

AIM Qualifications Suite of Skills for Working in Health, Lifestyle and Science Industries Specification

VERSION 4 MARCH 2022



Document version history

Version number	Date	Description
2	September 2021	<ul style="list-style-type: none">Qualification withdrawal dates added for the withdrawn qualifications
3	March 2022	<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)
4	July 2025	<ul style="list-style-type: none">Review date changed to 31/07/2027 for the following qualifications in this specification: Entry 3 Award / Entry 3 Certificate /Level 1 Award /Level 1 Extended Award /Level 1 Certificate /Level 1 Diploma /Level 2 Award /Level 2 Certificate /Level 2 Diploma

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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. All our UK Level 3 qualifications carry UCAS tariff points which can count towards university entry requirements.

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 Health, Lifestyle and Science Industries Qualification Specification.

This specification contains everything you need to know about the suite of 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 Specification is in use.

AIM Qualifications Entry 1 Award in Skills for Working in Health, Lifestyle and Science Industries*

AIM Qualifications Entry 2 Award in Skills for Working in Health, Lifestyle and Science Industries*

AIM Qualifications Entry 2 Extended Award in Skills for Working in Health, Lifestyle and Science Industries*

AIM Qualifications Entry 3 Award in Skills for Working in Health, Lifestyle and Science Industries

AIM Qualifications Entry 3 Extended Award in Skills for Working in Health, Lifestyle and Science Industries*

AIM Qualifications Entry 3 Certificate in Skills for Working in Health, Lifestyle and Science Industries

AIM Qualifications Entry 3 Extended Certificate in Skills for Working in Health, Lifestyle and Science Industries*

AIM Qualifications Level 1 Award in Skills for Working in Health, Lifestyle and Science Industries

AIM Qualifications Level 1 Extended Award in Skills for Working in Health, Lifestyle and Science Industries

AIM Qualifications Level 1 Certificate in Skills for Working in Health, Lifestyle and Science Industries

AIM Qualifications Level 1 Extended Certificate in Skills for Working in Health, Lifestyle and Science Industries*

AIM Qualifications Level 1 Diploma in Skills for Working in Health, Lifestyle and Science Industries

AIM Qualifications Level 2 Award in Skills for Working in Health, Lifestyle and Science Industries

AIM Qualifications Level 2 Extended Award in Skills for Working in Health, Lifestyle and Science Industries*

AIM Qualifications Level 2 Certificate in Skills for Working in Health, Lifestyle and Science Industries

AIM Qualifications Level 2 Extended Certificate in Skills for Working in Health, Lifestyle and Science Industries*

AIM Qualifications Level 2 Diploma in Skills for Working in Health, Lifestyle and Science Industries

*Withdrawn 30/04/2022

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
- Transport and Logistics

The AIM Qualifications Suite of Skills for Working in Health, Lifestyle and Science Industries 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 sport, travel and tourism and health industries. These qualifications have been developed in conjunction with employers, training providers and subject matter experts.

This combination of knowledge and experience has resulted in a suite of qualifications which truly reflect the knowledge, skills and understanding which individuals require when employed in these roles. Details about each qualification can be found later in this document, however, all qualifications are based on three guiding principles. These are as follows.

Vocational Teaching, Learning and Assessment

All qualifications have strong emphasis on vocational teaching, learning and assessment where learners develop a practical understanding of key competences based on fundamental underpinning knowledge.

This approach enables centres to deliver dynamic and interactive teaching where role plays, scenarios and demonstrations are key teaching, learning and assessment tools.

Flexible Curriculum

All qualifications present centres with an opportunity to determine the most appropriate content for a qualification where, through appropriate rules of combination, learners can engage with components above or below their primary level of study. This enables centres to select components which present both a challenge and variety to a learner's experience.

Developing Employability Skills

All qualifications present centres with an opportunity to combine (subject to rules of combination criteria) components focused on developing employability skills. These skills are aimed at meeting the expectations of employers and are transferable from one operational role to another.

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Employability components will add further variety to curricula design which, when delivered in particular sequences, can support a learner's understanding of, and engagement with, vocationally specific components.

