AIM Qualifications
Suite of Personal and Social Development Skills Qualifications Specification

Document version history

Version number	Date	Description
1	January 2024	▪ Document created ▪ <u>Here</u> is a document of all the changes to the optional components
2	February 2026	Code corrected and correct link added for College Induction Level 1, page 48

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About us

Qualification specification for Suite of Personal and Social Development Skills Qualifications

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

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Section 1 – Qualification overview

Welcome to the AIM Qualifications Suite of Personal and Social Development Skills 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 Level 1 Award in Personal and Social Development Skills 603/1502/7
AIM Qualifications Entry Level 1 Extended Award in Personal and Social Development Skills 603/1503/9
AIM Qualifications Entry Level 1 Certificate in Personal and Social Development Skills 603/1504/0
AIM Qualifications Entry Level 1 Extended Certificate in Personal and Social Development Skills 603/1505/2
AIM Qualifications Entry Level 1 Diploma in Personal and Social Development Skills 603/1506/4

AIM Qualifications Entry Level 2 Award in Personal and Social Development Skills 603/1507/6
AIM Qualifications Entry Level 2 Extended Award in Personal and Social Development Skills 603/1508/8
AIM Qualifications Entry Level 2 Certificate in Personal and Social Development Skills 603/1509/X
AIM Qualifications Entry Level 2 Extended Certificate in Personal and Social Development Skills 603/1510/6
AIM Qualifications Entry Level 2 Diploma in Personal and Social Development Skills 603/1511/8

AIM Qualifications Entry Level 3 Award in Personal and Social Development Skills 603/1512/X
AIM Qualifications Entry Level 3 Extended Award in Personal and Social Development Skills 603/1513/1
AIM Qualifications Entry Level 3 Certificate in Personal and Social Development Skills 603/1514/3
AIM Qualifications Entry Level 3 Extended Certificate in Personal and Social Development Skills 603/1515/5
AIM Qualifications Entry Level 3 Diploma in Personal and Social Development Skills 603/1516/7

AIM Qualifications Level 1 Award in Personal and Social Development Skills 603/1517/9
AIM Qualifications Level 1 Extended Award in Personal and Social Development Skills 603/1518/0
AIM Qualifications Level 1 Certificate in Personal and Social Development Skills 603/1519/2
AIM Qualifications Level 1 Extended Certificate in Personal and Social Development Skills 603/1520/9
AIM Qualifications Level 1 Diploma in Personal and Social Development Skills 603/1521/0

AIM Qualifications Level 2 Award in Personal and Social Development Skills 603/1522/2
AIM Qualifications Level 2 Extended Award in Personal and Social Development Skills 603/1523/4
AIM Qualifications Level 2 Certificate in Personal and Social Development Skills 603/1524/6

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About these qualifications

The AIM Qualifications Suite of Personal and Social Development Skills Qualifications are designed to help learners develop skills and knowledge in personal and social skills. The qualifications will support learners to become confident individuals who are physically, emotionally, and socially healthy, be responsible citizens who make a positive contribution to society and embrace change and managing risk together with their own well-being.

These qualifications also allow learners to develop knowledge in areas around study, mathematics, literacy, and science, appropriate for use by mainstream establishments for students aged 14-19, and for adults.

These qualifications also play a major role in rewarding achievement within the non-formal sector.

Qualification Features

- Available from Entry 1 – Level 2

- Flexible progression opportunities available

- Retained popular features from QCF favourites, for example credit-based accumulation and transferable components across the different sizes of qualifications

- Literacy, numeracy, and ICT components available

- Use of the Entry 1 Achievement Continuum for components and qualifications at Entry 1

- A wide range of assessment methods available to suit the individual learner

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Entry 1 Qualifications

AIM Qualification Suite of Personal and Social Development Skills					
	Award	**Extended award**	**Certificate**	**Extended Certificate**	**Diploma**
Qualification family	Flexibilities				
Grading	Pass/Fail				
Geographical coverage	England, Wales				
Operational start date	01/10/2017				
Review date	31/07/2028				
Sector	14.1 Foundations for learning and life				
Qualification number	603/1502/7	603/1503/9	603/1504/0	603/1505/2	603/1506/4
Guided Learning Hours (GLH)	30	90	150	270	370
Total Qualification Time (TQT)	30	90	150	270	370
Minimum learner age	N/A	N/A	N/A	N/A	N/A
Rules of combination	Learners must achieve a minimum of 3 credits from at Entry 1 only.	Learners must achieve a minimum of 9 credits from any component level and a maximum of 3 credits at Entry 2.	Learners must achieve a minimum of 15 credits from any component level and a maximum of 5 credits at Entry 2.	Learners must achieve a minimum of 27 credits from any component level and a maximum of 10 credits at Entry 2.	Learners must achieve a minimum of 37 credits from any component level and a maximum of 12 credits at Entry 2.
	Components with the same title at different levels are barred against each other				

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Entry 2 Qualifications

AIM Qualification Suite of Personal and Social Development Skills					
	Award	**Extended award**	**Certificate**	**Extended Certificate**	**Diploma**
Qualification family	Flexibilities				
Grading	Pass/Fail				
Geographical coverage	England, Wales				
Operational start date	01/10/2017				
Review date	31/07/2028				
Sector	14.1 Foundations for learning and life				
Qualification number	603/1507/6	603/1508/8	603/1509/X	603/1508/8	603/1509/X
Guided Learning Hours (GLH)	30	90	150	90	150
Total Qualification Time (TQT)	30	90	150	90	150
Minimum learner age	N/A	N/A	N/A	N/A	N/A
Rules of combination	Learners must achieve a minimum of 3 credits from any components at Entry 2 only.	Learners must achieve a minimum of 9 credits from any component level and a maximum of 3 credits at Entry 1 and or Entry 3.	Learners must achieve a minimum of 15 credits from any component level and a maximum of 5 credits at Entry 1 and or Entry 3.	Learners must achieve a minimum of 27 credits from any component level and a maximum of 10 credits at Entry 1 and or Entry 3.	Learners must achieve a minimum of 37 credits from any component level and a maximum of 12 credits at Entry 1 and or Entry 3.
	Components with the same title at different levels are barred against each other				

