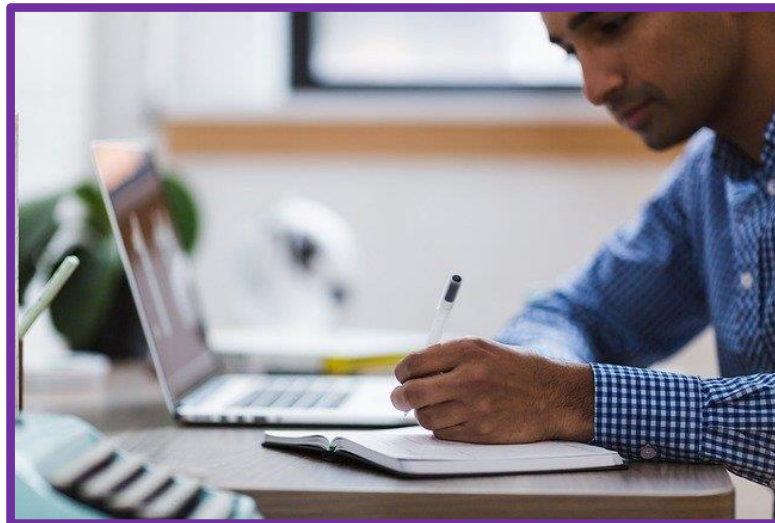




# AIM QUALIFICATIONS

## Level 2 Award in Preparation for Work and Study

Qualification Number: 603/6327/7



**Includes Endorsed Pathways:**

**Pathway 1** Preparation for Work

**Pathway 2** Preparation for Work and Enterprise

**Pathway 3** Pathway for Study

## Qualification Overview

<b>Title:</b>	AIM Qualifications Level 2 Award in Preparation for Work and Study
<b>Qualification Number:</b>	603/6327/7
<b>Level:</b>	Level 2
<b>Credit Value:</b>	12 credits
<b>Guided Learning Hours:</b>	96 hours
<b>Total Qualification Time:</b>	120 hours
<b>Qualification Objective:</b>	<p>This qualification has been designed to provide pathways into further study, including Apprenticeships, or directly into employment where a Level 2 qualification is the entry level requirement. By providing a range of study and employment-related skills that are equally applicable to work, work-based learning or Higher Education, this qualification allows learners to gain a range of academic and work-based skills to support them in later career and life choices.</p>
<b>Progression Routes:</b>	<p>On successful completion of the Level 2 Award in Preparation for Work and Study, learners may progress to a similar learning at the same or a higher level, including the AIM Qualifications Level 2 Certificate in Preparation for Work and Study.</p>
<b>Entry requirements:</b>	<p>There are no entry requirements for this qualification, except for a minimum age of 16.</p>
<b>Assessment method(s):</b>	<p>Assessment is through a Portfolio of Evidence/Workbook.</p>

## How is the qualification assessed?

The assessment process is as follows:

### Internal Assessment by Portfolio of Evidence

Where the assessment method for the qualification is by internally set assessments (Portfolio of Evidence), then centres are free to devise their own assessments for the qualification/unit.

- All assessments should be designed in such a way as to minimise the requirement for Reasonable Adjustments to be made.
- Centre devised assessments must allow learners to meet all of the requirements of the assessment criteria for each unit. Assessments must not require learners to produce evidence above and beyond that stipulated in the Assessment Criteria.
- Centres must then have these assessments approved by their IQA.

When devising assessments, centres may choose from a range of assessment methods but where assessment guidance is provided within a unit this must be adhered to unless otherwise agreed with Aim Qualifications.

Assessment methods must be valid, fair, reliable and safe leading to authentic, sufficient and current evidence produced by the candidate.

Holistic assessment is good practice wherever possible and permitted by the assessment strategy for the qualification if this exists.

Other guidance and sample documentation is available to recognised centres covering: planning assessment; recording achievement; planning, carrying out and documenting IQA.

### Reasonable Adjustment and Special Considerations

Reasonable adjustments and Special Considerations are available for all assessments, irrespective of whether they are internally or externally set.

Where a learner or group of learners may not be able to access the assessment without Reasonable Adjustments, centres should ensure that they apply in good time for relevant reasonable adjustments to be made, using the AIM Qualifications [Reasonable Adjustments and Special Considerations Policy](#) which gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.

## Qualification size

### About the RQF

The Regulated Qualifications Framework (RQF) provides a single, simple system for cataloguing all qualifications regulated by Ofqual. Qualifications are indexed by their level and size.

