits required	3	9	15	27	37
Minimum learner age	N/A	N/A	N/A	N/A	N/A

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Level 1	Award	Extended award	Certificate	Extended Certificate	Diploma
Qualification family	Flexibilities				
Grading	Pass/Fail				
Geographical coverage	England				
Operational start date	01/08/2017				
Sector	9.2 Crafts, Creative Arts and Design				
Review date	31/07/2027	N/A	31/07/2027	N/A	31/07/2027
Operational end date	N/A	30/04/2022	N/A	30/04/2022	N/A
Certification end date	N/A	30/04/2025	N/A	30/04/2025	N/A
Qualification number	603/1724/3	603/1725/5	603/1726/7	603/1727/9	603/1728/0
Guided Learning Hours (GLH)	54	78	130	233	321
Total Qualification Time (TQT)	60	87	146	261	360
Total credits required	6	9	15	26	36
Minimum learner age	N/A	N/A	N/A	N/A	N/A

Level 2	Award	Extended award	Certificate	Extended Certificate	Diploma
Qualification family	Flexibilities				
Grading	Pass/Fail				
Geographical coverage	England				
Operational start date	01/08/2017				
Sector	9.2 Crafts, Creative Arts and Design				
Review date	31/07/2027	N/A	31/07/2027	N/A	31/07/2027
Operational end date	N/A	30/04/2022	N/A	30/04/2022	N/A
Certification end date	N/A	30/04/2025	N/A	30/04/2025	N/A
Qualification number	603/1729/2	603/1730/9	603/1731/0	603/1732/2	603/1733/4
Guided Learning Hours (GLH)	48	69	115	206	293
Total Qualification Time (TQT)	78	112	187	336	478
Total credits required	8	11	19	34	48
Minimum learner age	N/A	N/A	N/A	N/A	N/A

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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

These qualifications have been designed to support learners to build on their knowledge and skills to progress onto higher level qualifications, supporting young people and adults to secure skilled employment to meet the needs of the economy.

Entry requirements

There are no entry requirements for these qualifications.

Resource requirements

You must ensure that your centre has appropriate resources in place to deliver the components in these qualifications. If your centre uses the online Multiple Choice Question (MCQ) assessment method, they must ensure they have the appropriate resources in place to deliver the externally set, invigilated assessment. Further information on our requirements can be found in Section 3: Assessment.

Requirements to deliver this Qualification

As an Awarding Organisation, we require that:

Centres should only deliver the components that they have the human and physical resources to deliver. For example, if a learner needs to demonstrate the use of tools in a specific environment, then the centre will need to have access to both the tools and the environment.

Assessors

Those assessing on the qualification should have either a teaching qualification at level 3 or above previous experience in assessing criteria based components. Assessors should have the knowledge and skills for at least the level above for each individual component that they deliver. New assessors should be supported with assessment decisions by the internal verification process.

Internal Verifiers

Those internally verifying on the programme must have a good understanding of the qualification and the internal verification process and must have sufficient knowledge of the components they internally verify to identify incorrect assessments or incorrect assessment decisions.



Section 3 – Qualification structure and Components

Qualification structure: Entry 1

	Award	Extended award	Certificate	Extended Certificate	Diploma
Total Credits Required	3	9	15	27	37
Minimum Credits from Creative and Design Group	3	6	10	17	25
Maximum Credits allowed from Employability Group	0	3	5	10	12
Full Description of Rules of Combination	Learners must achieve a minimum of 3 credits from the Creative and Design Group at Entry 1.	A minimum of 6 credits must be achieved from the Creative and Design Group, up to 3 credits of these may be achieved at Entry 2. A maximum of 3 credits may be achieved from the Employability Group, at Entry 1 only.	A minimum of 10 credits must be achieved from the Creative and Design Group, up to 5 credits of these may be achieved at Entry 2. A maximum of 5 credits may be achieved from the Employability Group, at Entry 1 only.	A minimum of 17 credits must be achieved from the Creative and Design Group, up to 10 credits of these may be achieved at Entry 2. A maximum of 10 credits may be achieved from the Employability Group, at Entry 1 only.	A minimum of 25 credits must be achieved from the Creative and Design Group, up to 12 credits of these may be achieved at Entry 2. A maximum of 12 credits may be achieved from the Employability Group, at Entry 1 only.

Qualification structure: Entry 2

	Award	Extended award	Certificate	Extended Certificate	Diploma
Total Credits Required	3	9	15	27	37
Minimum Credits from Creative and Design Group	3	6	10	17	25
Maximum Credits allowed from Employability Group	0	3	5	10	12
Full Description of Rules of Combination	Learners must achieve a minimum of 3 credits from the Creative and Design Group at Entry 2.	A minimum of 6 credits must be achieved from the Creative and Design Group, up to 3 credits of these may be achieved at Entry 1 and/or Entry 3. A maximum of 3 credits may be achieved from the Employability Group, at Entry 2 only.	A minimum of 10 credits must be achieved from the Creative and Design Group, up to 5 credits of these may be achieved at Entry 1 and/or Entry 3. A maximum of 5 credits may be achieved from the Employability Group, at Entry 2 only.	A minimum of 17 credits must be achieved from the Creative and Design Group, up to 10 credits of these may be achieved at Entry 1 and/or Entry 3. A maximum of 10 credits may be achieved from the Employability Group, at Entry 2 only.	A minimum of 25 credits must be achieved from the Creative and Design Group, up to 12 credits of these may be achieved at Entry 1 and/or Entry 3. A maximum of 12 credits may be achieved from the Employability Group, at Entry 2 only.

Qualification structure: Entry 3

	Award	Extended award	Certificate	Extended Certificate	Diploma
Total Credits Required	3	9	15	27	37
Minimum Credits from Creative and Design Group	3	6	10	15	25
Maximum Credits allowed from Employability Group	0	3	5	10	12
Full Description of Rules of Combination	Learners must achieve a minimum of 3 credits from the Core Group at Entry 3.	A minimum of 6 credits must be achieved from the Creative and Design Group, up to 3 credits of these may be achieved at Entry 2 and/or Level 1. A maximum of 3 credits may be achieved from the Employability Group, at Entry 3 only.	A minimum of 10 credits must be achieved from the Creative and Design Group, up to 5 credits of these may be achieved at Entry 2 and/or Level 1. A maximum of 5 credits may be achieved from the Employability Group, at Entry 3 only.	A minimum of 15 credits must be achieved from the Creative and Design Group, up to 10 credits of these may be achieved at Entry 2 and/or Level 1. A maximum of 10 credits may be achieved from the Employability Group, at Entry 3 only.	A minimum of 25 credits must be achieved from the Creative and Design Group, up to 12 credits of these may be achieved at Entry 2 and/or Level 1. A maximum of 12 credits may be achieved from the Employability Group, at Entry 3 only.

Qualification structure: Level 1

	Award	Extended award	Certificate	Extended Certificate	Diploma
Total Credits Required	6	9	15	26	36
Minimum Credits from Creative and Design Group	6	6	10	16	24
Maximum Credits allowed from Employability Group	0	3	5	10	12
Full Description of Rules of Combination	Learners must achieve a minimum of 6 credits from the Creative and Design Group at Level 1.	A minimum of 6 credits must be achieved from the Creative and Design Group, up to 3 credits of these may be achieved at Entry 3 and/or Level 2. A maximum of 3 credits may be achieved from the Employability Group, at Level 1 only.	A minimum of 10 credits must be achieved from the Creative and Design Group, up to 5 credits of these may be achieved at Entry 3 and/or Level 2. A maximum of 5 credits may be achieved from the Employability Group, at Level 1 only.	A minimum of 16 credits must be achieved from the Creative and Design Group, up to 10 credits of these may be achieved at Entry 3 and/or Level 2. A maximum of 10 credits may be achieved from the Employability Group, at Level 1 only.	A minimum of 24 credits must be achieved from the Creative and Design Group, up to 12 credits of these may be achieved at Entry 3 and/or Level 2. A maximum of 12 credits may be achieved from the Employability Group, at Level 1 only.

Qualification structure: Level 2

	Award	Extended award	Certificate	Extended Certificate	Diploma
Total Credits Required	8	11	19	34	48
Minimum Credits from Creative and Design Group	8	7	13	23	33
Maximum Credits allowed from Employability Group	0	4	6	11	15
Full Description of Rules of Combination	Learners must achieve a minimum of 8 credits from the Creative and Design Group at Level 2.	A minimum of 7 credits must be achieved from the Creative and Design Group, up to 4 credits of these may be achieved at Level 1 and/or Level 3. A maximum of 4 credits may be achieved from the Employability Group, at Level 2 only.3.	A minimum of 13 credits must be achieved from the Creative and Design Group, up to 6 credits of these may be achieved at Level 1 and/or Level 3. A maximum of 6 credits may be achieved from the Employability Group, at Level 2 only.	A minimum of 23 credits must be achieved from the Creative and Design Group, up to 11 credits of these may be achieved at Level 1 and/or Level 3. A maximum of 11 credits may be achieved from the Employability Group, at Level 2 only.	A minimum of 33 credits must be achieved from the Creative and Design Group, up to 15 credits of these may be achieved at Level 1 and/or Level 3. A maximum of 15 credits may be achieved from the Employability Group, at Level 2 only.

Components

Please refer to the rules of combinations for the specific qualification sizes and levels. Components with the same title at different levels are barred against each other. The full list of components for these qualifications are displayed in the following groups:

Creative and Design Group:

- Art and Design: covers a range of skills including drawing, researching methods for painting, discovering arts and culture and looking at mixed media.
- Craft: aims to develop the learner's knowledge and practical skills in cake design, balloon decoration, jewellery making and glass fusing design.
- Music: learners will develop their skills in solo performances, composing music and lyrics, live sound, recording with a mixing desk and leading a performance workshop.
- Performance: covers a range of different skills including dancing and acting, devising drama, lighting for live performances and make up performance.
- Photography: learners will develop their skills in video software, using a camera, digital imaging and printing and lighting and photography.