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Entry 3 Qualifications

AIM Qualification Suite of Personal and Social Development Skills					
	Award	**Extended award**	**Certificate**	**Extended Certificate**	**Diploma**
Qualification family	Flexibilities				
Grading	Pass/Fail				
Geographical coverage	England, Wales				
Operational start date	01/10/2017				
Review date	31/07/2028				
Sector	14.1 Foundations for learning and life				
Qualification number	603/1512/X	603/1513/1	603/1514/3	603/1515/5	603/1516/7
Guided Learning Hours (GLH)	30	90	150	270	370
Total Qualification Time (TQT)	30	90	150	270	370
Minimum learner age	N/A	N/A	N/A	N/A	N/A
Rules of combination	Learners must achieve a minimum of 3 credits from any components at Entry 3 only.	Learners must achieve a minimum of 9 credits from any component level and a maximum of 3 credits at Entry 2 and/or Level 1.	Learners must achieve a minimum of 15 credits from any component level and a maximum of 5 credits at Entry 2 and/or Level 1.	Learners must achieve a minimum of 27 credits from any component level and a maximum of 10 credits at Entry 2 and/or Level 1.	Learners must achieve a minimum of 37 credits from any component level and a maximum of 12 credits at Entry 2 and/or Level 1.
	Components with the same title at different levels are barred against each other				

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Level 1 Qualifications

AIM Qualification Suite of Personal and Social Development Skills					
	Award	**Extended award**	**Certificate**	**Extended Certificate**	**Diploma**
Qualification family	Flexibilities				
Grading	Pass/Fail				
Geographical coverage	England, Wales				
Operational start date	01/10/2017				
Review date	31/07/2028				
Sector	14.1 Foundations for learning and life				
Qualification number	603/1517/9	603/1518/0	603/1519/2	603/1520/9	603/1521/0
Guided Learning Hours (GLH)	54	78	130	233	321
Total Qualification Time (TQT)	60	87	146	261	360
Minimum learner age	N/A	N/A	N/A	N/A	N/A
Rules of combination	Learners must achieve a minimum of 6 credits from any components at Level 1 only.	Learners must achieve a minimum of 9 credits from any component level and a maximum of 3 credits at Entry 3 and/or Level 2.	Learners must achieve a minimum of 15 credits from any component level and a maximum of 5 credits at Entry 3 and/or Level 2.	Learners must achieve a minimum of 26 credits from any component level and a maximum of 10 credits at Entry 3 and/or Level 2.	Learners must achieve a minimum of 36 credits from any component level and a maximum of 12 credits at Entry 3 and/or Level 2.
	Components with the same title at different levels are barred against each other				

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Level 2 Qualifications

AIM Qualification Suite of Personal and Social Development Skills			
	Award	**Extended award**	**Certificate**
Qualification family	Flexibilities		
Assessment	Pass/Fail		
Grading	England, Wales		
Geographical coverage	01/10/2017		
Operational start date	31/07/2028		
Review date	14.1 Foundations for learning and life		
Sector	Flexibilities		
Qualification number	603/1522/2	603/1523/4	603/1524/6
Guided Learning Hours (GLH)	48	69	115
Total Qualification Time (TQT)	78	112	187
Minimum learner age	N/A	N/A	N/A
Rules of combination	Learners must achieve a minimum of 8 credits from any components at Level 2 only.	Learners must achieve a minimum of 11 credits from any component level and a maximum of 4 credits at Level 1 and/or Level 3.	Learners must achieve a minimum of 19 credits from any component level and a maximum of 6 credits at Level 1 and/or Level 3.
	Components with the same title at different levels are barred against each other		

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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. Learners may progress onto higher level qualifications or into employment.

Entry requirements

There are no entry requirements for these qualifications.

Qualification dates

The qualification review date is the date by which we will have carried out a review of the qualification. We work with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. If a decision is made to withdraw a qualification, then an operational end date will be set. The end certification date is usually 3 years from the operational end date. We will post information relating to changes or extensions to qualifications on our website and centres approved to offer the qualification will be kept updated.

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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.

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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.	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.

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Components: Academic Studies

Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels.
Components with the same title at different levels are barred against each other.