These qualifications range from Entry 1 to Level 2 of the Regulated Qualifications Framework (RQF). As such, these qualifications are recognised internationally as well as within the UK which will support a learner who is seeking employment in a health, lifestyle and science industry, or one who is seeking to progress within their role.

To ensure these qualifications maintains its currency and meets the requirements of employers, all qualifications are periodically reviewed. Representatives from employers training providers, subject matter experts and the broader subject sector area are key stakeholders in all periodic reviews.

Qualification details

AIM Qualification Entry 1 Award in Skills for Working in Health, Lifestyle and Science Industries

Qualification	Flexibilities
Assessment	Portfolio of evidence and/or practical
Grading	Pass/fail
Geographical coverage	England
Operational start date	01/08/2018
Operational end date	30/04/2022
Certification end date	30/04/2025
Sector	1.3 Health and Social Care
Qualification number	603/1815/6
Guided Learning Hours (GLH)	30
Total Qualification Time (TQT)	30
Minimum learner age	N/A

AIM Qualification Entry 2 Award in Skills for Working in Health, Lifestyle and Science Industries

Qualification	Flexibilities
Assessment	Portfolio of evidence and/or practical
Grading	Pass/fail
Geographical coverage	England
Operational start date	01/08/2018
Operational end date	30/04/2022
Certification end date	30/04/2025
Sector	1.3 Health and Social Care
Qualification number	603/1820/X
Guided Learning Hours (GLH)	30
Total Qualification Time (TQT)	30
Minimum learner age	N/A

AIM Qualification Entry 2 Extended Award in Skills for Working in Health, Lifestyle and Science Industries

Qualification	Flexibilities
Assessment	Portfolio of evidence and/or practical
Grading	Pass/fail
Geographical coverage	England
Operational start date	01/08/2018
Operational end date	30/04/2022
Certification end date	30/04/2025
Sector	1.3 Health and Social Care
Qualification number	603/1821/1
Guided Learning Hours (GLH)	90
Total Qualification Time (TQT)	90
Minimum learner age	N/A

AIM Qualification Entry 3 Award in Skills for Working in Health, Lifestyle and Science Industries

Qualification	Flexibilities
Assessment	Portfolio of evidence and/or practical
Grading	Pass/fail
Geographical coverage	England
Operational start date	01/08/2018
Review date	31/07/2027
Sector	1.3 Health and Social Care
Qualification number	603/1826/0
Guided Learning Hours (GLH)	30
Total Qualification Time (TQT)	30
Minimum learner age	N/A

AIM Qualification Entry 3 Extended Award in Skills for Working in Health, Lifestyle and Science Industries

Qualification	Flexibilities
Assessment	Portfolio of evidence and/or practical
Grading	Pass/fail
Geographical coverage	England
Operational start date	01/08/2018
Operational end date	30/04/2022
Certification end date	30/04/2025
Sector	1.3 Health and Social Care
Qualification number	603/1827/2
Guided Learning Hours (GLH)	90
Total Qualification Time (TQT)	90
Minimum learner age	N/A

AIM Qualification Entry 3 Certificate in Skills for Working in Health, Lifestyle and Science Industries

Qualification	Flexibilities
Assessment	Portfolio of evidence and/or practical
Grading	Pass/fail
Geographical coverage	England
Operational start date	01/08/2018
Review date	31/07/2027
Sector	1.3 Health and Social Care
Qualification number	603/1828/4
Guided Learning Hours (GLH)	150
Total Qualification Time (TQT)	150
Minimum learner age	N/A

AIM Qualification Entry 3 Extended Certificate in Skills for Working in Health, Lifestyle and Science Industries

Qualification	Flexibilities
Assessment	Portfolio of evidence and/or practical
Grading	Pass/fail
Geographical coverage	England
Operational start date	01/08/2018
Operational end date	30/04/2022
Certification end date	30/04/2025
Sector	1.3 Health and Social Care
Qualification number	603/1829/6
Guided Learning Hours (GLH)	270
Total Qualification Time (TQT)	270
Minimum learner age	N/A

AIM Qualification Level 1 Award in Skills for Working in Health, Lifestyle and Science Industries