Employability Group:

- Assertiveness and Decision Making Skills: provides the opportunity for learners to develop their assertiveness and decision making skills. Learners will learn the importance of speaking up for themselves, developing negotiation skills and the benefits of assertiveness.
- Behaviour in the Workplace: learners will develop their knowledge and skills in behaving appropriately at work. This component group includes looking at the consequences of bullying and harassment at work, how to deal with difficult situations and the importance of professional behaviour in the workplace.
- Career Planning and Job Searching: this component group provides learners with the opportunity to explore their options for their future by looking at their own personal strengths and qualities, and their personal preferences to different careers. They will also develop their practical skills in searching for jobs and will look at how to apply for job vacancies.
- Communication in the Workplace: raises awareness of the importance of effective communication in the workplace, including communicating with others about work tasks and dealing with conflict.
- Confidence and Self Esteem: allows learners to identify the value of confidence and self-esteem, what factors affect them and the effect on others' perceptions of an individual.
- Continuing Professional Development (CPD): this component group includes looking at career development, own current situation in terms of training needs, planning for progression and how to get the most out of training.
- Customer Service Skills: introduces learners to the importance of good customer service. They will look at the impact/consequences of both good and bad customer service and how to interact positively with customers.

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- CV Writing: this group will develop practical skills in presenting Information about themselves to a prospective employer and also looks at the use of online profiles for career planning.
- Discrimination at Work: these components aim to raise a learner's awareness of discrimination at work by gaining an understanding of discriminatory words and actions, possible consequences and ways to avoid this happening.
- Employability Skills: this group provides learners with an opportunity to develop a range of desired employability skills, such as using tools and equipment for work tasks, marketing products and services, carrying out market research and working to standards.
- Enterprise Skills: provide learners with opportunities to explore and undertake enterprise projects.
- Environmental Awareness in the Workplace: raises awareness of environmental awareness in the workplace, allowing learners to undertake activities taking responsibility for the environment.
- Equality and Diversity at Work: introduces learners to the meaning of equality and diversity at work, its relevant legislation/policies and the need for positive approaches.
- Health and Safety in the Workplace: aims to introduce learners to health and safety in the workplace, including potential hazards and risks, common basic safety signs, safe practices and protective equipment.
- ICT: where applicable, these components are mapped to the Functional Skills Criteria for ICT (2011).
- Induction to Work: aims to provide learners with an induction to their workplace, how to adjust to their new work setting and introduces their role in the workplace.
- Interview Techniques: this component group develops the learner's skills and knowledge in undertaking a recruitment interview.
- Introduction to Vocational Industries: this group provides learners with the opportunity to look at the roles and activities within typical job roles in a range of different sectors.
- Literacy: these components are based on the National Standards for Adult Literacy and are fully referenced to the Adult Literacy Core Curriculum.
- Maths: these components are based on the National Standards for Adult Numeracy and are fully referenced to the Adult Numeracy Core Curriculum.
- Mentoring: enables learners to develop their ability in mentoring others with a focus on developing good practice.
- Personal Presentation at Work: looks at acceptable conventions for personal presentation in the workplace and the importance of first impressions.
- Problem Solving in the Workplace: provides learners with an introduction to the range of problems that might occur in a workplace, and enables them to develop, implement and reflect on possible solutions.
- Rights and Responsibilities at Work: this component group looks at an employee's responsibilities and rights at work, including the principles of their employment contract, pension schemes and pay.
- Setting Targets: learners are introduced to the importance of appraisals and setting targets to improve own performance at work.
- Speaking and Listening at Work: provides learners with an introduction into how to communicate effectively and appropriately in the workplace, taking into account the role of body language played in communication.

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- Stress Management: enables learners to have a basic understanding of stress and issues that can arise at work. Learners will explore a range of stress management techniques and coping strategies.
- Teamwork Skills: provides learners with an introduction on how to work in a team, how their own behaviour affects other group members and the various factors that motivate people in team situations.
- Time Management Skills: aims to make learners aware of how they spend their time and how to use time management as a way of reducing stress.
- Travelling to and from Work: introduces learners to the importance of getting to their place of work safely and on time.
- Using ICT in the Workplace: aims to develop learner's skills in using ICT to carry out workplace tasks.
- Using Money in the Workplace: this group introduces learners to using money in the workplace, including handling cash payments for products and services, how to deal with debt and the uses of banks and credit cards.
- Using Numeracy Skills in the Workplace: aims to develop learner's skills in using numeracy skills to carry out workplace tasks.
- Using Writing Skills in the Workplace: aims to develop learner's skills in using writing skills to carry out workplace tasks.
- Volunteering: this group provides learners with an understanding of what it means to be a volunteer. It covers the types of organisations where volunteering opportunities are available, the benefits of volunteering and the rights and responsibilities of volunteers.
- Work Experience: this group provides learners with an understanding for and the practical skills in undertaking work experience.

Creative and Design Group

Key:	PoE – Portfolio of evidence	E – Exam	P - Practical
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Art and Design					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
R/617/0408	<u>3D Printing</u>	E3	3	30	✓		✓			
F/617/0436	<u>3D Printing</u>	1	3	27	✓		✓			
T/617/0417	<u>Art & Design: Colour Theory</u>	1	3	27	✓		✓			
L/617/0472	<u>Art & Design: Colour Theory</u>	2	4	24	✓					
A/617/0418	<u>Art & Design: Explore Mixed Media</u>	1	4	36	✓		✓			
F/617/0405	<u>Art and Design Project</u>	E2	2	20	✓					
F/617/0419	<u>Art Appreciation</u>	1	3	27	✓		✓			
Y/617/0409	<u>Art Appreciation</u>	E3	3	30	✓		✓			
R/617/0473	<u>Art Appreciation</u>	2	4	24	✓					
H/617/0476	<u>Collaboration in the Arts</u>	2	4	24	✓					
F/616/3714	<u>Create Materials for Display</u>	E1	3	30	✓		✓			
J/616/3715	<u>Create Materials for Display</u>	E2	3	30	✓		✓			
T/616/3712	<u>Creating with Mixed Media</u>	E1	3	30	✓		✓			
A/616/3713	<u>Creating with Mixed Media</u>	E2	3	30	✓		✓			
K/616/3660	<u>Creative Development: Art Mediums</u>	1	3	27	✓		✓			
M/616/3661	<u>Creative Development: Colours</u>	1	3	27	✓		✓			
L/617/0410	<u>Creative Development: Colours</u>	E3	3	30	✓		✓			
D/616/3767	<u>Creative Development: Shape and Form</u>	E3	3	30	✓		✓			
T/616/3662	<u>Design Project</u>	1	3	27	✓					
F/617/0484	<u>Design Project</u>	2	4	24	✓		✓			
A/617/0533	<u>Design Project</u>	3	4	21	✓		✓			
F/617/0534	<u>Design Software</u>	3	8	40	✓		✓			
L/617/0424	<u>Design Styles</u>	1	3	27	✓		✓			
J/617/0485	<u>Design Styles</u>	2	4	24	✓					
H/616/3818	<u>Designing a Mood Board</u>	E3	3	30	✓		✓			
R/617/0425	<u>Discovering Arts and Culture</u>	1	3	27	✓		✓			
J/616/3696	<u>Drawing</u>	1	3	27	✓		✓			

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Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
R/617/0490	<u>Drawing</u>	2	4	24	✓		✓			
Y/616/3699	<u>Drawing and Painting – Human Figure, Colour</u>	1	3	27	✓		✓			
Y/617/0491	<u>Drawing for Painting</u>	2	4	24	✓		✓			
D/617/0492	<u>Drawing: Development Methods</u>	2	4	24	✓		✓			
R/616/3782	<u>Explore Graphic Processes, Materials and Techniques</u>	1	3	27	✓		✓			
M/617/0402	<u>Exploring 2D: Development</u>	E1	2	20	✓		✓			
J/617/0406	<u>Exploring 2D: Development</u>	E2	2	20	✓		✓			
A/616/3825	<u>Exploring 2D: Development</u>	E3	2	20	✓		✓			
Y/617/0412	<u>Exploring 2D: Ideas</u>	E3	2	20	✓		✓			
D/617/0413	<u>Exploring 2D: Outcome</u>	E3	2	20	✓		✓			
L/617/0407	<u>Exploring 3D: Development</u>	E2	2	20	✓		✓			
H/617/0414	<u>Exploring 3D: Development</u>	E3	2	20	✓		✓			
K/616/3819	<u>Exploring 3D: Ideas</u>	E3	2	20	✓		✓			
K/616/3822	<u>Exploring 3D: Outcome</u>	E3	2	20	✓					
J/616/3701	<u>Graphic Design Software</u>	1	3	27	✓					
K/617/0494	<u>Graphic Design Software</u>	2	4	24	✓		✓			
D/617/0427	<u>Life Drawing</u>	1	3	27	✓		✓			
A/617/0502	<u>Life Drawing</u>	2	4	24	✓		✓			
L/617/0505	<u>Linear Drawing</u>	2	4	24	✓		✓			
R/617/0540	<u>Linear Drawing</u>	3	4	21	✓		✓			
Y/617/0510	<u>Materials Exploration</u>	2	4	24	✓		✓			
D/617/0511	<u>Mixed Media</u>	2	4	24	✓		✓			
M/617/0416	<u>Mixed Media in 2D</u>	E3	3	30	✓		✓			
K/617/0513	<u>Organising a Community Arts Activity or Project</u>	2	4	24	✓		✓			
K/616/3674	<u>Painting</u>	1	3	27	✓		✓			
A/616/3775	<u>Painting and Drawing</u>	E3	3	30	✓		✓			
M/617/0514	<u>Painting: Appropriation</u>	2	4	24	✓		✓			
T/616/3676	<u>Painting: Oils</u>	1	3	27	✓		✓			
T/617/0515	<u>Painting: Surface and Form</u>	2	4	24	✓		✓			