Component code	Component title	Level	Credit Value	GLH
K/616/5019	Atomic Structure	1	2	16
A/616/4831	Biology – Human Reproduction	1	3	27
J/616/4380	Cells and Cell Function	1	3	27
M/617/0965	Chemical Products used in the Home	E1	1	10
T/617/0966	Chemical Products used in the Home	E2	1	10
A/617/0967	Chemical Products used in the Home	E3	3	30
K/616/4694	Chemical Reactions	E3	3	30
D/616/4384	Chemical Reactions	1	2	18
F/617/1005	Cognitive Psychology: Memory	2	4	24
R/616/4396	Crime and Punishment through the Ages	E3	3	30
H/616/4399	Criminal and Youth Justice	E3	3	30
L/616/4400	Criminal and Youth Justice	1	3	27
R/617/1008	Criminal and Youth Justice	2	4	24
J/616/4444	Electricity	E3	3	30
F/617/0968	Energy in the Home	E1	1	10
J/617/0969	Energy in the Home	E2	2	20
M/616/5037	Environmental Awareness	E1	2	20
T/616/5038	Environmental Issues	E2	2	20
Y/616/5050	Environmental Sustainability (MCQ & Portfolio)	1	2	18
K/616/4758	Health and Safety in a Science Laboratory	E3	3	30
T/617/1034	Health Psychology	2	4	24
T/616/4780	How the Body Works	1	3	27
K/616/4792	International Current Affairs	1	3	27
F/616/4801	Investigating Atoms	E3	3	30
J/617/0972	Making Useful Compounds	E3	3	30

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Component code	Component title	Level	Credit Value	GLH
L/617/0973	Renewable Energy	E1	1	10
R/617/0974	Renewable Energy	E2	2	20
Y/617/0975	Renewable Energy	E3	3	30
D/617/0976	Science and Our Universe	E1	1	10
H/617/0977	Science and Our Universe	E2	2	20
H/616/5181	Science and Our Universe	E3	3	30
J/616/5206	Science and the Human Body	E3	3	30
A/616/5509	Science in Fire Safety	E3	3	30
K/617/0978	Science: Health and Safety	E1	2	20
M/617/0979	Science: Health and Safety	E2	2	20
H/617/0980	Science: Health and Safety	E3	3	30
Y/616/5534	Variation and Adaptation in the Environment	E3	3	30
H/616/5536	Volcanoes and Earthquakes	E3	4	40
M/617/0982	Working with Electrical Circuits	E1	2	20
T/617/0983	Working with Electrical Circuits	E2	2	20
A/617/0984	Working with Electrical Circuits	E3	3	30

Components: Academic Studies

Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels.
Components with the same title at different levels are barred against each other.

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Components: Becoming Independent

Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels.
Components with the same title at different levels are barred against each other.

Component code	Component title	Level	Credit Value	GLH
J/616/0331	Accessing Commercial Services	E1	3	30
R/616/0333	Accessing Commercial Services	E3	3	30
Y/616/0334	Accessing Financial Services	E1	3	30
D/616/0335	Accessing Financial Services	E2	3	30
H/616/0336	Accessing Financial Services	E3	3	30
Y/616/4366	Banking and other Financial Organisations	1	1	9
M/616/4373	Being a Critical Consumer	1	2	18
J/616/4377	Budgeting	E3	1	10
L/616/4378	Budgeting	1	1	9
K/616/4386	Clean and Prepare a Cycle for Use	E3	1	10
M/616/4387	Cleaning	E1	3	30
D/616/5938	Cleaning	E2	3	30
T/616/4388	Cleaning	E3	3	30
L/600/6316	Computer Games	E1	1	10
R/600/6317	Computer Games	E2	1	10
Y/600/6318	Computer Games	E3	1	10
L/617/1010	Debt Management	2	3	16
K/616/0452	Developing a Personal Learning Programme	1	3	27
M/616/4437	Domestic Cooking Skills	1	3	27
T/616/4438	Domestic Skills	E3	3	30
A/616/4439	Domestic Skills	1	3	27
D/600/6319	Eating Out	E1	3	30
R/600/6320	Eating Out	E2	3	30
R/600/6321	Eating Out	E3	3	30
L/616/4445	Energy Use	E3	3	30
R/600/6205	Everyday Food and Drink Preparation	E2	3	30

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Components: Becoming Independent

Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels.
Components with the same title at different levels are barred against each other.

Component code	Component title	Level	Credit Value	GLH
Y/600/6206	Everyday Food and Drink Preparation	E3	3	30
Y/616/4836	Expedition Skills	E3	3	30
F/616/5561	Financial Literacy: Budgeting and Money Management	1	1	9
D/600/6210	Food Safety and Storage	E2	3	30
H/600/6211	Food Safety and Storage	E3	3	30
R/616/4740	Gaining and Sustaining a Tenancy	1	4	36
Y/616/4741	General Skills for Independent Living	E3	3	30
L/616/5806	Getting About Safely	E1	3	30
L/616/6003	Getting About Safely	E3	3	30
M/616/5054	Hazards in Familiar Settings	E2	2	20
A/616/4778	Home and Personal Safety Awareness	E3	3	30
F/616/4779	Homelessness	1	1	9
R/600/6219	Household Shopping	E2	3	30
L/600/6221	Household Shopping	E3	3	30
T/600/6147	Independent Living	E2	1	10
F/600/6149	Independent Living	E3	1	10
H/616/4841	Independent Living: Staying Overnight	E3	3	30
A/616/4795	Introduction to Self-Employment	E3	3	30
F/616/4796	Introduction to Self-Employment	1	3	27
H/617/1045	Introduction to Self-Employment	2	4	24
F/600/6202	Kitchen Hygiene	E2	1	10
J/600/6203	Kitchen Hygiene	E3	1	10
M/616/4812	Living in the Community	E3	3	30
H/616/6010	Living in the Community	1	3	27
T/616/4813	Living Independently	1	3	27
L/616/4817	Looking After Clothes	E1	3	30

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Components: Becoming Independent

Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels.
Components with the same title at different levels are barred against each other.