Qualification	Flexibilities
Assessment	Portfolio of evidence and/or practical
Grading	Pass/fail
Geographical coverage	England
Operational start date	01/08/2018
Review date	31/07/2027
Sector	1.3 Health and Social Care
Qualification number	603/1831/4
Guided Learning Hours (GLH)	54
Total Qualification Time (TQT)	60
Minimum learner age	N/A

AIM Qualification Level 1 Extended Award in Skills for Working in Health, Lifestyle and Science Industries

Qualification	Flexibilities
Assessment	Portfolio of evidence and/or practical
Grading	Pass/fail
Geographical coverage	England
Operational start date	01/08/2018
Review date	31/07/2027
Sector	1.3 Health and Social Care
Qualification number	603/1832/6
Guided Learning Hours (GLH)	78
Total Qualification Time (TQT)	87
Minimum learner age	N/A

AIM Qualification Level 1 Certificate in Skills for Working in Health, Lifestyle and Science Industries

Qualification	Flexibilities
Assessment	Portfolio of evidence and/or practical
Grading	Pass/fail
Geographical coverage	England
Operational start date	01/08/2018
Review date	31/07/2027
Sector	1.3 Health and Social Care
Qualification number	603/1833/8
Guided Learning Hours (GLH)	130
Total Qualification Time (TQT)	146
Minimum learner age	N/A

AIM Qualification Level 1 Extended Certificate in Skills for Working in Health, Lifestyle and Science Industries

Qualification	Flexibilities
Assessment	Portfolio of evidence and/or practical
Grading	Pass/fail
Geographical coverage	England
Operational start date	01/08/2018
Operational end date	30/04/2022
Certification end date	30/04/2025
Sector	1.3 Health and Social Care
Qualification number	603/1834/X
Guided Learning Hours (GLH)	233
Total Qualification Time (TQT)	261
Minimum learner age	N/A

AIM Qualification Level 1 Diploma in Skills for Working in Health, Lifestyle and Science Industries

Qualification	Flexibilities
Assessment	Portfolio of evidence and/or practical
Grading	Pass/fail
Geographical coverage	England
Operational start date	01/08/2018
Review date	31/07/2027
Sector	1.3 Health and Social Care
Qualification number	603/1835/1
Guided Learning Hours (GLH)	321
Total Qualification Time (TQT)	360
Minimum learner age	N/A

AIM Qualification Level 2 Award in Skills for Working in Health, Lifestyle and Science Industries

Qualification	Flexibilities
Assessment	Portfolio of evidence and/or practical
Grading	Pass/fail
Geographical coverage	England
Operational start date	01/08/2018
Review date	31/07/2027
Sector	1.3 Health and Social Care
Qualification number	603/1836/3
Guided Learning Hours (GLH)	48
Total Qualification Time (TQT)	78
Minimum learner age	N/A

AIM Qualification Level 2 Extended Award in Skills for Working in Health, Lifestyle and Science Industries

Qualification	Flexibilities
Assessment	Portfolio of evidence and/or practical
Grading	Pass/fail
Geographical coverage	England
Operational start date	01/08/2018
Operational end date	30/04/2022
Certification end date	30/04/2025
Sector	1.3 Health and Social Care
Qualification number	603/1837/5
Guided Learning Hours (GLH)	69
Total Qualification Time (TQT)	112
Minimum learner age	N/A

AIM Qualification Level 2 Certificate in Skills for Working in Health, Lifestyle and Science Industries

Qualification	Flexibilities
Assessment	Portfolio of evidence and/or practical
Grading	Pass/fail
Geographical coverage	England
Operational start date	01/08/2018
Review date	31/07/2027
Sector	1.3 Health and Social Care
Qualification number	603/1838/7
Guided Learning Hours (GLH)	115
Total Qualification Time (TQT)	187
Minimum learner age	N/A

AIM Qualification Level 2 Extended Certificate in Skills for Working in Health, Lifestyle and Science Industries