Levels indicate the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels supported by three “entry levels”.

Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in term of Total Qualification Time (TQT). The part of the TQT spent being taught or supervised is known as Guided Learning Hours (GLH).

### Guided Learning Hours (GLH)

GLH are defined as the time a learner spends being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training. This includes guidance or supervision time:

- a) With the simultaneous physical presence of the learner and that person, or
- b) Remotely by means of simultaneous electronic communication.

It does not include the number of hours a learner spends in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

### Total Qualification Time (TQT)

TQT is comprised of the following two elements:

- a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- b) An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or other form of participation in education or training, including assessment, which takes place as directed by – but unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

## Rules of Combination and level for this qualification

In order to achieve the AIM Qualifications Level 2 Award in Preparation for Work and Study, learners must achieve a minimum of 12 credits from any combination of units in Optional Unit groups A to E.

In order to achieve the AIM Qualifications Level 2 Award in Preparation for Work and Study (Preparation for Work), learners must achieve a minimum of 12 credits from any combination of units in Optional Unit Groups A and B.

In order to achieve the AIM Qualifications Level 2 Award in Preparation for Work and Study (Preparation for Work and Enterprise), learners must achieve a minimum of 12 credits from any combination of units in Optional Groups A to C.

In order to achieve the AIM Qualifications Level 2 Award in Preparation for Work and Study (Preparation for Study), learners must achieve a minimum of 12 credits from any combination of units in Optional Groups D and E.

### Optional Group A – Preparation for Work

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
<a href="#">Career Planning</a>	2	3	24	30	HC1/2/NQ/027	F/504/8648
<a href="#">Conflict Resolution</a>	2	3	24	30	HB1/2/NQ/141	M/504/8726
<a href="#">Developing Confidence and Self-Esteem</a>	2	1	8	10	HB1/2/NQ/160	A/507/1099
<a href="#">Developing Own Interpersonal Skills</a>	2	3	24	30	HB1/2/NQ/128	D/506/0662
<a href="#">Environmental Action in Communities</a>	2	2	16	20	QA1/2/NQ/006	D/506/9040
<a href="#">Improving Assertiveness and Decision Making Skills</a>	2	3	24	30	HB6/2/NQ/008	F/505/8709
<a href="#">Introduction to Self Employment</a>	2	2	10	20	HC4/2/NQ/041	F/504/6530

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
<a href="#">Introduction to Social Work</a>	2	3	24	30	EE2/2/NQ/002	H/505/2093
<a href="#">Management</a>	2	3	24	30	AA3/2/NQ/003	H/505/6726
<a href="#">Marketing</a>	2	3	24	30	BA1/2/NQ/002	K/505/6730
<a href="#">Planning a Career in Social Care or Social Work</a>	2	3	24	30	PR1/2/NQ/018	L/507/6386
<a href="#">Recognising Leadership Skills</a>	2	2	16	20	HC4/2/NQ/036	M/505/0220
<a href="#">Responsible Work Practice</a>	2	1	8	10	HC1/2/NQ/017	A/505/4481
<a href="#">Stress and Stress Management Techniques</a>	2	3	24	30	HB3/2/NQ/003	H/504/8819
<a href="#">Time Management Skills</a>	2	2	16	20	HB1/2/NQ/113	K/505/5500
<a href="#">Understanding Business Organisations</a>	2	3	24	30	AY7/2/NQ/003	F/504/9587
<a href="#">Understanding Disability, Society and the Law</a>	2	3	24	30	PT1/2/NQ/084	R/504/8590
<a href="#">Understanding Retail Consumer Law</a>	2	2	16	20	EC3/2/NQ/001	R/505/2350
<a href="#">Understanding the Law for Public Services Workers</a>	2	6	48	60	EC3/2/NQ/002	T/506/3356
<a href="#">Undertaking an Enterprise Project</a>	2	3	24	30	HC4/2/NQ/058	D/507/6019
<a href="#">Working with Data and Probability</a>	2	3	24	30	HD4/2/NQ/015	F/505/2165