Component code	Component title	Level	Credit Value	GLH
M/616/5068	Looking After Clothes	E2	3	30
R/616/4818	Looking After Clothes	E3	3	30
Y/600/6223	Make a Simple Meal	E2	3	30
D/600/6224	Make a Simple Meal	E3	3	30
F/616/4846	Managing Your Time	E2	2	20
F/616/1400	Money and Time	E1	3	30
M/600/6454	Participation in Team Activities	E2	3	30
T/600/6455	Participation in Team Activities	E3	3	30
K/600/6291	Personal Care and Hygiene	E3	3	30
L/616/4865	Personal Finances	E3	3	30
J/616/4864	Personal Finances	1	3	27
J/617/1068	Personal Finances	2	4	24
H/616/5598	Personal Manner and Conduct	E2	2	20
Y/616/5078	Personal Risk	1	1	9
L/616/4879	Personal Risk	2	1	8
R/616/5807	Personal Safety	E1	3	30
A/616/5820	Personal Safety	E2	3	30
F/616/4880	Personal Safety	E3	3	30
T/616/4889	Planning a Trip to a Visitor Attraction	1	2	18
K/616/4890	Planning an Expedition	E3	3	30
T/616/4892	Planning Journeys	E2	1	10
F/616/4894	Planning Walks	E3	2	20
K/616/5084	Recycling Packaging Materials	E2	2	20
L/616/5143	Rights and Responsibilities	E2	2	20
D/616/5146	Road Safety	E3	1	10
T/616/5170	Safeguarding: Online and in Daily Life	1	6	54

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Components: Becoming Independent

Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels.
Components with the same title at different levels are barred against each other.

Component code	Component title	Level	Credit Value	GLH
Y/616/5601	Setting a Table at Home	E3	1	10
T/616/5945	Shopping for your Home	E3	3	30
L/616/6034	Skills for Shopping	E3	3	30
T/616/5590	Understanding Risk	1	1	9
A/616/5591	Using an Ordnance Survey Map	1	2	18
R/616/5595	Using Money	E1	3	30
K/616/5599	Using Money	E2	2	20
D/616/5602	Using Money	E3	2	20
Y/616/5596	Using Public Transport	E1	3	30
Y/506/7335	Using Public Transport – Buses and Trains	E3	3	30
F/616/5592	Using Public Transport	1	3	27
R/616/5600	Using Public Transport – Buses and Trains	E2	3	30
H/600/6516	Volunteering	E1	2	20
M/600/6518	Volunteering	E2	2	20
K/600/6520	Volunteering	E3	2	20

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Components: Citizenship

Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels.
Components with the same title at different levels are barred against each other.

Component code	Component title	Level	Credit Value	GLH
D/616/5986	Citizenship	E3	3	30
D/616/5941	Citizenship	1	3	27
F/616/4393	Contacting Your Local MP	1	1	9
T/616/4696	Contributing to the Community	E2	4	40
A/616/5607	Disability Awareness	1	3	27
L/616/4431	Diversity in Society	E1	2	20
L/616/5028	Diversity in Society	E2	2	20
R/616/4432	Diversity in Society	E3	3	30
Y/616/4433	Diversity in Society	1	3	27
K/617/1015	Diversity in Society	2	4	24
F/616/4748	Hate Crime	E3	3	30
A/616/4750	Hate Crime	1	3	27
H/616/6007	Individual Rights and Responsibilities	E3	1	10
K/616/6008	Individual Rights and Responsibilities	1	1	9
H/616/4807	Law and Order	E1	2	20
K/616/4808	Law and Order	E2	2	20
Y/616/5064	Law and Order	E3	2	20
K/616/5070	Making Laws – UK Parliament	1	2	18
A/617/1066	Personal and Social Responsibility	2	4	24
J/616/5951	Rights and Responsibilities of Citizenship	E3	3	30
F/616/5950	Rights and Responsibilities of Citizenship	1	3	27
J/616/5609	The Local Community	E3	1	10
L/616/5613	Understanding Cultural Differences	E3	3	30
J/616/5612	Understanding Cultural Differences	1	3	27
R/616/5614	Understanding Disability and Accessibility	1	3	27
H/616/5617	Valuing Equality and Diversity	1	2	18

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Components: Healthy Living

Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels.
Components with the same title at different levels are barred against each other.

Component code	Component title	Level	Credit Value	GLH
A/616/4361	Alcohol Awareness	1	3	27
H/617/0994	Alcohol Awareness	2	4	24
F/616/4362	Alcohol Misuse Awareness	E3	3	30
L/616/4364	Archery	1	2	18
A/616/4375	Body Image	1	2	18
H/617/1000	Body Image	2	3	16
K/616/4422	Developing a Personal Exercise Programme	1	6	16
R/617/1011	Developing a Personal Exercise Programme	2	8	48
F/616/4426	Diet and Exercise	1	1	9
J/616/4427	Diet and Nutrition	1	1	9
M/507/1276	Domestic Abuse and Mental Well-Being	2	3	16
M/616/4440	Drug and Alcohol Awareness	E1	2	20
F/616/4698	Drug and Alcohol Awareness	E2	2	20
T/616/5993	Drug Awareness	1	3	27
T/617/1017	Drug Awareness	2	4	24
T/616/4441	Eating Disorders	1	1	9
A/616/4442	Eating Disorders	2	1	8
R/616/4754	Health and Fitness	E1	3	30
D/616/4756	Health and Fitness	E2	3	30
H/616/4757	Health and Fitness	E3	3	30
K/616/4839	Health and Hygiene	E3	3	30
D/616/4840	Health and Hygiene	1	3	27
H/616/4760	Healthy Living	E3	3	30
T/616/5055	Healthy Living	1	3	27
F/617/1036	Healthy Living	2	4	24
J/616/4802	Issues of Substance Misuse	1	1	9

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Components: Healthy Living

Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels.
Components with the same title at different levels are barred against each other.