Qualification	Flexibilities
Assessment	Portfolio of evidence and/or practical
Grading	Pass/fail
Geographical coverage	England
Operational start date	01/08/2018
Operational end date	30/04/2022
Certification end date	30/04/2025
Sector	1.3 Health and Social Care
Qualification number	603/1839/9
Guided Learning Hours (GLH)	206
Total Qualification Time (TQT)	336
Minimum learner age	N/A

AIM Qualification Level 2 Diploma in Skills for Working in Health, Lifestyle and Science Industries

Qualification	Flexibilities
Assessment	Portfolio of evidence and/or practical
Grading	Pass/fail
Geographical coverage	England
Operational start date	01/08/2018
Review date	31/07/2027
Sector	1.3 Health and Social Care
Qualification number	603/1840/5
Guided Learning Hours (GLH)	293
Total Qualification Time (TQT)	478
Minimum learner age	N/A

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

Learners can progress within the suite of Skills for Health, Lifestyle and Science Industries or exit this pathway at any point to undertake a qualification at the same or higher level and within the same subject area.

Entry requirements

It is recommended that learners have a minimum of Level 2 literacy and numeracy skills or Grade C GCSE English and Maths, or equivalent.

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.

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.



Section 2 – Rules of combination

Qualification structure: Entry 1

	Award
Total credits required	3
Full description of Rules of Combination	Learners must achieve a minimum of 3 credits from the Health, Lifestyle and Science Group at Entry 1 only.

Qualification structure: Entry 2

	Award	Extended Award
Total credits required	3	9
Full description of Rules of Combination	Learners must achieve a minimum of 3 credits from the Health, Lifestyle and Science Group at Entry 2 only.	Learners must achieve a minimum of 6 credits from the Health, Lifestyle and Science 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.

Qualification structure: Entry 3

	Award	Extended Award	Certificate	Extended Certificate
Total credits required	3	9	15	27
Full description of Rules of Combination	Learners must achieve a minimum of 3 credits from the Health, Lifestyle and Science Group at Entry 3 only.	Learners must achieve a minimum of 6 credits from the Health, Lifestyle and Science 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.	Learners must achieve a minimum of 10 credits from the Health, Lifestyle and Science 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.	Learners must achieve a minimum of 17 credits from the Health, Lifestyle and Science 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.

Qualification structure: Level 1

	Award	Extended Award	Certificate	Extended Certificate	Diploma
Total credits required	6	9	15	26	36
Full description of Rules of Combination	Learners must achieve a minimum of 6 credits from the Health, Lifestyle and Science Group at Level 1 only.	Learners must achieve a minimum of 6 credits from the Health, Lifestyle and Science 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.	Learners must achieve a minimum of 10 credits from the Health, Lifestyle and Science 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.	Learners must achieve a minimum of 16 credits from the Health, Lifestyle and Science 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.	Learners must achieve a minimum of 24 credits from the Health, Lifestyle and Science 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
Full description of Rules of Combination	Learners must achieve a minimum of 8 credits from the Health, Lifestyle and Science Group at Level 2 only.	Learners must achieve a minimum of 7 credits from the Health, Lifestyle and Science 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.	Learners must achieve a minimum of 13 credits from the Health, Lifestyle and Science 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.	Learners must achieve a minimum of 23 credits from the Health, Lifestyle and Science 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.	Learners must achieve a minimum of 33 credits from the Health, Lifestyle and Science 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.



Section 3 – Components



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.

Components

This section details the rules of combinations for the qualifications. Select the component titles to view the component details.