## Optional Group B – Work Skills

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
<a href="#">Aspects of Citizenship</a>	2	3	24	30	HE4/2/NQ/011	Y/504/8512
<a href="#">Business Skills</a>	2	3	24	30	AY6/2/NQ/005	Y/505/6707
<a href="#">Business Studies</a>	2	3	24	30	AY5/2/NQ/001	D/505/6708
<a href="#">Communicate in a Business Environment</a>	2	3	18	30	AY6/2/NQ/002	L/505/3285
<a href="#">Communicating Information</a>	2	1	8	10	HC7/2/NQ/004	H/508/4963
<a href="#">Conflict Resolution</a>	2	2	24	20	HB1/2/NQ/167	K/508/4964
<a href="#">Data Protection and Confidentiality in a Working Environment</a>	2	3	24	30	AJ4/2/NQ/001	H/505/6712
<a href="#">Financial Management</a>	2	3	24	30	AY5/2/NQ/003	M/505/6714
<a href="#">Handle Mail</a>	2	3	17	30	AY6/2/NQ/010	J/505/6363
<a href="#">How to Run Effective Meetings</a>	2	1	8	10	AF6/2/NQ/001	F/505/6720
<a href="#">Improving Punctuation and Grammar Skills</a>	2	3	24	30	HD3/2/NQ/021	L/504/8488
<a href="#">Introduction to Business</a>	2	3	24	30	AB1/2/NQ/008	H/505/1977
<a href="#">Introduction to Business Administration</a>	2	1	8	10	HC4/2/NQ/025	Y/504/9899
<a href="#">Law in the Workplace</a>	2	4	21	40	EC1/2/NQ/007	F/504/0629
<a href="#">Management</a>	2	3	24	30	AA3/2/NQ/003	H/505/6726

<a href="#">Marketing</a>	2	3	24	30	BA1/2/NQ/002	K/505/6730
<a href="#">Meet and Welcome Visitors</a>	2	3	23	30	AY7/2/NQ/002	Y/505/3290
<a href="#">Minute Taking</a>	2	3	24	30	AF6/2/NQ/002	L/505/6736
<a href="#">Note Taking</a>	2	3	24	30	HB1/2/NQ/086	K/505/2113
<a href="#">Planning and Reviewing Learning</a>	2	2	20	20	HC7/2/NQ/005	T/508/4966
<a href="#">Risk Management</a>	2	1	8	10	AG8/2/NQ/001	Y/505/6738
<a href="#">Social Work Practice</a>	2	3	24	30	PR1/2/NQ/019	A/507/6383
<a href="#">Solve Business Problems</a>	2	3	24	30	AY5/2/NQ/005	R/505/6365
<a href="#">Spreadsheets</a>	2	3	24	30	CP3/2/NQ/002	A/505/2150
<a href="#">Undertaking an Enterprise Project</a>	2	3	24	30	HC4/2/NQ/058	D/507/6019
<a href="#">Use Office Equipment</a>	2	4	18	40	AY8/2/NQ/001	M/505/9127
<a href="#">Using Email</a>	2	3	20	30	CR3/2/NQ/005	D/505/3310
<a href="#">Using the Internet</a>	2	4	30	40	CR3/2/NQ/006	K/505/3312
<a href="#">Word Processing</a>	2	3	24	30	CQ1/2/NQ/002	T/505/2163
<a href="#">Working in a Group</a>	2	3	24	30	HB1/2/NQ/093	A/505/2164
<a href="#">Working with Data and Probability</a>	2	3	24	30	HD4/2/NQ/015	F/505/2165
<a href="#">Writing for Meaning Skills</a>	2	3	24	30	HD3/2/NQ/014	J/503/3391

### Optional Group C - Entrepreneurship and Enterprise Skills

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
<a href="#">Developing Confidence and Self-Esteem</a>	2	1	8	10	HB1/2/NQ/160	A/507/1099
<a href="#">Exploring Entrepreneurship</a>	2	1	10	10	HB7/2/NQ/016	R/507/1111
<a href="#">International Aspects of Business</a>	2	3	24	30	AA3/2/NQ/002	R/505/6723
<a href="#">Undertaking an Enterprise Project</a>	2	3	24	30	HC4/2/NQ/058	D/507/6019
<a href="#">Understanding Motivation</a>	2	1	8	10	HB7/2/NQ/017	Y/507/1109

### Group D – Preparation for Study

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
<a href="#">Action Planning for Own Development</a>	2	2	16	20	HB1/2/NQ/084	T/505/1952
<a href="#">Calculations</a>	2	3	24	30	HD4/2/NQ/013	Y/505/1958
<a href="#">Critical Thinking</a>	2	3	24	30	HB1/2/NQ/085	A/505/1967
<a href="#">Development of Social Policy</a>	2	3	30	30	EE3/2/NQ/001	J/507/0697
<a href="#">Equality and Diversity</a>	2	3	24	30	HC4/2/NQ/014	R/505/1974
<a href="#">Essay Writing</a>	2	3	21	30	HD3/2/NQ/016	Y/505/1975
<a href="#">Ethical Issues in Social Policy</a>	2	3	30	30	EE3/2/NQ/002	L/507/0698