Art and Design					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
F/616/3678	<u>Painting: Watercolour</u>	1	3	27	✓		✓			
Y/617/0524	<u>Research Methods for Painting</u>	2	4	24	✓		✓			
L/616/3814	<u>Stencilling Techniques</u>	E2	1	10	✓		✓			
M/616/3689	<u>The Creative Process</u>	E1	3	30	✓		✓			
K/617/0527	<u>The Origins of Modern Art</u>	2	4	24	✓		✓			
M/617/0528	<u>Tonal Drawing Methods</u>	2	4	24	✓		✓			
Y/616/3685	<u>Using Software in the Arts</u>	1	3	27	✓		✓			
L/616/3683	<u>Visual Language</u>	1	3	27	✓		✓			
M/617/0545	<u>Work with Volunteers in a Creative and Cultural Context</u>	3	5	24	✓		✓			
F/616/3681	<u>Working in Art and Design</u>	E2	2	20	✓		✓			

Craft					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
Y/616/3346	<u>Balloon Decoration</u>	1	3	27	✓		✓			
D/616/3347	<u>Basic Craft Skills</u>	E3	3	30	✓		✓			
M/617/0531	<u>Cake Decoration</u>	3	4	21	✓		✓			
H/616/3351	<u>Candle Making</u>	1	3	27	✓		✓			
A/616/3596	<u>Card Design</u>	1	2	18	✓		✓			
D/617/0475	<u>Ceramics: Research and Design</u>	2	4	24	✓		✓			
M/616/3353	<u>Clothing Design</u>	E3	3	30	✓		✓			
L/617/0469	<u>Commercial Garment Patterns</u>	1	3	27	✓		✓			
M/616/3384	<u>Constructing Bags with Fabric</u>	1	3	27	✓		✓			
F/617/0470	<u>Constructing Knitted Garments</u>	1	3	27	✓		✓			
R/616/3359	<u>Craft Skills</u>	1	3	27	✓		✓			
A/617/0421	<u>Craft Workshop Practice</u>	1	3	27	✓		✓			
L/616/3635	<u>Creating a Fashion Accessory</u>	E1	3	30	✓		✓			
J/616/3634	<u>Creating a Fashion Accessory</u>	E2	3	30	✓		✓			
D/616/3638	<u>Creating a Garment</u>	E1	3	30	✓		✓			

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Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
H/616/3642	<u>Creating a Garment</u>	E2	3	30	✓		✓			
T/616/3368	<u>Creative Craft Skills</u>	1	3	27	✓		✓			
F/617/0422	<u>Creative Embroidery</u>	1	3	27	✓		✓			
K/617/0480	<u>Creative Machine Embroidery</u>	2	4	24	✓		✓			
L/616/3392	<u>Designing and Making Curtains</u>	E3	3	30	✓		✓			
D/616/3459	<u>Enterprise in Craft</u>	1	3	27	✓		✓			
R/616/3460	<u>Explore Craft Ideas</u>	1	2	18	✓		✓			
Y/616/3377	<u>Fabric Construction Techniques</u>	1	3	27	✓		✓			
T/616/3466	<u>Flower Arranging with Dry Material</u>	1	3	27	✓		✓			
A/616/3467	<u>Flower Arranging with Fresh Material</u>	1	3	27	✓		✓			
F/616/3468	<u>Garment Construction</u>	1	3	27	✓		✓			
J/616/3469	<u>Garment Construction Skills</u>	E3	3	30	✓		✓			
H/617/0493	<u>Garment Construction Skills</u>	2	4	24	✓		✓			
Y/617/0426	<u>Glass Fusing Design and Production</u>	1	2	18	✓		✓			
M/616/3630	<u>Hand Building Ceramics</u>	1	4	36	✓		✓			
D/616/3476	<u>Hand Embroidery</u>	1	3	27	✓		✓			
T/617/0496	<u>Hand Knitting Design</u>	2	4	24	✓		✓			
A/617/0497	<u>Hand Knitting Skills</u>	2	4	24	✓		✓			
L/617/0536	<u>Hand Knitting Skills: Home Interiors Products</u>	3	8	42	✓		✓			
J/617/0499	<u>Interior Design in Context</u>	2	4	24	✓					
Y/617/0538	<u>Interior Design in Context</u>	3	4	21	✓					
J/616/3486	<u>Jewellery Making</u>	1	3	27	✓		✓			
K/617/0429	<u>Making a Kameez/Dress</u>	1	3	27	✓		✓			
D/617/0430	<u>Making Ceramics</u>	1	3	27	✓		✓			
D/617/0508	<u>Making Ceramics</u>	2	4	24	✓		✓			
F/616/3552	<u>Making Decorated Textiles</u>	1	4	36	✓		✓			
F/616/3471	<u>Making Shalwar/Trousers</u>	1	3	27	✓		✓			
L/616/3554	<u>Mask Making</u>	1	3	27	✓		✓			
R/616/3555	<u>Measuring and Cutting Skills for Garment Construction</u>	1	3	27	✓		✓			

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Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
K/616/3559	<u>Mixed Media: Collage</u>	1	3	27	✓		✓			
J/616/3598	<u>Model Making</u>	1	2	18	✓		✓			
H/616/3561	<u>Modelling with Clay</u>	1	3	27	✓		✓			
R/616/3586	<u>Preparation for Garment Construction</u>	1	2	18	✓		✓			
D/616/3588	<u>Printmaking with Found Materials</u>	1	4	36	✓		✓			
L/617/0519	<u>Printmaking: Experimental Methods</u>	2	4	24	✓		✓			
H/616/3589	<u>Producing Soft Furnishings</u>	E3	3	30	✓		✓			
J/616/3472	<u>Sewing Garments</u>	1	3	27	✓		✓			
H/617/0431	<u>Sewing Machine Maintenance</u>	1	6	54	✓		✓			
K/617/0432	<u>Sewing Machine Techniques</u>	1	3	27	✓		✓			
M/617/0433	<u>Sewing Skills</u>	1	3	27	✓		✓			
K/616/3593	<u>Silversmithing</u>	1	2	18	✓		✓			
A/616/9513	<u>Stained Glass</u>	1	3	27	✓		✓			
M/616/3594	<u>Sugar Craft</u>	1	2	18	✓		✓			
K/616/3612	<u>Textile Crafts</u>	E3	3	30	✓		✓			
M/616/3613	<u>Textile Design</u>	1	3	27	✓		✓			
J/616/3617	<u>Themed Face Painting</u>	1	3	27	✓		✓			
T/616/3595	<u>Toy Making</u>	1	2	18	✓		✓			
M/616/3465	<u>Traditional Floral Arrangements</u>	1	3	27	✓		✓			
H/616/3639	<u>Using a Sewing Machine</u>	E1	2	20	✓		✓			
D/616/3641	<u>Using a Sewing Machine</u>	E2	2	20	✓		✓			
Y/616/3640	<u>Working in Craft</u>	E1	1	10	✓		✓			
K/616/3643	<u>Working in Craft</u>	E2	2	20	✓		✓			
K/616/3626	<u>Working in the Fashion Industry</u>	1	3	27	✓					

Music					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
J/616/3326	<u>Acoustic Recording Techniques</u>	1	6	54	✓		✓			

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Music					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
F/616/3647	<u>Audio and Video Software</u>	E3	2	20	✓		✓			
L/616/3621	<u>Aural Skills</u>	1	3	27	✓		✓			
H/616/3348	<u>Basic Performance Skills</u>	E3	3	30	✓		✓			
K/617/0477	<u>Composing Lyrics</u>	2	4	24	✓		✓			
A/616/3355	<u>Composing Music</u>	1	3	27	✓		✓			
A/616/3386	<u>Creative Writing Skills</u>	1	3	27	✓		✓			
M/617/0481	<u>Creative Writing Skills</u>	2	4	24	✓		✓			
T/617/0532	<u>Creative Writing Skills</u>	3	4	21	✓		✓			
J/617/0423	<u>Digital Audio Workstation (DAW) Techniques</u>	1	5	45	✓		✓			
T/617/0482	<u>Digital Audio Workstation (DAW) Techniques</u>	2	7	40	✓		✓			
L/616/3571	<u>Development through Improvisation</u>	1	3	27	✓		✓			
K/616/3433	<u>DJ Skills</u>	1	3	27	✓		✓			
Y/616/3458	<u>Electronic Music Production</u>	E3	3	30	✓		✓			
J/616/3648	<u>Exploring Music</u>	E3	3	30	✓		✓			
L/616/3330	<u>History and Styles of Music</u>	1	3	27	✓					
R/617/0537	<u>Instrumental Stylistic Techniques</u>	3	8	42	✓		✓			
M/617/0500	<u>Investigating Film Music</u>	2	8	48	✓					
T/617/0501	<u>Leading a Performance Workshop</u>	2	4	24	✓		✓			
R/617/0506	<u>Live Sound</u>	2	5	32	✓		✓			
J/616/3567	<u>Musical Ensemble Performance</u>	1	6	54	✓		✓			
Y/617/0541	<u>Performing Live</u>	3	5	28	✓		✓			
J/617/0518	<u>Planning and Promoting an Event</u>	2	4	24	✓		✓			
H/616/3432	<u>Principles of Music</u>	1	2	18	✓					
J/617/0521	<u>Recording with a Mixing Desk</u>	2	4	24	✓		✓			
R/616/3622	<u>Sampling Techniques for Music Production</u>	1	3	27	✓		✓			
T/616/3645	<u>Solo Performance</u>	E2	4	40	✓		✓			
Y/616/3606	<u>Solo Performance</u>	E3	3	30	✓		✓			
F/616/3633	<u>Solo Performance</u>	1	6	54	✓		✓			
D/616/3607	<u>Sound and Audio Production Skills</u>	1	3	27	✓		✓			

Music					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
D/617/0525	<u>Sound and Audio Production Skills</u>	2	4	24	✓		✓			
D/617/0542	<u>Sound Checking a Band</u>	3	5	28	✓		✓			
J/616/3570	<u>Storytelling Skills</u>	1	2	18	✓		✓			
F/616/3616	<u>The Theory of Music</u>	1	6	54	✓		✓			
H/616/3334	<u>Using Computers for Sound and Music</u>	1	2	18	✓		✓			
A/616/3632	<u>Using the Internet as a Musician</u>	1	3	27	✓		✓			
A/616/3646	<u>Working in Music</u>	E2	2	20	✓		✓			
L/616/3344	<u>Working Backstage</u>	1	3	27	✓		✓			