Component code	Component title	Level	Credit	GLH
Health, Lifestyle and Science Group: Health and Social Care Components				
R/617/1848	Being Active and Healthy	E2	1	10
T/617/1843	Exploring Working in Health and Social Care	E1	1	10
Y/617/1852	Health and Fitness	E3	3	30
R/617/1882	Health Promotion in Care Settings	2	4	24
Y/617/1866	Health and Lifestyle; Factors and Consequences	1	2	18
D/617/1867	Healthy Lifestyle; The Essentials	1	2	18
H/617/1868	Introducing Counselling Skills	1	6	54
K/617/1872	Mental Health and Well-being; The Fundamentals	1	2	18
K/617/1855	Nutrition and Weight Management	E3	4	40
H/617/1885	Nutrition, Healthy Eating and Weight Management	2	4	24
M/617/1856	Physical Activity, Diet and Health	E3	4	40
K/617/1886	Planning a Health and Fitness Programme for Others	2	5	32
T/617/1857	Planning a Healthy Diet	E3	3	30
T/617/1888	Providing Personal Care in Care Settings	2	4	24
A/617/1889	Providing Personal Care to Support Individuals to Eat and Drink	2	4	24
Y/617/1902	Psychology	2	4	24
M/617/1890	Psychology and Sport; The Relationship	2	4	24
R/617/1851	Supporting Others to be Healthy and Active	E2	2	20
F/617/1876	The Human Body	1	1	9
D/617/1898	The Role of the Care Worker in Caring for a Person with Dementia	2	4	24
J/617/1877	The Roles and Responsibilities of the Care Worker	1	4	36
L/617/1900	Understanding Physical Disabilities	2	4	24
Health, Lifestyle and Science Group: Sport, Leisure and Recreation Components				
J/617/1846	Assist in Planning an Expedition	E2	1	10
J/617/1863	Assisting a Fitness Instructor	1	4	36
L/617/1864	Assisting a Sport or Leisure Leader	1	4	36
L/617/1847	Assisting at a Sport or Leisure Event	E2	2	20

Component code	Component title	Level	Credit	GLH
L/617/1881	<u>Coaching: Principles and Practice</u>	2	5	32
K/617/1905	<u>Engaging in Individual Sports</u>	3	12	63
M/617/1906	<u>Engaging in Team Sports</u>	3	12	63
A/617/1844	<u>Exploring Working in the Sports or Leisure Sectors</u>	E1	1	10
D/617/1853	<u>Introduction to Coaching</u>	E3	3	30
D/617/1870	<u>Introduction to Sport and Leisure Legislation</u>	1	2	18
Y/617/1883	<u>Leading a Sport or Active Leisure Event</u>	2	5	32
A/617/1858	<u>Planning a Sport or Leisure Event</u>	E3	3	30
M/617/1873	<u>Planning an Expedition</u>	1	3	27
T/617/1891	<u>Reducing the Environmental Impact of Sports and Leisure Activities</u>	2	3	16
J/617/1894	<u>Risk Assessment in a Sports and Leisure Context</u>	2	3	16
F/617/1862	<u>Risks and Hazards in Sport and Active Leisure</u>	E3	2	20
L/617/1895	<u>Services Supporting Sport and Leisure</u>	2	3	16
R/617/1896	<u>Sport and Leisure Marketing</u>	2	4	24
T/617/1874	<u>Supporting an Expedition Leader</u>	1	6	54
Y/617/1897	<u>Sustainability in Sports and Leisure</u>	2	1	8
Health, Lifestyle and Science Group: Travel and Tourism Components				
D/617/1903	<u>Cruising as a Holiday Destination</u>	3	7	35
R/617/1865	<u>Developments in Travel and Tourism</u>	1	2	18
H/617/1904	<u>Emerging Travel and Tourism Opportunities</u>	3	5	28
F/617/1845	<u>Exploring Working in Travel and Tourism</u>	E1	1	10
K/617/1869	<u>Introduction to IT in Travel and Tourism Operations</u>	1	2	18
Y/617/1849	<u>Introduction to Tourist Destinations</u>	E2	1	10
H/617/1871	<u>Introduction to Travel and Tourism Legislation</u>	1	2	18
D/617/1884	<u>Leading a Visit to a Travel and Tourism Destination</u>	2	5	32
H/617/1854	<u>Marketing Travel and Tourism Destinations</u>	E3	3	30
F/617/1859	<u>Planning a Visit to a Tourist Destination</u>	E3	3	30
M/617/1887	<u>Planning Business Travel</u>	2	4	24
L/617/1850	<u>Promoting Travel and Tourism Destinations</u>	E2	2	20
F/617/1893	<u>Reducing the Environmental Impact of Travel and Tourism Operations</u>	2	3	16
T/617/1860	<u>Researching International Tourist Destinations</u>	E3	3	30