Component code	Component title	Level	Credit Value	GLH
L/616/4803	Issues of Substance Misuse	2	1	8
R/616/4804	Keeping Healthy: Smoking Awareness	E3	3	30
Y/616/4805	Keeping Healthy: Smoking Awareness	1	3	27
J/616/5691	Mountain Biking Skills	1	4	36
M/616/4860	Personal Care and Hygiene	E1	3	30
T/616/4861	Personal Care and Hygiene	E2	3	30
L/616/5076	Personal Health	E1	3	30
D/616/4868	Personal Health	E2	3	30
H/616/4869	Personal Health	E3	3	30
Y/616/4870	Personal Hygiene	E3	1	10
J/617/1071	Plan and Cook for a Healthy Lifestyle	2	4	24
K/616/4887	Planning a Healthy Diet	E3	2	20
M/616/4888	Planning a Healthy Diet	1	3	27
F/616/5625	Substance Misuse Awareness	E3	3	30
J/616/5626	Taking Part in Exercise	1	3	27
A/616/5638	Taking Part in Sport	E3	3	30
R/616/5631	Taking Part in Sport	1	3	27
R/617/1087	Taking Part in Sport	2	4	24
T/616/5640	Team Games	E3	3	30

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	Component: Helping Others			
Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels. Components with the same title at different levels are barred against each other.				
Component code	Component title	Level	Credit Value	GLH
J/617/1121	Delivering a Training Session	3	3	14
R/616/0865	Mentoring	2	1	8
D/617/0055	Mentoring Practice	2	3	16
Y/616/4853	Peer Educator Skills	2	1	8
T/617/1065	Peer Led Education Work	2	8	48
K/616/4856	Peer Support Skills	2	2	18
H/617/0056	The Mentoring Process	2	4	24
F/617/1098	The Roles and Responsibilities of a Peer Educator	2	3	16

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Components: ICT

Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels.
Components with the same title at different levels are barred against each other.

Component code	Component title	Level	Credit Value	GLH
M/616/1232	Artwork and Imaging Software Skills	1	3	27
T/616/1233	Audio and Video Software	E2	2	20
A/616/1234	Audio Software Skills	E3	2	20
L/616/1237	Computer Basics	E3	3	30
R/616/1238	Computer Security and Privacy	E3	3	30
Y/616/1239	Creating and Publishing Websites	1	3	27
A/617/0080	Creating and Publishing Websites	2	5	32
R/616/1241	Data Management Software Skills	E3	2	20
Y/616/1242	Data Management Software Skills	1	2	18
F/617/0081	Data Management Software Skills	2	4	24
H/616/1244	Database Software Skills	E3	2	20
K/616/1245	Database Software Skills	1	3	27
A/616/1248	Design and Imaging Software Skills	E3	2	20
T/616/1250	Design Software Skills	1	3	27
A/616/1251	Desktop Publishing Software	E2	2	20
F/616/1252	Desktop Publishing Software Skills	E3	2	20
L/616/1254	Desktop Publishing Software Skills	1	3	27
Y/616/1256	Developing and Presenting Information Using ICT	E1	2	20
D/616/1257	Developing and Presenting Information Using ICT	E2	2	20
H/616/1258	Digital Lifestyle	E3	3	30
K/616/1259	Email Skills	E3	1	10
D/616/1260	Email Skills	1	2	18
T/617/0076	Email Skills	2	4	24
K/616/1441	Find Information using ICT	E1	1	10
M/616/1442	Find Information using ICT	E2	1	10
Y/616/1273	Following Safe and Healthy Working Practices When Using ICT	E1	2	20

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Components: ICT

Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels.
Components with the same title at different levels are barred against each other.

Component code	Component title	Level	Credit Value	GLH
D/616/1274	Following Safe and Healthy Working Practices When Using ICT	E2	2	20
H/616/1275	Graphics Software Skills	E3	1	10
K/616/1276	Imaging Software Skills	1	3	27
T/616/1278	Internet Safety for IT Users	1	3	27
A/616/1279	IT Communications	1	2	18
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
F/616/1283	Multimedia Software Skills	1	3	27
J/616/1284	Personal Digital Photograph Processing	E3	1	10
L/616/1285	Presentation Software Skills	E3	2	20
R/616/1286	Presentation Software Skills	1	3	27
A/617/0077	Presentation Software Skills	2	5	32
D/616/1288	Selecting Information Using the Internet	E3	1	10
T/616/1443	Send and Receive Information using ICT	E1	1	10
A/616/1444	Send and Receive Information using ICT	E2	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
D/616/1310	Using a Raspberry Pi	1	3	27
F/616/1445	Using ICT: Safe Working Practices	E2	2	20
K/616/1312	Using Scratch Programming Language	1	3	27
M/616/1313	Using the Internet	1	3	27
A/617/0029	Using the Internet	2	5	32

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Components: ICT

Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels.
Components with the same title at different levels are barred against each other.

Component code	Component title	Level	Credit Value	GLH
A/616/1315	Video Software Skills	E3	2	20
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

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Components: Literacy

Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels.
Components with the same title at different levels are barred against each other.