Performance					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
R/616/3328	<u>Acting Skills</u>	1	3	27	✓		✓			
J/617/0471	<u>Acting Skills</u>	2	4	24	✓		✓			
Y/617/0474	<u>Assisting in Inclusive Dance Leadership</u>	2	3	16	✓		✓			
M/617/0478	<u>Contemporary Dance</u>	2	10	64	✓		✓			
T/617/0420	<u>Costume for Performance</u>	1	3	27	✓		✓			
T/617/0479	<u>Costume for Performance</u>	2	5	32	✓		✓			
M/616/3367	<u>Creating Sets and Stages</u>	E3	3	30	✓		✓			
D/616/3462	<u>Dance Skills</u>	1	4	36	✓		✓			
R/617/0411	<u>Design for Performance</u>	E3	4	40	✓		✓			
L/616/3389	<u>Design for Performance</u>	1	6	54	✓		✓			
A/617/0483	<u>Design for Performance</u>	2	8	48	✓		✓			
L/617/0486	<u>Develop Varied Dance Pieces</u>	2	4	24	✓		✓			
K/616/3609	<u>Developing Performance Skills</u>	E3	3	30	✓		✓			
D/616/3431	<u>Devising and Directing Dance</u>	1	4	36	✓		✓			
J/616/3424	<u>Devising and Directing Drama</u>	1	4	36	✓		✓			
R/617/0487	<u>Devising Drama</u>	2	4	24	✓		✓			
A/617/0404	<u>Exploring 3D: Development</u>	E1	2	20	✓		✓			

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Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
K/617/0415	<u>Exploring Dance</u>	E3	4	40	✓		✓			
L/616/3649	<u>Exploring Performance</u>	E3	3	30	✓		✓			
L/616/3473	<u>Group Devised Project: Drama</u>	1	3	27	✓		✓			
M/617/0495	<u>Group Devised Project: Drama</u>	2	4	24	✓		✓			
J/617/0535	<u>Group Devised Project: Drama</u>	3	8	42	✓		✓			
F/616/3423	<u>Improvisation Techniques in Performance</u>	1	3	27	✓		✓			
F/617/0498	<u>Improvisation Techniques in Performance</u>	2	4	24	✓		✓			
T/616/3483	<u>Introduction to the Performing Arts</u>	E3	3	30	✓		✓			
F/617/0503	<u>Lighting for Live Performance</u>	2	4	24	✓		✓			
H/617/0428	<u>Make-up and Hair for Performance</u>	1	3	27	✓		✓			
Y/617/0507	<u>Make-up for Performance</u>	2	4	24	✓		✓			
T/616/3547	<u>Making Dance</u>	1	3	27	✓		✓			
D/616/3364	<u>Making Dance</u>	E3	3	30	✓		✓			
H/617/0509	<u>Making Dance</u>	2	4	24	✓		✓			
H/616/3365	<u>Making Drama</u>	E3	3	30	✓		✓			
A/616/3565	<u>Music for Performance</u>	1	3	27	✓		✓			
H/617/0512	<u>Music for Performance</u>	2	4	24	✓		✓			
M/616/3420	<u>Performance Skill Development</u>	1	4	36	✓		✓			
Y/616/3573	<u>Performance Workshop</u>	E3	3	30	✓		✓			
H/616/3575	<u>Performing Physical Theatre</u>	1	3	27	✓		✓			
T/616/3581	<u>Physical Performance Skills</u>	E3	3	30	✓		✓			
F/617/0517	<u>Plan, Lead and Evaluate a Series of Dance Sessions</u>	2	4	24	✓		✓			
F/616/3583	<u>Plan, Lead and Review a Dance Activity</u>	1	2	18	✓		✓			
Y/616/3587	<u>Preparing Performing Arts Work</u>	1	3	27	✓		✓			
F/617/0520	<u>Professional Development in the Performing Arts Industry</u>	2	4	24	✓		✓			
D/616/3591	<u>Promoting a Performing Arts Event</u>	1	4	36	✓		✓			
L/617/0522	<u>Rehearsal Skills</u>	2	4	24	✓		✓			
D/616/3610	<u>Technical Skills for Performance</u>	1	3	27	✓		✓			
H/617/0526	<u>Technical Skills for Performance</u>	2	4	24	✓		✓			

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Performance					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
H/617/0543	<u>The Context of Performance</u>	3	7	35	✓					
F/616/3650	<u>Using Technical Equipment for a Theatre Performance</u>	1	4	32	✓		✓			
J/616/3651	<u>Using the Body in a Dramatic Context</u>	E3	3	30	✓		✓			
R/616/3653	<u>Working in the Performing Arts</u>	E2	2	20	✓		✓			
M/616/3627	<u>Working in the Performing Arts</u>	1	3	27	✓					
K/617/0530	<u>Working in the Performing Arts</u>	2	4	24	✓					
T/617/0546	<u>Working in the Performing Arts</u>	3	7	35	✓					

Photography					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
D/616/3350	<u>Camera and Darkroom Skills</u>	1	3	27	✓		✓			
Y/617/0488	<u>Digital Imaging and Printing</u>	2	5	32	✓		✓			
D/617/0489	<u>Digital Photography</u>	2	4	24	✓		✓			
H/616/3463	<u>Film Production Skills</u>	1	6	54	✓		✓			
K/616/3464	<u>Film Production Skills</u>	E3	6	60	✓		✓			
M/616/3482	<u>Introduction to Film Making</u>	1	3	27	✓		✓			
F/616/3597	<u>Introduction to Photography</u>	1	2	18	✓		✓			
J/617/0504	<u>Lighting in Photography</u>	2	4	24	✓		✓			
D/617/0539	<u>Lighting in Photography</u>	3	5	28	✓		✓			
A/617/0516	<u>Photographic Project</u>	2	8	48	✓		✓			
R/617/0523	<u>Research Informed Picture Making</u>	2	5	32	✓		✓			
K/617/0544	<u>Using a Camera</u>	3	8	42	✓		✓			
T/617/0434	<u>Using a Camera and Accessories</u>	1	3	27	✓		✓			
T/617/0529	<u>Using a Camera and Accessories</u>	2	5	32	✓		✓			
A/617/0435	<u>Using a Tripod with a Camera</u>	1	1	9	✓		✓			
A/616/3579	<u>Using a Tripod with a Camera</u>	2	1	9	✓		✓			
Y/616/3430	<u>Using a Digital Camera</u>	E3	3	30	✓		✓			
Y/616/3623	<u>Video Software</u>	1	2	18	✓		✓			

Photography					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
R/616/3636	<u>Working in Photography</u>	E2	2	20	✓		✓			

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Assertiveness and Decision Making					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
R/616/0347	<u>Assertiveness and Decision Making Skills</u>	E3	3	30	✓		✓			
Y/616/0348	<u>Assertiveness and Decision Making Skills</u>	1	3	27	✓		✓			
L/616/9953	<u>Assertiveness and Decision Making Skills</u>	2	4	24	✓		✓			
D/616/0450	<u>Decision Making Skills</u>	2	1	8	✓					
M/616/0453	<u>Developing Assertiveness</u>	E1	2	20	✓					
T/616/0454	<u>Developing Assertiveness</u>	E2	2	20	✓					

Behaviour in the Workplace					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
M/616/0355	<u>Building and Managing Workplace Relationships</u>	1	3	27	✓					
Y/616/9955	<u>Building and Managing Workplace Relationships</u>	2	4	24	✓					
J/616/0362	<u>Bullying and Harassment in the Workplace</u>	E3	1	10	✓					
L/616/0363	<u>Bullying and Harassment in the Workplace</u>	1	1	9	✓				✓	
A/616/0391	<u>Conduct at Work</u>	E1	2	20	✓		✓			
F/616/0392	<u>Conduct at Work</u>	E2	2	20	✓		✓			
J/616/0393	<u>Conduct at Work</u>	E3	3	30	✓		✓			
L/616/0394	<u>Conflict Resolution in the Workplace</u>	1	3	27	✓					
D/616/9956	<u>Conflict Resolution in the Workplace</u>	2	4	24	✓					
Y/616/0446	<u>Dealing with Difficult Situations at Work</u>	E3	1	10	✓		✓			
D/616/0447	<u>Dealing with Difficult Situations at Work</u>	1	1	9	✓		✓			
A/616/0875	<u>Personal Manner and Conduct</u>	E1	2	20	✓		✓			

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Behaviour in the Workplace					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
F/616/0876	<u>Personal Manner and Conduct</u>	E2	2	20	✓		✓			
A/616/0908	<u>Relationships and Behaviour in the Workplace</u>	E1	2	20	✓					
T/616/0910	<u>Relationships and Behaviour in the Workplace</u>	E2	2	20	✓					
A/616/0911	<u>Relationships and Behaviour in the Workplace</u>	E3	2	20	✓					
D/616/0920	<u>Responsible Work Practice</u>	1	2	18	✓		✓			
H/616/0921	<u>Responsible Work Practice</u>	2	1	8	✓					

Career Planning and Job Search					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
T/616/0342	<u>Applying for Jobs or Courses</u>	E1	2	20	✓		✓			
A/616/0343	<u>Applying for Jobs or Courses</u>	E2	2	20	✓		✓			
Y/616/0365	<u>Career Planning</u>	1	3	27	✓					
M/616/9959	<u>Career Planning</u>	2	4	24	✓					
M/616/0582	<u>Exploring Occupational Areas</u>	E1	2	20	✓					
T/616/0583	<u>Exploring Occupational Areas</u>	E2	2	20	✓					
A/616/0584	<u>Exploring Occupational Areas</u>	E3	2	20	✓					
F/616/0585	<u>Exploring the World of Work</u>	E1	2	20	✓					
J/616/0586	<u>Exploring the World of Work</u>	E2	2	20	✓					
L/616/0587	<u>Finding Jobs or Courses</u>	E1	2	20	✓					
R/616/0588	<u>Finding Jobs or Courses</u>	E2	2	20	✓					
H/616/9960	<u>Investigating a Career</u>	2	4	24	✓					
L/616/0816	<u>Job Applications</u>	E3	1	10	✓		✓			
Y/616/0818	<u>Job Applications</u>	1	1	9	✓		✓			
D/616/0819	<u>Job Seeking Skills</u>	E3	1	10	✓					
Y/616/0821	<u>Job Seeking Skills</u>	1	3	27	✓				✓	
K/616/9958	<u>Job Seeking Skills</u>	2	4	24	✓				✓	
K/616/0855	<u>Making Informed Career Choices</u>	E1	2	20	✓					
M/616/0856	<u>Making Informed Career Choices</u>	E2	2	20	✓					