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Component code	Component title	Level	Credit	GLH
A/617/1861	<u>Researching UK Tourist Destinations</u>	E3	2	20
M/617/2215	<u>Sustainability in Travel and Tourism</u>	2	1	8
A/617/1875	<u>The Airline Industry</u>	1	2	18
H/617/1899	<u>The Travel and Tourism Environment</u>	2	4	24
T/617/1907	<u>Working Overseas in Travel and Tourism</u>	3	5	28

Component code	Component title	Level	Credit	GLH
Employability Group: Assertiveness and Decision Making Components				
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
T/616/0454	<u>Developing Assertiveness</u>	E2	2	20
Employability Group: Behaviour in the Workplace Components				
T/616/9963	<u>Adapting to Change at Work</u>	2	4	24
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
F/616/0392	<u>Conduct at Work</u>	E2	2	20
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
F/616/0876	<u>Personal Manner and Conduct</u>	E2	2	20
T/616/0910	<u>Relationships and Behaviour in the Workplace</u>	E2	2	20
D/616/0920	<u>Responsible Work Practice</u>	1	2	18
H/616/0921	<u>Responsible Work Practice</u>	2	1	8
Employability Group: Career Planning and Job Search Components				
A/616/0343	<u>Applying for Jobs or Courses</u>	E2	2	20

Component code	Component title	Level	Credit	GLH
R/616/0364	Career Planning	E3	3	30
Y/616/0365	Career Planning	1	3	27
M/616/9959	Career Planning	2	4	24
T/616/0583	Exploring Occupational Areas	E2	2	20
J/616/0586	Exploring the World of Work	E2	2	20
R/616/0588	Finding Jobs or Courses	E2	2	20
H/616/9960	Investigating a Career	2	4	24
L/616/0816	Job Applications	E3	1	10
Y/616/0818	Job Applications	1	1	9
D/616/0819	Job Seeking Skills	E3	1	10
Y/616/0821	Job Seeking Skills	1	3	27
K/616/9958	Job Seeking Skills	2	4	24
M/616/0856	Making Informed Career Choices	E2	2	20
K/616/1214	Working Patterns	1	1	9
Employability Group: Communication in the Workplace Components				
T/616/0373	Communication in the Workplace	E2	2	20
A/616/0374	Communication in the Workplace	E3	3	30
J/616/0376	Communication in the Workplace	1	3	27
K/616/9961	Communication in the Workplace	2	4	24
Employability: Confidence and Self Esteem Components				
F/616/0358	Building Confidence and Self Esteem	E2	2	20
J/616/0359	Building Confidence and Self Esteem	E3	3	30
A/616/0360	Building Confidence and Self Esteem	1	3	27
M/616/9962	Building Confidence and Self Esteem	2	4	24
Employability: Continuing Professional Development (CPD) Components				
M/616/0338	Action Planning to Improve Performance at Work	E2	2	20
H/616/0451	Developing a Personal Learning Programme	E3	3	30
K/616/0452	Developing a Personal Learning Programme	1	3	27
T/616/0597	Getting the Most Out of Training	E3	1	10
F/616/0599	Getting the Most Out of Training	1	1	9
A/616/9964	Improving Own Learning and Performance	2	4	24

Component code	Component title	Level	Credit	GLH
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
F/616/0859	<u>Managing Study</u>	E3	3	30
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
Employability: Customer Service Skills Components				
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
Employability: CV Writing Components				
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
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
L/616/0475	<u>Exploring a Curriculum Vitae (CV)</u>	E2	2	20
Y/616/0897	<u>Presenting Information about Self to an Employer</u>	E2	2	20
J/616/1219	<u>Writing a Curriculum Vitae (CV)</u>	E2	1	10
Employability: Discrimination at Work Components				