Component code	Component title	Level	Credit Value	GLH
F/650/5978	Obtaining Information by Speaking and Listening	2	1	8
D/650/5968	Planning and Organising Writing	1	2	18
M/650/5981	Planning and Organising Writing	2	2	16
L/650/5962	Presenting Information by Speaking and Listening	1	2	18
H/650/5979	Presenting Information by Speaking and Listening	2	2	16
M/650/5873	Reading and Understanding the Meaning of Word	E2	2	20
L/650/5854	Reading for Meaning	E1	1	10
K/650/5925	Reading for Meaning	E3	2	20
R/650/5874	Reading for Meaning	E2	1	10
M/650/5954	Reading for Meaning	1	2	18
M/650/5972	Reading for Meaning	2	2	16
R/650/5856	Reading Words, Signs and Symbols	E1	1	10
A/650/5877	Speaking and Listening in a Conversation	E2	1	10
Y/650/5858	Speaking and Listening to Obtain Information	E1	1	10
M/650/5936	Speaking and Listening to Obtain Information	E3	2	20
D/650/5878	Speaking and Listening to Obtain Information	E2	2	20
Y/650/5966	Speaking and Listening to Obtain Information	1	1	9
Y/650/5939	Speaking and Listening to Provide Information	E3	1	12
F/650/5879	Speaking and Listening to Provide Information	E2	1	10
A/650/5859	Speaking and Listening to Take part in a Conversation	E1	2	20
F/650/5940	Speaking and Listening to Take Part in a Discussion	E3	2	20
A/650/5967	Speaking and Listening to Take Part in a Discussion	1	1	9
L/650/5980	Speaking and Listening to Take Part in a Discussion	2	2	16
H/650/5860	Using Grammar and Punctuation in Writing	E1	2	20
K/650/5880	Using Grammar and Punctuation in Writing	E2	2	20
J/650/5951	Using Grammar, Punctuation and Spelling in Writing	E3	2	25

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Components: Literacy

Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels.
Components with the same title at different levels are barred against each other.

Component code	Component title	Level	Credit Value	GLH
K/650/5970	Using Grammar, Punctuation and Spelling in Writing	1	2	18
R/650/5982	Using Grammar, Punctuation and Spelling in Writing	2	2	24
K/650/5952	Using Planning and Organisation in Writing	E3	2	20
T/650/5857	Using Reading Skills	E1	1	10
T/650/5875	Using Reading Skills	E2	2	20
R/650/5928	Using Reading Strategies	E3	2	20
Y/650/5876	Using Reading Strategies	E2	2	20
Y/650/5957	Using Reading Strategies	1	2	18
R/650/5973	Using Reading Strategies	2	2	16
Y/650/5975	Using Reading to Develop Vocabulary	2	2	16
K/650/5961	Using Reading to Extend Vocabulary	1	2	18
L/650/5881	Using Spelling Methods in Writing	E2	2	20
L/650/5971	Using Structure and Content in Writing	1	2	18
J/650/5861	Using Structure in Writing	E1	2	20
A/650/5886	Using Structure to Write Simple Text	E2	2	20
T/650/5983	Writing for Clear Communication	2	2	16
K/650/5862	Writing Letters of the Alphabet and Spelling Words	E1	2	23
L/650/5953	Writing to Communicate	E3	2	20

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Component code	Component title	Level	Credit Value	GLH
L/650/6005	Addition	E1	2	20
R/650/6016	Addition	E2	1	10
K/650/6031	Addition and Subtraction	E3	1	10
M/650/6089	Calculate using Shape and Space	1	2	18
T/650/6008	Collect and Represent Information	E2	2	20
D/650/6092	Collect and Use Data	2	1	9
H/650/6067	Collect, Organise and Represent Data	1	1	9
J/650/5998	Common Shapes and Positional Vocabulary	E1	1	10
F/650/6039	Decimals	E3	1	10
F/650/6084	Decimals	1	1	9
L/650/6097	Decimals	2	1	10
R/650/6043	Division	E3	1	10
K/650/6069	Extract and Interpret Data	1	1	9
H/650/6020	Extract and Sort Data	E1	2	20
F/650/6010	Extract and Sort Data	E2	2	20
Y/650/6108	Extract and Use Data	E3	2	20
T/650/6017	Fractions	E2	1	10
Y/650/6045	Fractions	E3	1	10
Y/650/6090	Fractions, Ratio and Proportion	1	2	18
H/650/6011	Length	E2	1	10
H/650/6094	Length, Weight and Capacity	2	1	9
A/650/6082	Length, Weight and Capacity	1	1	9
L/650/6023	Length, Weight, Capacity and Shapes	E3	3	30
R/650/6070	Mean and Range	1	1	9
J/650/6012	Money	E2	1	20
T/650/6026	Money	E3	1	10

Components: Mathematics
Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels.
Components with the same title at different levels are barred against each other.

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Components: Mathematics

Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels.
Components with the same title at different levels are barred against each other.

Component code	Component title	Level	Credit Value	GLH
F/650/5996	Money	E1	1	10
D/650/6083	Money, Time and Temperature	1	1	9
K/650/6096	Money, Time and Temperature	2	1	10
Y/650/6018	Multiplication	E2	1	10
A/650/6046	Multiplication	E3	1	10
M/650/6098	Number and Formulae	2	1	10
H/650/6101	Number Fractions, Ratio and Proportion	2	2	18
H/650/6085	Percentages	1	1	9
F/650/6100	Percentages	2	2	14
A/650/6091	Positive and Negative Numbers	1	2	18
L/650/6079	Probability	1	1	9
J/650/6095	Probability	2	1	10
J/650/6021	Represent Information	E3	2	20
D/650/5995	Represent Information	E1	2	20
R/650/6099	Shape and Space	2	2	16
K/650/6013	Shapes and Positional Vocabulary	E2	1	10
H/650/6002	Size, Length, Width and Height	E1	1	10
F/650/6093	Statistics	2	1	9
M/650/6006	Subtraction	E1	2	20
A/650/6019	Subtraction	E2	1	10
R/650/6025	Temperature and Time	E3	1	10
K/650/6004	Time	E1	1	10
L/650/6014	Time	E2	1	10
J/650/6003	Weight and Capacity	E1	1	10
M/650/6015	Weight, Capacity and Temperature	E2	1	10
K/650/6022	Whole Numbers to 1000	E3	2	20

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Components: Mathematics

Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels.
Components with the same title at different levels are barred against each other.