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Career Planning and Job Search					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
K/616/1214	<u>Working Patterns</u>	1	1	9	✓					

Communication in the Workplace					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
M/616/0372	<u>Communication in the Workplace</u>	E1	2	20	✓		✓			
T/616/0373	<u>Communication in the Workplace</u>	E2	2	20	✓		✓			
A/616/0374	<u>Communication in the Workplace</u>	E3	3	30	✓		✓			
J/616/0376	<u>Communication in the Workplace</u>	1	3	27	✓					
K/616/9961	<u>Communication in the Workplace</u>	2	4	24	✓					

Confidence and Self Esteem					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
A/616/0357	<u>Building Confidence and Self Esteem</u>	E1	2	20	✓					
F/616/0358	<u>Building Confidence and Self Esteem</u>	E2	2	20	✓					
J/616/0359	<u>Building Confidence and Self Esteem</u>	E3	3	30	✓					
A/616/0360	<u>Building Confidence and Self Esteem</u>	1	3	27	✓				✓	
M/616/9962	<u>Building Confidence and Self Esteem</u>	2	4	24	✓					

Continuing Professional Development					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
K/616/0337	<u>Action Planning to Improve Performance at Work</u>	E1	2	20	✓					
M/616/0338	<u>Action Planning to Improve Performance at Work</u>	E2	2	20	✓					
T/616/9963	<u>Adapting to Change at Work</u>	2	4	24	✓					
H/616/0451	<u>Developing a Personal Learning Programme</u>	E3	3	30	✓					
K/616/0452	<u>Developing a Personal Learning Programme</u>	1	3	27	✓					
T/616/0597	<u>Getting the Most Out of Training</u>	E3	1	10	✓		✓			

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Continuing Professional Development					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
F/616/0599	<u>Getting the Most Out of Training</u>	1	1	9	✓		✓			
A/616/9964	<u>Improving Own Learning and Performance</u>	2	4	24	✓					
K/616/0631	<u>Induction to a Training Course</u>	E3	3	30	✓					
J/616/0636	<u>Induction to a Training Course</u>	1	3	27	✓					
T/616/0860	<u>Managing Study</u>	1	3	27	✓		✓			
J/616/0880	<u>Planning for Progression</u>	E3	1	10	✓					
T/616/0924	<u>Reviewing Your Situation at Work</u>	E3	1	10	✓					
A/616/0925	<u>Reviewing Your Situation at Work</u>	1	1	9	✓					
K/616/1116	<u>Transferable Skills and Training Needs</u>	E3	3	30	✓					
M/616/1117	<u>Transferable Skills and Training Needs</u>	1	3	27	✓					
J/616/9966	<u>Understanding Change in the Workplace</u>	2	3	16	✓					
A/616/1167	<u>Understanding Progression Opportunities</u>	E3	1	10	✓					
F/616/1168	<u>Understanding Progression Opportunities</u>	1	1	9	✓					
F/616/9965	<u>Undertaking Professional Development</u>	2	4	24	✓		✓			

Customer Service Skills					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
M/616/0436	<u>Customer Service Skills</u>	E1	2	20	✓					
T/616/0437	<u>Customer Service Skills</u>	E2	2	20	✓					
A/616/0438	<u>Customer Service Skills</u>	E3	3	30	✓					
F/616/0439	<u>Customer Service Skills</u>	1	3	27	✓				✓	
L/616/9967	<u>Customer Service Skills</u>	2	4	24	✓					

CV Writing					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
D/616/0352	<u>Building a Personal Career Portfolio</u>	1	3	27	✓					
R/616/9968	<u>Building a Personal Career Portfolio</u>	2	4	24	✓					

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CV Writing					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
R/616/0428	<u>Creating a Tailored Curriculum Vitae (CV)</u>	1	3	27	✓					
Y/616/9969	<u>Creating a Tailored Curriculum Vitae (CV)</u>	2	4	24	✓					
H/616/0434	<u>Creating an Online Profile for Career Planning</u>	1	3	27	✓		✓			
L/616/9970	<u>Creating an Online Profile for Career Planning</u>	2	4	24	✓		✓			
A/616/0441	<u>CV Writing</u>	E3	1	10	✓				✓	
J/616/0474	<u>Exploring a Curriculum Vitae (CV)</u>	E1	2	20	✓					
L/616/0475	<u>Exploring a Curriculum Vitae (CV)</u>	E2	2	20	✓					
R/616/0896	<u>Presenting Information about Self to an Employer</u>	E1	2	20	✓		✓			
Y/616/0897	<u>Presenting Information about Self to an Employer</u>	E2	2	20	✓		✓			
F/616/1218	<u>Writing a Curriculum Vitae (CV)</u>	E1	1	10	✓		✓			
J/616/1219	<u>Writing a Curriculum Vitae (CV)</u>	E2	1	10	✓		✓			

Discrimination at Work					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
L/616/0458	<u>Discrimination at Work</u>	E3	3	30	✓					
J/616/0460	<u>Discrimination at Work</u>	1	3	27	✓					
R/616/9971	<u>Discrimination at Work</u>	2	4	24	✓					

Employability Skills					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
H/616/0370	<u>Carrying Out Work Tasks</u>	E1	4	40	✓		✓			
K/616/0371	<u>Carrying Out Work Tasks</u>	E2	4	40	✓		✓			
F/616/0456	<u>Developing Meeting Skills</u>	1	2	18	✓		✓			
D/616/9973	<u>Developing Meeting Skills</u>	2	3	16	✓		✓			
K/616/0466	<u>Employment Skills</u>	E3	3	30	✓		✓			
M/616/0467	<u>Employment Skills</u>	1	3	27	✓		✓		✓	
H/616/0594	<u>Following Instructions in the Workplace</u>	E1	2	20	✓		✓			

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Employability Skills					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
M/616/0596	<u>Following Instructions in the Workplace</u>	E3	2	20	✓		✓			
H/616/0675	<u>Introduction to Guiding Visitors</u>	E1	2	20	✓		✓			
K/616/0676	<u>Introduction to Guiding Visitors</u>	E2	2	20	✓		✓			
M/616/0677	<u>Introduction to Guiding Visitors</u>	E3	2	20	✓		✓			
J/616/0796	<u>Introduction to the Use of Tools and Equipment for a Work Task</u>	E2	2	20	✓		✓			
Y/616/0799	<u>Introduction to the Use of Tools and Equipment for a Work Task</u>	E3	2	20	✓		✓			
K/616/9975	<u>Leadership Skills</u>	2	4	24	✓					
D/616/0853	<u>Making a Work Product</u>	E1	2	20	✓		✓			
H/616/0854	<u>Making a Work Product</u>	E2	2	20	✓		✓			
T/616/0857	<u>Managing a Work Project</u>	2	1	8	✓		✓			
D/616/0867	<u>Motivation</u>	1	1	9	✓					
H/616/0868	<u>Negotiation Skills</u>	1	6	54	✓		✓			
T/616/9977	<u>Negotiation Skills</u>	2	8	48	✓		✓			
D/616/0870	<u>Participate in an Occupational Taster</u>	E1	2	20	✓		✓			
H/616/0871	<u>Participate in an Occupational Taster</u>	E2	2	20	✓		✓			
K/616/0872	<u>Participate in an Occupational Taster</u>	E3	2	20	✓		✓			
D/616/2408	<u>Personal Emotional Resilience</u>	E3	3	30	✓				✓	
D/616/2408	<u>Personal Emotional Resilience</u>	E3	3	30	✓					
M/616/0873	<u>Participating in Vocational Tasters</u>	1	6	54	✓		✓			
A/616/9995	<u>Participating in Vocational Tasters</u>	2	8	48	✓		✓			
Y/616/1225	<u>Presentation Skills</u>	1	2	18	✓		✓			
F/616/9996	<u>Presentation Skills</u>	2	3	16	✓		✓			
F/616/0912	<u>Report Writing</u>	2	1	8	✓					
D/616/0917	<u>Research Skills</u>	1	3	27	✓					
J/617/0017	<u>Research Skills</u>	2	4	24	✓					
T/616/0938	<u>Self Advocacy</u>	E1	3	30	✓		✓			
L/617/0018	<u>Small Scale Research Project</u>	2	8	48	✓					
A/616/1038	<u>Supporting Workers Whose First Language is not English</u>	E3	3	30	✓		✓			
L/616/1044	<u>Supporting Workers Whose First Language is not English</u>	1	3	27	✓		✓			

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Employability Skills					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
H/616/1048	<u>Take Part in a Work Activity</u>	E3	1	10	✓		✓			
K/616/1052	<u>Take Part in a Work Activity</u>	1	1	9	✓		✓			
J/617/0020	<u>Take Part in a Work Activity</u>	2	3	16	✓		✓			
R/616/1188	<u>Use of Materials for a Work Task</u>	1	2	18	✓		✓			
R/617/0022	<u>Use of Materials for a Work Task</u>	2	3	16	✓		✓			
L/616/1190	<u>Use Tools and Equipment for a Work Task</u>	1	3	27	✓		✓			
H/616/9974	<u>Use Tools and Equipment for a Work Task</u>	2	4	24	✓		✓			
M/616/1215	<u>Working to Standards</u>	E1	2	20	✓					
T/616/1216	<u>Working to Standards</u>	E2	2	20	✓					
A/616/1217	<u>Working to Standards</u>	E3	3	30	✓					

Enterprise Skills					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
H/616/0580	<u>Exploring Enterprise</u>	E1	2	20	✓		✓			
H/616/1177	<u>Undertaking an Enterprise Project</u>	E3	6	60	✓		✓			
K/616/1178	<u>Undertaking an Enterprise Project</u>	1	6	54	✓		✓			
Y/617/0023	<u>Undertaking an Enterprise Project</u>	2	8	48	✓		✓			