Component code	Component title	Level	Credit	GLH
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: Employability Skills Components				
M/616/0369	<u>Carrying out Market Research</u>	E2	2	20
K/616/0371	<u>Carrying out Work Tasks</u>	E2	4	40
A/616/0455	<u>Developing Meeting Skills</u>	E3	2	20
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
K/616/0595	<u>Following Instructions in the Workplace</u>	E2	2	20
M/616/0596	<u>Following Instructions in the Workplace</u>	E3	2	20
K/616/0676	<u>Introduction to Guiding Visitors</u>	E2	2	20
K/616/9975	<u>Leadership Skills</u>	2	4	24
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
H/616/0871	<u>Participate in an Occupational Taster</u>	E2	2	20
M/616/0873	<u>Participating in Vocational Tasters</u>	1	6	54
A/616/9995	<u>Participating in Vocational Tasters</u>	2	8	48
R/616/1224	<u>Presentation Skills</u>	E3	2	20
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
A/616/0939	<u>Selling Skills</u>	E2	2	20
L/617/0018	<u>Small Scale Research Project</u>	2	8	48
L/616/1044	<u>Supporting Workers Whose First Language is not English</u>	1	3	27

Component code	Component title	Level	Credit	GLH
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
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
T/616/1216	<u>Working to Standards</u>	E2	2	20
A/616/1217	<u>Working to Standards</u>	E3	3	30
Employability: Enterprise Skills Components				
K/616/1178	<u>Undertaking an Enterprise Project</u>	1	6	54
Y/617/0023	<u>Undertaking an Enterprise Project</u>	2	8	48
Employability: Equality and Diversity at Work Components				
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
Employability: Environmental Awareness in the Workplace Components				
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
Employability: Health and Safety in the Workplace Components				
L/616/0590	<u>Follow Health and Safety Procedures in the Workplace</u>	1	1	9
A/616/0617	<u>Health and Safety in the Workplace</u>	1	3	27
D/616/0593	<u>Follow Health and Safety Procedures in the Workplace</u>	2	1	8
H/617/0025	<u>Health and Safety in the Workplace</u>	2	4	24
Employability: ICT Components				
L/616/1237	<u>Computer Basics</u>	E3	3	30
R/616/1238	<u>Computer Security and Privacy</u>	E3	3	30
D/616/1257	<u>Developing and Presenting Information Using ICT</u>	E2	2	20
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
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

Component code	Component title	Level	Credit	GLH
K/617/0026	IT Communications	2	3	16
A/616/1282	IT User Fundamentals	E3	2	20
T/616/1281	IT Maintenance for Users	1	2	18
D/616/1288	Selecting Information Using the Internet	E3	1	10
L/616/1304	Spreadsheet Software Skills	E3	2	20
R/616/1305	Spreadsheet Software Skills	1	3	27
M/617/0027	Spreadsheet Software Skills	2	5	32
D/616/1307	The Internet and World Wide Web	E3	3	30
T/617/0028	Use E-Sources to Select Information	2	4	24
F/616/1445	Using ICT: Safe Working Practices	E2	2	20
M/616/1313	Using the Internet	1	3	27
A/617/0029	Using the Internet	2	5	32
L/616/1318	Word Processing Software Skills	E3	2	20
R/616/1319	Word Processing Software Skills	1	3	27
M/617/0030	Word Processing Software Skills	2	5	32
Employability: Induction to Work Components				
M/616/0341	Adjusting to a New Work Setting	E2	3	30
L/616/1450	Induction to the Workplace	E2	2	20
Employability: Interview Techniques Components				
Y/616/0883	Preparation for a Recruitment Interview	E3	2	20
D/616/0884	Preparation for a Recruitment Interview	1	1	9
A/617/0032	Preparation for a Recruitment Interview	2	3	16
L/616/0895	Preparing for an Interview	E2	2	20
M/616/1182	Undertaking an Interview	E2	1	10
Employability: Introduction to Vocational Industries at Work Components				
D/616/0772	Introduction to Health, Lifestyle and Science Industries	E2	2	20
M/616/0775	Introduction to Health, Lifestyle and Science Industries	E3	2	20
T/616/0776	Introduction to Health, Lifestyle and Science Industries	One	2	18
T/617/0210	Introduction to Health, Lifestyle and Science Industries	Two	3	16
Employability: Literacy Components				
R/616/1322	Engage in Discussion	E2	2	20

Component code	Component title	Level	Credit	GLH
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
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
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
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
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
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
Employability: Maths Components				
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