Component code	Component title	Level	Credit Value	GLH
R/650/6007	Whole Numbers to 20	E1	2	20
Y/650/6009	Whole Numbers to 200	E2	2	20

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Components: Personal Development

Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels.
Components with the same title at different levels are barred against each other.

Component code	Component title	Level	Credit Value	GLH
H/616/5016	Action Planning to Improve Performance	E2	2	20
A/616/4358	Adjusting to a New Setting	E2	3	30
R/616/0347	Assertiveness and Decision Making Skills	E3	3	30
Y/616/0348	Assertiveness and Decision Making Skills	1	3	27
L/616/9953	Assertiveness and Decision Making Skills	2	4	24
R/616/0350	Being Part of a Group	E1	2	20
Y/616/0351	Being Part of a Group	E1	2	20
F/616/4829	Beliefs and Values	1	1	9
T/616/4830	Beliefs and Values	2	1	8
A/616/0357	Building Confidence and Self Esteem	E1	2	20
F/616/0358	Building Confidence and Self Esteem	E1	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
R/616/0364	Career Planning	E3	3	30
Y/616/0365	Career Planning	1	3	27
M/616/9959	Career Planning	2	4	24
A/616/4389	Communicating with Music	E1	3	30
D/616/0383	Communication Skills for Group and Teamwork	E3	3	30
H/616/0384	Communication Skills for Group and Teamwork	1	3	27
T/617/0062	Communication Skills for Group and Teamwork	2	4	24
T/616/4391	Community Project	1	3	27
A/616/4392	Completing Tasks	E2	3	30
J/616/4394	Contribute to and Make Use of Information, Advice and Guidance	E3	3	30
M/616/4695	Contributing to Discussions	1	1	10
A/616/5025	Coping Strategies	1	3	27

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Components: Personal Development

Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels.
Components with the same title at different levels are barred against each other.

Component code	Component title	Level	Credit Value	GLH
K/616/5988	Dealing with Change	E3	3	30
L/616/5658	Dealing with Difficult Situations	E3	1	10
T/616/4410	Dealing with Difficult Situations	1	1	9
A/616/4411	Dealing with Problems	E1	4	40
Y/616/4416	Dealing with Problems	E2	3	30
D/616/4417	Dealing with Problems in Daily Life	1	2	18
M/616/0453	Developing Assertiveness	E1	2	20
T/616/0454	Developing Assertiveness	E2	2	20
M/616/5989	Developing Assertiveness	2	1	8
H/616/5990	Discover Local History	E3	3	30
F/616/4832	Discover Local History	1	3	27
R/616/4446	Enrichment Activity – Personal Well-Being	2	1	8
F/616/4703	Exploring Art	E1	3	30
J/616/4704	Exploring Art	E2	2	30
L/616/4705	Exploring Dance	E1	3	30
R/616/4706	Exploring Dance	E2	3	30
H/616/4709	Exploring Dance	E3	3	30
D/616/4711	Exploring Music	E1	3	30
H/616/4712	Exploring Music	E2	3	30
Y/616/4450	Exploring Music	E3	3	30
K/616/4713	Exploring Performance	E1	3	30
M/616/4714	Exploring Performance	E2	3	30
T/616/4715	Exploring Performance	E3	3	30
K/616/5053	Following Instructions	E1	2	20
D/616/4739	Following Instructions	E2	2	20
F/616/6001	Following Instructions	E3	2	20

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Components: Personal Development

Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels.
Components with the same title at different levels are barred against each other.

Component code	Component title	Level	Credit Value	GLH
A/616/9964	Improving Own Learning and Performance	2	4	24
M/616/4793	Interpersonal Skills	1	3	27
R/617/1042	Interpersonal Skills	2	4	24
D/617/1058	Lesbian, Gay, Bisexual and Trans Awareness	2	3	16
R/616/4821	Making Choices	E2	4	40
Y/616/4822	Making Choices	E3	1	10
K/616/4842	Making Decisions	1	1	9
M/616/4843	Making Decisions	2	1	8
J/616/4847	Motivation	1	1	9
J/616/4850	Outdoor Pursuits	E1	3	30
A/616/5073	Participating in Leisure Activities	E3	3	30
L/616/4851	Participating in Outdoor Pursuits	E2	3	30
D/616/5714	Personal Action Planning	E2	2	20
F/616/5074	Personal and Interpersonal Conflict	1	3	27
T/616/4858	Personal Awareness	E1	2	20
J/616/5075	Personal Awareness	E3	3	30
A/616/4859	Personal Awareness	1	3	27
R/616/6049	Personal Development	E3	3	30
A/616/4862	Personal Development	1	3	27
F/617/1067	Personal Development	2	4	24
T/616/5721	Personal Identity and Self-Esteem	1	1	9
R/616/5077	Personal Identity and Self-Esteem	2	1	8
D/616/5079	Personal Skills Audit	1	1	9
J/616/4881	Personal Skills Audit	2	1	8
R/616/4897	Prejudice and Discrimination	1	3	27
H/617/1076	Prejudice and Discrimination	2	4	24

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Components: Personal Development

Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels.
Components with the same title at different levels are barred against each other.