Environmental Awareness in the Workplace					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
T/616/0468	<u>Environmental Awareness in the Workplace</u>	E1	2	20	✓		✓			
A/616/0469	<u>Environmental Awareness in the Workplace</u>	E2	2	20	✓		✓			
M/616/0470	<u>Environmental Awareness in the Workplace</u>	E3	2	20	✓					

Equality and Diversity at Work					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
T/616/0471	<u>Equality and Diversity at Work</u>	E3	3	30	✓					
A/616/0472	<u>Equality and Diversity at Work</u>	1	3	27	✓				✓	
D/617/0024	<u>Equality and Diversity at Work</u>	2	4	24	✓					

Health and Safety in the Workplace					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
Y/616/0589	<u>Follow Health and Safety Procedures in the Workplace</u>	E3	1	10	✓		✓			
L/616/0590	<u>Follow Health and Safety Procedures in the Workplace</u>	1	1	9	✓		✓			
D/616/0593	<u>Follow Health and Safety Procedures in the Workplace</u>	2	1	8	✓		✓			
R/616/0607	<u>Health and Safety in the Workplace</u>	E1	2	20	✓		✓			
Y/616/0608	<u>Health and Safety in the Workplace</u>	E2	2	20	✓		✓			
D/616/0612	<u>Health and Safety in the Workplace</u>	E3	3	30	✓					
A/616/0617	<u>Health and Safety in the Workplace</u>	1	3	27	✓				✓	
H/617/0025	<u>Health and Safety in the Workplace</u>	2	4	24	✓				✓	

ICT					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
L/616/1237	<u>Computer Basics</u>	E3	3	30	✓					
R/616/1238	<u>Computer Security and Privacy</u>	E3	3	30	✓					
Y/616/1256	<u>Developing and Presenting Information Using ICT</u>	E1	2	20	✓		✓			
K/616/1438	<u>Developing ICT Skills</u>	E1	4	40	✓		✓			
K/616/1259	<u>Email Skills</u>	E3	1	10	✓		✓			
D/616/1260	<u>Email Skills</u>	1	2	18	✓		✓			
T/617/0076	<u>Email Skills</u>	2	4	24	✓		✓			
M/616/1439	<u>Enter and Save Information Using ICT</u>	E1	1	10	✓		✓			
H/616/1440	<u>Enter and Save Information Using ICT</u>	E2	1	10	✓		✓			
K/616/1441	<u>Find Information Using ICT</u>	E1	1	10	✓		✓			

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ICT					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
M/616/1442	<u>Find Information Using ICT</u>	E2	1	10	✓		✓			
Y/616/1273	<u>Following Safe and Healthy Working Practices When Using ICT</u>	E1	2	20	✓		✓			
D/616/1274	<u>Following Safe and Healthy Working Practices When Using ICT</u>	E2	2	20	✓		✓			
T/616/1278	<u>Internet Safety for IT Users</u>	1	3	27	✓		✓		✓	
A/616/1279	<u>IT Communications</u>	1	2	18	✓		✓			
K/617/0026	<u>IT Communications</u>	2	3	16	✓		✓			
T/616/1281	<u>IT Maintenance for Users</u>	1	2	18	✓		✓			
R/616/1286	<u>Presentation Software Skills</u>	1	3	27	✓		✓			
A/617/0077	<u>Presentation Software Skills</u>	2	5	32	✓		✓			
D/616/1288	<u>Selecting Information Using the Internet</u>	E3	1	10	✓		✓			
T/616/1443	<u>Send and Receive Information Using ICT</u>	E1	1	10	✓		✓			
A/616/1444	<u>Send and Receive Information Using ICT</u>	E2	1	10	✓		✓			
L/616/1304	<u>Spreadsheet Software Skills</u>	E3	2	20	✓		✓			
R/616/1305	<u>Spreadsheet Software Skills</u>	1	3	27	✓		✓			
M/617/0027	<u>Spreadsheet Software Skills</u>	2	5	32	✓		✓			
D/616/1307	<u>The Internet and World Wide Web</u>	E3	3	30	✓		✓			
T/617/0028	<u>Use E-Sources to Select Information</u>	2	4	24	✓		✓			
H/616/1311	<u>Using Digital Photograph Processing Software</u>	1	2	18	✓		✓			
M/616/1313	<u>Using the Internet</u>	1	3	27	✓		✓			
A/617/0029	<u>Using the Internet</u>	2	5	32	✓		✓			
L/616/1318	<u>Word Processing Software Skills</u>	E3	2	20	✓		✓			
R/616/1319	<u>Word Processing Software Skills</u>	1	3	27	✓		✓			
M/617/0030	<u>Word Processing Software Skills</u>	2	5	32	✓		✓			

Induction to Work					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
K/616/0340	<u>Adjusting to a New Work Setting</u>	E1	3	30	✓		✓			
M/616/0341	<u>Adjusting to a New Work Setting</u>	E2	3	30	✓		✓			

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Induction to Work					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
L/616/0637	<u>Induction to the Workplace</u>	E1	2	20	✓					
L/616/1450	<u>Induction to the Workplace</u>	E2	2	20	✓					

Interview Techniques					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
Y/616/0883	<u>Preparation for a Recruitment Interview</u>	E3	2	20	✓		✓			
D/616/0884	<u>Preparation for a Recruitment Interview</u>	1	1	9	✓		✓			
A/617/0032	<u>Preparation for a Recruitment Interview</u>	2	3	16	✓		✓			
J/616/0894	<u>Preparing for an Interview</u>	E1	2	20	✓					
L/616/0895	<u>Preparing for an Interview</u>	E2	2	20	✓					
K/616/1181	<u>Undertaking an Interview</u>	E1	1	10	✓		✓			
M/616/1182	<u>Undertaking an Interview</u>	E2	1	10	✓		✓			

Introduction to Vocational Industries at Work					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
D/615/9296	<u>Introduction to Animal Care Industries</u>	E1	2	20	✓					
A/616/0665	<u>Introduction to Digital Technology Industries</u>	E1	2	20	✓					
H/616/0661	<u>Introduction to Creative and Design Industries</u>	E2	2	20	✓					
F/616/0666	<u>Introduction to Digital Technology Industries</u>	E2	2	20	✓					
K/616/0662	<u>Introduction to Creative and Design Industries</u>	E3	2	20	✓					
J/616/0667	<u>Introduction to Digital Technology Industries</u>	E3	2	20	✓					
M/616/0663	<u>Introduction to Creative and Design Industries</u>	One	2	18	✓					
L/616/0668	<u>Introduction to Digital Technology Industries</u>	One	2	18	✓					
T/617/0207	<u>Introduction to Creative and Design Industries</u>	2	3	16	✓					
A/617/0208	<u>Introduction to Digital Technology Industries</u>	2	3	16	✓					

Literacy					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
L/616/1321	<u>Engage in Discussion</u>	E1	2	20	✓		✓			
R/616/1322	<u>Engage in Discussion</u>	E2	2	20	✓		✓			
Y/616/1323	<u>Engage in Discussion</u>	E3	2	20	✓		✓			
D/616/1324	<u>Engage in Discussion</u>	1	2	18	✓		✓			
F/617/0033	<u>Engage in Discussion</u>	2	3	16	✓		✓			
K/616/1326	<u>Listen and Respond</u>	E1	2	20	✓		✓			
M/616/1327	<u>Listen and Respond</u>	E2	2	20	✓		✓			
T/616/1328	<u>Listen and Respond</u>	E3	2	20	✓		✓			
A/616/1329	<u>Listen and Respond</u>	1	2	18	✓		✓			
J/617/0034	<u>Listen and Respond</u>	2	3	16	✓		✓			
T/616/1331	<u>Read for Information</u>	E1	3	30	✓		✓			
A/616/1332	<u>Read for Information</u>	E2	3	30	✓		✓			
F/616/1333	<u>Read for Information</u>	E3	3	30	✓		✓			
J/616/1334	<u>Read for Information</u>	1	3	27	✓		✓			
L/617/0035	<u>Read for Information</u>	2	4	24	✓		✓			
D/616/1338	<u>Read for Purpose and Meaning</u>	E1	3	30	✓		✓			
F/616/1350	<u>Read for Purpose and Meaning</u>	E2	3	30	✓		✓			
J/616/1365	<u>Read for Purpose and Meaning</u>	E3	3	30	✓		✓			
L/616/1366	<u>Read for Purpose and Meaning</u>	1	3	27	✓		✓			
R/617/0036	<u>Read for Purpose and Meaning</u>	2	4	24	✓		✓			
Y/616/1368	<u>Speak to Communicate</u>	E1	2	20	✓		✓			
D/616/1369	<u>Speak to Communicate</u>	E2	2	20	✓		✓			
R/616/1370	<u>Speak to Communicate</u>	E3	2	20	✓		✓			
Y/616/1371	<u>Speak to Communicate</u>	1	2	18	✓		✓			
Y/617/0037	<u>Speak to Communicate</u>	2	3	16	✓		✓			
Y/616/1385	<u>Write Accurately</u>	E2	3	30	✓		✓			
H/616/1387	<u>Write Accurately</u>	E3	3	30	✓		✓			
M/617/0044	<u>Write Fluently and Accurately</u>	2	4	24	✓		✓			
K/616/1374	<u>Write to Communicate</u>	E1	3	30	✓		✓			

Literacy					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
M/616/1375	<u>Write to Communicate</u>	E2	3	30	✓		✓			
T/616/1376	<u>Write to Communicate</u>	E3	3	30	✓		✓			
J/616/1379	<u>Write to Communicate</u>	1	3	27	✓		✓			
D/617/0038	<u>Write to Communicate</u>	2	4	24	✓		✓			
L/616/1383	<u>Write with Accuracy</u>	1	3	27	✓		✓			