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
<a href="#">Information Literacy</a>	2	3	24	30	HD3/2/NQ/017	D/505/1976
<a href="#">Introduction to History</a>	2	3	24	30	DB6/2/NQ/002	Y/504/9742
<a href="#">Introduction to Law in the United Kingdom</a>	2	3	24	30	EC1/2/NQ/003	F/505/1999
<a href="#">Introduction to Literature</a>	2	3	24	30	FC4/2/NQ/001	K/505/2001
<a href="#">Note Taking</a>	2	3	24	30	HB1/2/NQ/086	K/505/2113
<a href="#">Oral Communication Skills</a>	2	3	24	30	HD2/2/NQ/001	M/505/2114
<a href="#">Oral Presentation Skills</a>	2	2	16	20	HB6/2/NQ/006	L/505/3206
<a href="#">Plagiarism</a>	2	1	7	10	HB1/2/NQ/171	F/615/5774
<a href="#">Planning and Reviewing Learning</a>	2	2	20	20	HC7/2/NQ/005	T/508/4966
<a href="#">Portfolio Building</a>	2	1	7	10	HB1/2/NQ/088	J/505/2118
<a href="#">Punctuation and Grammar</a>	2	2	16	20	HD3/2/NQ/018	A/505/2133
<a href="#">Reading and Understanding</a>	2	3	24	30	HD3/2/NQ/019	J/505/2135
<a href="#">Research Methods</a>	2	3	30	30	EE3/2/NQ/007	J/615/5775
<a href="#">Research Project</a>	2	3	14	30	HB1/2/NQ/089	H/505/2143
<a href="#">Revision and Exam Skills</a>	2	3	24	30	HB1/2/NQ/090	M/505/2310
<a href="#">Scientific: Practical Investigation</a>	2	2	20	20	RA1/2/NQ/022	K/507/0692

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
<a href="#">Setting Learning Goals</a>	2	3	24	30	HB1/2/NQ/091	A/505/2147
<a href="#">Spelling</a>	2	3	24	30	HD3/2/NQ/020	Y/505/4326
<a href="#">Spreadsheets</a>	2	3	24	30	CP3/2/NQ/002	A/505/2150
<a href="#">Study Management</a>	2	2	14	20	HB1/2/NQ/092	M/505/2162
<a href="#">Working with Data and Probability</a>	2	3	24	30	HD4/2/NQ/015	F/505/2165

### Optional Group E – Additional Study Units – Academic Subjects

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
<a href="#">Atomic Structure</a>	2	2	20	20	RA1/2/NQ/017	A/507/0714
<a href="#">Chemistry: Structure and Changes</a>	2	3	30	30	RA1/2/NQ/018	Y/507/0686
<a href="#">Children's Social and Emotional Development</a>	2	3	24	30	HF1/2/NQ/028	H/505/1574
<a href="#">Communication in a Social Care or Social Work Context</a>	2	3	24	30	PR1/2/NQ/017	J/507/6385
<a href="#">Consumer Law</a>	2	2	16	20	EC1/2/NQ/004	L/504/9771
<a href="#">Family Law</a>	2	4	21	40	EC1/2/NQ/005	H/504/0400
<a href="#">History: Period Study</a>	2	3	24	30	DB2/2/NQ/001	H/504/2390
<a href="#">Human Health and Disease</a>	2	3	30	30	RH4/2/NQ/009	J/615/9261
<a href="#">Human Life Processes</a>	2	2	20	20	RA1/2/NQ/019	R/507/0685