Component code	Component title	Level	Credit Value	GLH
D/616/4899	Preparing for the Future	E1	3	30
J/616/4900	Preparing for the Future	E2	4	40
Y/616/1225	Presentation Skills	1	2	18
F/616/9996	Presentation Skills	2	3	16
H/616/4905	Recognising Own Achievements	E2	2	20
K/616/0922	Reviewing and Reflecting on Own Progress	E1	3	30
M/616/0923	Reviewing and Reflecting on Own Progress	E2	3	30
A/616/5722	Self Development	E3	1	10
D/616/5728	Self-Awareness	E2	2	20
Y/616/5808	Setting Targets	E1	2	20
A/616/5736	Signing and Receiving Skills in British Sign Language	E3	3	30
L/616/6888	Signing and Receiving Skills in British Sign Language	1	3	27
T/616/5749	Speaking and Listening in a Foreign Language	E3	3	30
R/616/5757	Stress and Stress Management Techniques	1	3	27
M/617/0061	Stress and Stress Management Techniques	2	4	24
Y/616/5761	Stress Management	E3	3	30
H/616/5763	Take Part in an Activity	E3	1	10
K/616/5764	Take Part in an Activity	1	1	9
Y/617/1091	Take Part in an Activity	2	3	16
T/616/1099	Teamwork Skills	E3	3	30
D/616/1100	Teamwork Skills	1	3	27
L/617/0066	Teamwork Skills	2	4	24
H/505/1302	Understanding Discrimination	E3	3	30
M/616/5765	Understanding Feelings and Emotions	1	1	9
T/616/5766	Understanding Feelings and Emotions	2	1	8
A/616/5767	Understanding Motivation	1	1	9

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Components: Personal Development				
Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels. Components with the same title at different levels are barred against each other.				
Component code	Component title	Level	Credit Value	GLH
F/616/5768	Understanding Motivation	2	1	8
J/616/5769	Understanding Self in Conflict	1	3	27
K/616/5943	Understanding Stress	1	1	9
H/616/5942	Understanding Stress	2	1	8

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Component code	Component title	Level	Credit Value	GLH
D/616/4370	Behaviour in Conflict	E3	3	30
K/616/5022	Behaviour in Conflict	1	3	27
R/616/4379	Bullying and Harassment	E3	1	10
Y/617/1009	Dealing with Bullying	2	3	16
M/617/1016	Domestic Abuse Awareness	2	3	16
J/616/4735	Family Relationships	E3	3	30
L/616/4736	Family Relationships	1	3	27
A/616/5056	Human Behaviour in Relationships	1	3	27
Y/616/4903	Recognising and Safeguarding Against Knife Crime	1	4	36
A/616/5770	Sex and Relationship Education	E3	3	30
F/616/5947	Sex and Relationship Education	1	3	27
F/616/5771	Understanding Relationships	E1	2	20
R/616/5774	Understanding Relationships	E2	2	20
M/616/5944	Understanding Relationships	E3	2	20
L/616/5773	Understanding Relationships	1	2	18

Components: Relationships

Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels.
Components with the same title at different levels are barred against each other.

Components: Study Skills

Please refer to Section 2 for the rules of combinations for the specific qualification sizes and levels.
Components with the same title at different levels are barred against each other.

Component code	Component title	Level	Credit Value	GLH
T/616/4827	Approaches to Learning	E3	1	10
A/616/4828	Approaches to Learning	1	1	9
H/616/4368	Beginning College	E1	3	30
K/616/4369	Beginning College	E2	3	30
Y/616/5937	College Induction	E3	3	30
M/616/5023	College Induction	1	3	27
J/617/1006	College Induction	2	4	24
H/616/0451	Developing a Personal Learning Programme	E3	3	30
D/616/4448	Examination Skills	2	1	8
M/616/4745	Getting the Most Out of Training	E3	1	10
F/616/5057	Improving Own Learning and Performance	1	3	27
L/616/5059	Independent Enquiry	2	1	8
H/616/4791	Induction to a Training Course	E3	3	30
Y/616/5775	Managing Study	E3	3	30
L/616/6017	Personal Learning Goals	E3	3	30
R/616/6018	Personal Learning Goals	1	3	27
F/616/6029	Personal Learning Skills	E3	3	30
L/616/6020	Personal Learning Skills	1	6	54
F/616/0912	Report Writing	2	1	8
J/617/0017	Research Skills	2	4	24
D/616/5776	Skills for Online and Blended Learning	1	3	27
D/616/1114	Time Management Skills	E1	1	10
H/616/1115	Time Management Skills	E2	1	10

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Section 4 – Assessment

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) 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.

Guidance on our expectations is available in the AIM Qualifications: Assessment Handbook.

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.

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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.

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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.

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Section 6 – Appendices and links

Appendices and links

Select an appendix or link from the list below to view the document.

Useful links

Link 1 - <u>AIM Centre handbooks and forms</u>

Link 2 - <u>AIM Qualifications: Assessment Handbook</u>

Link 3 - <u>Fees and Charges</u>

Link 4 - <u>Qualification Search</u>

Useful appendices

Appendix 1 – <u>Entry 1 Achievement Continuum</u>

Appendix 2 – <u>Entry 1 Learner Transcript Template</u>

Appendix 3 – <u>Guidance for using Entry 1 Assessment Continuum and Exemplar Learner Transcripts</u>

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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

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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.

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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.

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