Maths					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
H/616/1390	<u>Adding and Subtracting</u>	E1	3	30	✓		✓			
M/616/1392	<u>Addition, Subtraction and Multiplication</u>	E2	3	30	✓		✓			
A/616/1394	<u>Making Calculations</u>	E3	3	30	✓		✓			
J/616/1396	<u>Making Calculations</u>	1	3	27	✓		✓			
T/617/0045	<u>Making Calculations</u>	2	4	24	✓		✓			
F/616/1400	<u>Money and Time</u>	E1	3	30	✓		✓			
L/616/1402	<u>Money, Time and Temperature</u>	E2	3	30	✓		✓			
Y/616/1404	<u>Money, Time and Temperature</u>	E3	3	30	✓		✓			
H/616/1406	<u>Money, Time and Temperature</u>	1	3	27	✓		✓			
A/617/0046	<u>Money, Time and Temperature</u>	2	4	24	✓		✓			
M/616/1408	<u>Numbers, Decimals, Fractions and Percentages</u>	1	3	27	✓		✓			
J/617/0048	<u>Numbers, Decimals, Fractions and Percentages</u>	2	4	24	✓		✓			
F/617/0050	<u>Numerical Relationships, Algebra and Ratio</u>	2	3	16	✓		✓			
M/616/1411	<u>Numerical Relationships, Algebra and Ratios</u>	1	2	18	✓		✓			
A/616/1413	<u>Using and Communicating Data</u>	E2	3	30	✓		✓			
F/616/1414	<u>Using and Communicating Data</u>	E3	3	30	✓		✓			
J/616/1415	<u>Using and Communicating Data</u>	1	3	27	✓		✓			
J/617/0051	<u>Using and Communicating Data</u>	2	4	24	✓		✓			
R/616/1417	<u>Using Probability</u>	1	2	18	✓		✓			
L/617/0052	<u>Using Probability</u>	2	3	16	✓		✓			

Maths					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
D/616/1419	<u>Using Size, Shape and Measures</u>	E3	3	30	✓		✓			
R/616/1420	<u>Using Size, Shape and Space</u>	E1	3	30	✓		✓			
Y/616/1421	<u>Using Size, Shape and Space</u>	1	3	27	✓		✓			
Y/617/0054	<u>Using Size, Shape and Space</u>	2	4	24	✓		✓			
H/616/1423	<u>Using Whole Numbers</u>	E1	2	20	✓		✓			
T/616/1426	<u>Using Whole Numbers and Fractions</u>	E2	2	20	✓		✓			
F/616/1431	<u>Using Whole Numbers, Decimals, Fractions and Percentages</u>	E3	2	20	✓		✓			

Mentoring					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
R/616/0865	<u>Mentoring</u>	2	1	8	✓		✓			
D/617/0055	<u>Mentoring Practice</u>	2	3	16	✓					
H/617/0056	<u>The Mentoring Process</u>	2	4	24	✓		✓			

Personal Presentation at Work					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
R/616/0851	<u>Looking and Acting the Part in the Workplace</u>	E1	2	20	✓		✓			
Y/616/0852	<u>Looking and Acting the Part in the Workplace</u>	E2	2	20	✓		✓			
J/616/0877	<u>Personal Presentation at Work</u>	E3	3	30	✓					
L/616/0878	<u>Personal Presentation at Work</u>	1	1	9	✓					
R/616/0879	<u>Personal Presentation at Work</u>	2	1	8	✓					

Problem Solving in the Workplace					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
H/616/0448	<u>Dealing with Work-Related Problems</u>	E1	3	30	✓		✓			
K/616/0449	<u>Dealing with Work-Related Problems</u>	E2	4	40	✓		✓			

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Problem Solving in the Workplace					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
D/616/0898	Problem Solving in the Workplace	E3	3	30	✓					
H/616/0899	Problem Solving in the Workplace	1	3	27	✓					
K/617/0057	Problem Solving in the Workplace	2	4	24	✓					

Rights and Responsibilities at Work					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
F/616/0442	Dealing with Change at Work	E3	3	30	✓					
J/616/0443	Dealing with Change at Work	1	3	27	✓					
R/616/0462	Employment Contract and Payslip Basics	E3	1	10	✓					
Y/616/0463	Employment Rights, Contracts and Pay	1	3	27	✓				✓	
M/617/0058	Employment Rights, Contracts and Pay	2	4	24	✓				✓	
F/616/0926	Rights and Responsibilities at Work	E1	3	30	✓					
J/616/0927	Rights and Responsibilities at Work	E2	3	30	✓					
L/616/0928	Rights and Responsibilities at Work	E3	3	30	✓					
Y/616/1127	Understand Employment Responsibilities and Rights in Creative and Design Industries	1	3	27	✓					
H/616/1129	Understand Employment Responsibilities and Rights in Digital Technology Industries	1	3	27	✓					
H/617/0199	Understand Employment Responsibilities and Rights in Creative and Design Industries	2	4	24	✓					
L/617/0200	Understand Employment Responsibilities and Rights in Digital Technology Industries	2	4	24	✓					
M/616/1165	Understanding Pensions	1	1	9	✓				✓	

Setting Targets					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
F/616/0344	Appraisals and Setting Targets	E3	3	30	✓		✓			

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Setting Targets					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
J/616/0345	<u>Appraisals and Setting Targets</u>	1	3	27	✓		✓			
K/617/0060	<u>Appraisals and Setting Targets</u>	2	4	24	✓		✓			
K/616/0922	<u>Reviewing and Reflecting on Own Progress</u>	E1	3	20	✓		✓			
M/616/0923	<u>Reviewing and Reflecting on Own Progress</u>	E2	3	30	✓		✓			
M/616/0940	<u>Setting Work-Related Targets</u>	E1	2	20	✓					
T/616/0941	<u>Setting Work-Related Targets</u>	E2	2	30	✓					

Speaking and Listening at Work					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
K/616/1228	<u>Speaking and Listening at Work</u>	E1	3	30	✓		✓			
M/616/1229	<u>Speaking and Listening at Work</u>	E2	3	30	✓		✓			
H/616/1230	<u>Speaking and Listening at Work</u>	E3	3	30	✓		✓			
K/616/1231	<u>Speaking and Listening at Work</u>	1	3	27	✓		✓			

Stress Management					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
Y/616/0396	<u>Coping Strategies at Work</u>	E1	2	20	✓		✓			
D/616/0397	<u>Coping Strategies at Work</u>	E2	2	20	✓		✓			
H/616/0398	<u>Coping Strategies at Work</u>	E3	2	20	✓		✓			
L/616/0427	<u>Coping Strategies at Work</u>	1	2	18	✓		✓			
K/616/1018	<u>Stress Management</u>	E3	3	30	✓					
Y/616/1029	<u>Stress and Stress Management Techniques</u>	1	3	27	✓		✓			
M/617/0061	<u>Stress and Stress Management Techniques</u>	2	4	24	✓		✓			

Teamwork Skills					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
R/616/0350	<u>Being Part of a Group</u>	E1	2	20	✓		✓			
Y/616/0351	<u>Being Part of a Group</u>	E2	2	20	✓		✓			
D/616/0383	<u>Communication Skills for Group and Teamwork</u>	E3	3	30	✓					
H/616/0384	<u>Communication Skills for Group and Teamwork</u>	1	3	27	✓		✓			
T/617/0062	<u>Communication Skills for Group and Teamwork</u>	2	4	24	✓		✓			
K/616/1066	<u>Team Building Skills</u>	E3	3	30	✓					
F/616/1073	<u>Team Building Skills</u>	1	3	27	✓					
A/617/0063	<u>Team Building Skills</u>	2	4	24	✓					
D/616/1095	<u>Team Motivation</u>	E3	3	30	✓					
K/616/1097	<u>Team Motivation</u>	1	3	27	✓					
J/617/0065	<u>Team Motivation</u>	2	4	24	✓					
T/616/1099	<u>Teamwork Skills</u>	E3	3	30	✓		✓			
D/616/1100	<u>Teamwork Skills</u>	1	3	27	✓		✓			
L/617/0066	<u>Teamwork Skills</u>	2	4	24	✓		✓			
D/616/1212	<u>Working in a Team</u>	E1	3	30	✓		✓			
H/616/1213	<u>Working in a Team</u>	E2	3	30	✓		✓			

Time Management Skills					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
A/616/0861	<u>Managing Your Time</u>	E1	2	20	✓		✓			
F/616/0862	<u>Managing Your Time</u>	E2	2	20	✓		✓			
L/616/1108	<u>Time Management</u>	E3	3	30	✓					
R/616/1109	<u>Time Management</u>	1	3	27	✓					
R/617/0067	<u>Time Management</u>	2	4	24	✓					
D/616/1114	<u>Time Management Skills</u>	E1	1	10	✓					
H/616/1115	<u>Time Management Skills</u>	E2	1	10	✓					

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Travelling to and From Work					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
D/616/1002	<u>Skills for Travelling To and From Work</u>	E1	2	20	✓		✓			
H/616/1003	<u>Skills for Travelling To and From Work</u>	E2	2	20	✓		✓			
T/616/1006	<u>Skills for Travelling To and From Work</u>	E3	1	10	✓		✓			

Using ICT in the Workplace					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
Y/616/1192	<u>Using ICT in the Workplace</u>	E1	2	20	✓		✓			
D/616/1193	<u>Using ICT in the Workplace</u>	E2	2	20	✓		✓			
H/616/1194	<u>Using ICT in the Workplace</u>	E3	3	30	✓		✓			
K/616/1195	<u>Using ICT in the Workplace</u>	1	3	27	✓		✓			
D/617/0069	<u>Using ICT in the Workplace</u>	2	4	24	✓		✓			
T/616/1197	<u>Using ICT to Support Writing</u>	E3	1	10	✓		✓			
A/616/1198	<u>Using ICT to Support Writing</u>	1	1	9	✓		✓			

Using Money in the Workplace Components					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
L/616/0444	<u>Dealing with Debt</u>	E3	3	30	✓					
R/616/0445	<u>Dealing with Debt</u>	1	3	27	✓					
M/616/0601	<u>Handling Payment for Goods and Services</u>	E3	3	30	✓		✓			
R/617/0070	<u>Handling Payment for Goods and Services</u>	2	4	24	✓		✓			
L/616/1156	<u>Understanding Banks and Credit Cards</u>	E3	3	30	✓					
D/616/1159	<u>Understanding Banks and Credit Cards</u>	1	3	27	✓					
F/616/1199	<u>Using Money in the Workplace</u>	E1	2	20	✓		✓			
K/616/1200	<u>Using Money in the Workplace</u>	E2	2	20	✓		✓			