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
<a href="#">Human Physiology</a>	2	6	60	60	RH4/2/NQ/010	L/615/9262
<a href="#">Introduction to Computer Studies</a>	2	3	24	30	CN1/2/NQ/001	T/505/1983
<a href="#">Introduction to Education</a>	2	3	24	30	GA1/2/NQ/003	F/505/1985
<a href="#">Introduction to Humanities</a>	2	3	24	30	EE2/2/NQ/001	A/505/1998
<a href="#">Introduction to Life Science</a>	2	3	24	30	RH8/2/NQ/001	H/505/2000
<a href="#">Introduction to Literature</a>	2	3	24	30	FC4/2/NQ/001	K/505/2001
<a href="#">Introduction to Psychology</a>	2	3	24	30	PK1/2/NQ/001	R/505/2090
<a href="#">Introduction to Social Work</a>	2	3	24	30	EE2/2/NQ/002	H/505/2093
<a href="#">Introduction to the Law of Tort</a>	2	3	24	30	EC1/2/NQ/006	J/504/9770
<a href="#">Investigative Geography</a>	2	3	24	30	RF4/2/NQ/001	T/504/2653
<a href="#">Law in Action: Criminal Law</a>	2	3	24	30	EC6/2/NQ/001	J/505/6041
<a href="#">Measures and Shape</a>	2	3	24	30	HD4/2/NQ/014	H/505/2112
<a href="#">Physics</a>	2	4	40	40	RA1/2/NQ/020	D/507/0687
<a href="#">Physiology and Exercise</a>	2	6	60	60	RH4/2/NQ/004	T/507/0677
<a href="#">Psychology</a>	2	3	24	30	PK8/2/NQ/006	T/505/0378
<a href="#">Psychopathology</a>	2	3	30	30	PK8/2/NQ/003	T/507/0694

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
<a href="#">Research Methods in Sociology</a>	2	3	30	30	EE3/2/NQ/004	A/507/0700
<a href="#">Science: Practical Investigation</a>	2	2	20	20	RA1/2/NQ/022	K/507/0692
<a href="#">Skeletons and Muscles</a>	2	3	30	30	RH4/2/NQ/012	Y/615/9264
<a href="#">Social Psychology</a>	2	3	27	30	PK8/2/NQ/007	Y/617/8235
<a href="#">The Cardiovascular System</a>	2	3	30	30	RH4/2/NQ/013	F/615/9260
<a href="#">The Importance of Play</a>	2	3	24	30	HF1/2/NQ/026	D/505/1606
<a href="#">The Intellectual and Language Development of Children</a>	2	3	24	30	HF1/2/NQ/023	M/505/1609
<a href="#">The Sociology of Health</a>	2	3	30	30	EE3/2/NQ/005	F/507/0701
<a href="#">Understanding Child Protection Theory</a>	2	3	24	30	HF1/2/NQ/021	R/504/8525
<a href="#">Understanding the Physical Development of Children and Young People</a>	2	3	24	30	HF1/2/NQ/025	D/504/8589

## Level Descriptors

Units are assigned a level based on current RQF guidance issued by Ofqual.

Level	Knowledge Descriptor (the holder...)	Skills Descriptor (the holder can...)
<b>Level 2</b>	<p>Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straight-forward problems.</p> <p>Can interpret relevant information and ideas.</p> <p>Is aware of a range of information that is relevant to the area of study or work.</p>	<p>Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems.</p> <p>Identify, gather and use relevant information to inform actions.</p> <p>Identify how effective actions have been.</p>

*Extracted from 'After the QCF A New Qualification Framework' October 2015*

## Requirements to deliver the qualification

To offer this qualification, centres must ensure that tutors: hold or are working towards:

- Level 3 Award in Education and Training; or
- Level 4 Certificate in Education and Training; or
- Level 3 or 4 PTLLS (or equivalent) **and**
- Has experience of working in, or teaching qualifications in study skills, employability skills, business and enterprise skills or specific academic subjects.

Centres must also ensure that they have in place an Internal Quality Assurance person who:

- Holds or is working towards a Level 4 Award in Internal Quality Assurance of Assessment Processes and Practices or its equivalent
- Has substantial experience of working in or assessing qualifications in study skills, employability skills, business and enterprise skills or specific academic subjects
- Is familiar with the assessment requirements of the qualification for which they are the Internal Quality Assurer

## Support for centres

AIM Qualifications provide all of our centres with on-going support and advice on the use of AIM Qualifications units and qualifications, including the requirements for assessment.

## Centre responsibilities

Each centre should identify a centre contact who will be responsible for:

- ensuring that the centre meets all the AIM Qualifications requirements for centre recognition and adheres to all [policies and procedures](#).
- AIM Qualifications provision within the centre
- ensuring all procedures relating to the delivery of the qualification operate effectively in the centre
- ensuring all relevant AIM Qualifications documentation is distributed as required within the centre and that the security requirements for external assessment are adhered to, where applicable.

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*The information provided in this qualification specification is accurate at the time of publication but is subject to change. AIM Qualifications will occasionally update qualification information, so please refer to the 'AIM Qualifications' page of our website to view any updates, including qualification end dates and the latest versions of our qualification specifications.*

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