Component code	Component title	Level	Credit	GLH
T/617/0045	<u>Making Calculations</u>	2	4	24
M/616/1392	<u>Addition, Subtraction and Multiplication</u>	E2	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
D/616/1419	<u>Using Size, Shape and Measures</u>	E3	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
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
Employability: Mentoring Components				
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
Employability: Personal Presentation at Work Components				
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

Component code	Component title	Level	Credit	GLH
Employability: Problem Solving in the Workplace Components				
H/616/0448	Dealing with Work-Related Problems	E1	3	30
K/616/0449	Dealing with Work-Related Problems	E2	4	40
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
Employability: Rights and Responsibilities at Work Components				
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/616/1137	Understand Employment Responsibilities and Rights in Health, Lifestyle and Science Industries	1	3	27
Y/617/0202	Understand Employment Responsibilities and Rights in Health, Lifestyle and Science Industries	2	4	24
D/616/1162	Understanding Pensions	E3	1	10
M/616/1165	Understanding Pensions	1	1	9
Employability: Setting Targets Components				
F/616/0344	Appraisals and Setting Targets	E3	3	30
J/616/0345	Appraisals and Setting Targets	1	3	27
K/617/0060	Appraisals and Setting Targets	2	4	24
M/616/0923	Reviewing and Reflecting on Own Progress	E2	3	30
T/616/0941	Setting Work-Related Targets	E2	2	20
Employability: Speaking and Listening at Work Components				
M/616/1229	Speaking and Listening at Work	E2	3	30
H/616/1230	Speaking and Listening at Work	E3	3	30
K/616/1231	Speaking and Listening at Work	1	3	27
Employability: Stress Management Components				
D/616/0397	Coping Strategies at Work	E2	2	20
H/616/0398	Coping Strategies at Work	E3	2	20
L/616/0427	Coping Strategies at Work	1	2	18
K/616/1018	Stress Management	E3	3	30

Component code	Component title	Level	Credit	GLH
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
Employability: Teamwork Skills Components				
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
F/616/1073	<u>Team Building Skills</u>	1	3	27
A/617/0063	<u>Team Building Skills</u>	2	4	24
K/616/1097	<u>Team Motivation</u>	1	3	27
J/617/0065	<u>Team Motivation</u>	2	4	24
D/616/1100	<u>Teamwork Skills</u>	1	3	27
L/617/0066	<u>Teamwork Skills</u>	2	4	24
Employability: Time Management Skills Components				
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
H/616/1115	<u>Time Management Skills</u>	E2	1	10
Employability: Travelling to and From Work Components				
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
Employability: Using ICT in the Workplace Components				
D/616/1193	<u>Using ICT in the Workplace</u>	E2	2	20
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
A/616/1198	<u>Using ICT to Support Writing</u>	1	1	9
Employability: Using Money in the Workplace Components				
L/616/0444	Dealing with Debt	E3	3	30
R/616/0445	Dealing with Debt	1	3	27
M/616/0601	<u>Handling Payment for Goods and Services</u>	E3	3	30

Component code	Component title	Level	Credit	GLH
T/616/0602	<u>Handling Payment for Goods and Services</u>	1	3	27
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	2	20
D/616/1159	<u>Understanding Banks and Credit Cards</u>	1	3	27
K/616/1200	<u>Using Money in the Workplace</u>	E2	2	20
Employability: Using Numeracy Skills in the Workplace Components				
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
Employability: Using Writing Skills in the Workplace Components				
R/616/1207	<u>Using Writing Skills in the Workplace</u>	E2	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
Employability: Volunteering Components				
D/617/0072	<u>Learning from Volunteering</u>	2	3	16
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
Employability: Work Experience Components				
A/616/0892	<u>Preparation for Work Experience</u>	1	1	9
F/616/0893	<u>Preparation for Work Experience</u>	2	1	8
F/616/1185	<u>Undertaking Work Experience</u>	1	3	27
H/617/0073	<u>Undertaking Work Experience</u>	2	4	24



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.

A full version of the Entry 1 Achievement Continuum and Entry 1 Achievement Continuum Component Transcript template can be found in Section 5: Appendices.

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](#)

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.

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