Using Numeracy Skills in the Workplace					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
M/616/1201	<u>Using Numeracy Skills in the Workplace</u>	E1	2	20	✓		✓			
T/616/1202	<u>Using Numeracy Skills in the Workplace</u>	E2	2	20	✓		✓			
A/616/1203	<u>Using Numeracy Skills in the Workplace</u>	E3	3	30	✓		✓			
F/616/1204	<u>Using Numeracy Skills in the Workplace</u>	1	3	27	✓		✓			
Y/617/0071	<u>Using Numeracy Skills in the Workplace</u>	2	4	24	✓		✓			

Using Writing Skills in the Workplace					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
R/616/1207	<u>Using Writing Skills in the Workplace</u>	E2	2	20	✓		✓			
L/616/1206	<u>Using Writing Skills in the Workplace</u>	E1	2	20	✓		✓			
A/616/1220	<u>Writing Needs at Work</u>	E3	1	10	✓					
F/616/1221	<u>Writing Needs at Work</u>	1	1	9	✓					
J/616/1222	<u>Writing Notes and Emails</u>	E3	1	10	✓		✓			
L/616/1223	<u>Writing Notes and Emails</u>	1	1	9	✓		✓			

Volunteering					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
D/617/0072	<u>Learning from Volunteering</u>	2	3	16	✓					
Y/616/1208	<u>Volunteering</u>	E1	2	20	✓					
D/616/1209	<u>Volunteering</u>	E2	2	20	✓					
R/616/1210	<u>Volunteering</u>	E3	2	20	✓					
Y/616/1211	<u>Volunteering</u>	1	1	9	✓					

Work Experience					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
Y/616/0849	<u>Learning from Work Placement</u>	E1	2	20	✓					

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Work Experience					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
L/616/0850	<u>Learning from Work Placement</u>	E2	2	20	✓					
M/616/0887	<u>Preparation for a Work Placement</u>	E1	2	20	✓					
M/616/0890	<u>Preparation for a Work Placement</u>	E2	2	20	✓					
T/616/0891	<u>Preparation for Work Experience</u>	E3	1	10	✓					
A/616/0892	<u>Preparation for Work Experience</u>	1	1	9	✓					
F/616/0893	<u>Preparation for Work Experience</u>	2	1	8	✓					
A/616/1184	<u>Undertaking Work Experience</u>	E3	3	30	✓		✓			
F/616/1185	<u>Undertaking Work Experience</u>	1	3	27	✓		✓			
H/617/0073	<u>Undertaking Work Experience</u>	2	4	24	✓		✓			

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 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.
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.
Entry 3	Has basic knowledge and understanding to carry out structured tasks and activities in familiar contexts; and Knows and understands the steps needed to complete structured tasks and activities in familiar contexts.	Carry out structured tasks and activities in familiar contexts. Be aware of the consequences of actions for self and others.
Level 1	Has basic factual knowledge of a subject and/or knowledge of facts, procedures and ideas to complete well-defined routine tasks and address simple problems; and Is aware of aspects of information relevant to the area of study or work.	Use basic cognitive and practical skills to complete well-defined routine tasks. Select and use relevant information. Identify whether actions have been effective.
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.



Section 4 – Assessment

Centre requirements

As an Awarding Organisation, we require that:

Tutors have relevant teaching experience and/or a qualification, and experience and/or a qualification in the relevant subject area. Suitable teaching qualifications include:

- Level 3 or 4 Preparing to Teach in the Lifelong Learning Sector (PTLLS) or above
- Level 3 Education and Training or above
- Diploma or Certificate in Education
- Bachelors or Masters Degree in Education

Assessors have an assessor qualification or evidence of recent relevant experience. Suitable assessor qualifications include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 Assess Candidate Performance using a Range of Methods
- D32 Assess Candidate Performance and D33 Assess Candidate using Differing Sources of Evidence

Internal Verifiers (IV) have an internal verification qualification or evidence of recent relevant experience. Suitable internal verification qualifications include:

- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process

How these qualifications are assessed

These qualifications may be assessed through:

- 1) an internally set, internally marked and externally verified portfolio of evidence. Guidance on our expectations is available in 'A Guide to Assessing AIM Qualifications' available in Section 5: Appendices.
- 2) an externally set, externally marked online multiple choice exam (for particular components only). The online multiple choice exam must be invigilated by an AIM approved invigilator.

Centres may use one or both of the above assessment methods in the assessment of the qualification.

Where a multiple choice exam is available for a particular component, this will be stated on the individual component. Where a component may be assessed through either a portfolio of evidence, or an externally set, externally marked online multiple choice exam, the centre must choose one of these assessment methods in the assessment of that component.

Entry 1 Achievement continuum

Learners completing Entry 1 components within these qualifications are assessed using the Entry 1 Achievement Continuum. The Continuum describes the characteristics the learner should display at each of the 10 stages, from Encounter to Application.

Assessors may record their assessment judgements on the Entry 1 Learner Transcript Template indicating the stage on the continuum at which the learner has achieved the assessment. Where possible, the Assessor

statement should use the terminology of the Achievement Continuum to reflect what the learner has achieved.

Use of the Entry 1 Learner Transcript Template is optional.

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.



Section 5 – Operational guidance

Offering these qualifications

Centres wishing to offer these qualifications 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 these qualifications.

All procedures for the use of these qualifications, 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 these qualifications 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 to these qualifications via our Quartzweb portal, at this point you can also select their chosen components. Please ensure that learners are registered against the correct qualification and are aware of the rules of combination required to achieve the qualification.

For all registration and certification processes, please refer to the Quartzweb 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.

Scheduling learners for the online Multiple-Choice Question (MCQ) assessments

Once your learners have been registered against the relevant qualification(s) using the process above, you are now able to schedule your learners for the MCQ assessments using XAMS. Please refer to the XAMS centre guidance document for details. Please note you need to schedule your learners at least 48 hours before the planned time of assessment.

Delivering the MCQ assessments

Assessments must be delivered following the requirements in the AIM invigilation guidance for external assessments.

At the end of the MCQ assessment

Once the learner has completed the assessment, you can check the result in the results screen on XAMS. The results are automatically sent to AIM, and where learners have met the rules of combination for the particular qualification, they will be issued with a qualification certificate with details of the qualification and components achieved. Please refer to the Being an AIM centre document for service standard times on the issuing of learner certificates.

Fees and charges

The AIM Fees and Charges brochure includes all qualification charges and is available on our website. Please note that registrations will not be processed if centre fees have not been paid.



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 3 - [Fees and Charges](#)

Link 4 - [Qualification Search](#)

Appendix

Link 1 - [A Guide to Assessing AIM Qualification](#)

Link 2 - [Entry 1 Achievement Continuum](#)

Link 3 - [Entry 1 Learner Transcript Template](#)

Link 4 - [Guidance for using Entry 1 Assessment Continuum and Exemplar Learner Transcripts](#)

Link 5 - [Skills for Working in Creative and Design Industries Development Tracking](#)

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.

Level 1	
Compare	Looking at similarities and differences.
Demonstrate	Complete a practical task or activity to show competence.
Describe	Write or speak about the topic or activity.
Give (an example of...)	Provide relevant examples for the topic.
Give ways	Provide information about how to support the topic.
Identify	List or name the main points
Illustrate	Give clear information with examples (eg spoken, written, pictures, diagrams etc)
List	State or make a list of items, words, statements or comments
Outline	Identify briefly the main points
State	Give the main points in brief, clear sentences
Summarise	Briefly present the main points

Level 2	
Assess	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something and come to a conclusion where needed.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase or process.
Demonstrate	Apply skills in a practical situation.
Describe	Write or speak about the topic or activity giving information. Statements in the response need to be developed as they are often linked but do not need to include a justification or reason.
Estimate	Give an approximate decision or opinion using previous knowledge or experience.
Explain	Make clear. Give reasons for. An explanation requires a justification/exemplification of a point. The answer must contain some element of reasoning/justification, this can include mathematical/logical explanations.
Evaluate	Examine strengths and weaknesses. Make points for and against.
Give (an example of...)	Provide relevant examples for the topic.
Identify	Provide brief information about a subject, specific process, or activity.
Illustrate	Give clear information or descriptions with examples (e.g. spoken, written, pictures, diagrams etc).
Order	Place information in a logical sequence.
Outline	Identify or briefly describe the main points.
State	Give the main points in brief, clear sentences.
Summarise	Briefly present an abstract of the main points.

Level 3	
Analyse	Learners present the outcome of methodical and detailed examination either: breaking down a theme, topic, or situation in order to interpret and study the interrelationships between the parts. and/or of information or data to interpret and study key trends and interrelationships.
Assess	Learners present careful consideration of varied factors or events that apply to a specific situation or identify those which are the most important or relevant and arrive at a conclusion.
Compare and Contrast	Learners can identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages, and disadvantages. This is used to show depth of knowledge through selection and isolation of characteristics.
Create	To produce work in response to a brief or to apply skills and techniques to meet an intention.
Demonstrate	Learners' work or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Learners give a clear, objective account in their own words showing recall and, in some cases application, of the relevant features and information about a subject.
Discuss	Explore issues, lines of reasoning and situations, articulating different viewpoints.
Estimate	Give an approximate decision or opinion using previous knowledge or experience.
Evaluate	Review information then bring it together to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information. Come to a supported judgement of a subject's qualities and relation to its context.
Explain	Learners' work shows clear details and gives reasons and/or evidence to support an opinion, view, or argument. It could show how conclusions are drawn.
Justify	Learners are able to give reasons or evidence to, support an opinion, or prove something right or reasonable.
Outline	Learners provide a general description or plan showing the essential features of something but not the detail.
Summarise	Briefly present an abstract of the main points.

All levels	
Calculate	Work out a numerical problem, showing how they arrived at their answer.