



**AIMQUALIFICATIONS**

Handbook  

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for centre staff



# AIM Qualifications

## Suite of Skills for Working in Child Care Industries (AIMVOCs) Qualifications

“

I would like to convey my thanks to you all at AIM for the support and guidance you have provided during our first year as a training centre. I am aware we have asked a lot of questions and sent a lot of emails and you have dealt with every query swiftly and efficiently combined with a lot of patience.

It has been a roller coaster of a year setting up everything from scratch but it has been made easier by having access to you all.

Carol Harmston, AIM Centre

”

## Document Version History

Version Number	Date	Description
2	01/05/2018	Implementation of version 2 qualification, where the total credits required at some levels/sizes have been increased and some component credit sizes increased. Please contact your Business Development Manager for further clarification.
3	26/03/2019	Addition of 'Guidance for using Entry 1 Assessment Continuum and Exemplar Learner Transcripts' in appendices (page 78).
4	September 2019	Rebrand - 'AIM Awards' changed to 'AIM Qualifications' Qualification family added to qualification details grid (pages 9-13)
5	09/01/2020	Geographical coverage updated to include Wales (pages 9-13)  Statement added to all qualification structures for clarification (pages 16-20): 'Components with the same titles at different levels are barred against each other'
6	June 2021	Additional information added following the implementation of new optional online Multiple Choice Question (MCQ) assessment method: Page 14: Resource requirements Page 74: How these qualifications are assessed Page 76: Scheduling learners for the online Multiple Choice Question (MCQ) assessments Page 77: Delivering the MCQ assessments Page 77: At the end of the MCQ assessments



Version Number	Date	Description
7	September 2021	<p>Qualification withdrawal dates added (pages 10-14) for:</p> <p>Entry 1 Award in Skills for Working in Child Care Industries 603/1648/2  Entry 1 Extended Award in Skills for Working in Child Care Industries 603/1649/4</p> <p>Entry 2 Award in Skills for Working in Child Care Industries 603/1654/8  Entry 2 Extended Award in Skills for Working in Child Care Industries 603/1655/X  Entry 2 Certificate in Skills for Working in Child Care Industries 603/1656/1</p> <p>Entry 3 Award in Skills for Working in Child Care Industries 603/1659/7  Entry 3 Extended Award in Skills for Working in Child Care Industries 603/1660/3  Entry 3 Certificate in Skills for Working in Child Care Industries 603/1661/5  Entry 3 Extended Certificate in Skills for Working in Child Care Industries 603/1662/7  Entry 3 Diploma in Skills for Working in Child Care Industries 603/1663/9</p> <p>Level 1 Award in Skills for Working in Child Care Industries 603/1664/0  Level 1 Extended Award in Skills for Working in Child Care Industries 603/1665/2  Level 1 Certificate in Skills for Working in Child Care Industries 603/1666/4  Level 1 Extended Certificate in Skills for Working in Child Care Industries 603/1667/6  Level 1 Diploma in Skills for Working in Child Care Industries 603/1668/8</p> <p>Level 2 Award in Skills for Working in Child Care Industries 603/1669/X  Level 2 Extended Award in Skills for Working in Child Care Industries 603/1670/6  Level 2 Certificate in Skills for Working in Child Care Industries 603/1672/X  Level 2 Extended Certificate in Skills for Working in Child Care Industries 603/1673/1  Level 2 Diploma in Skills for Working in Child Care Industries 603/1674/3</p>

Version Number	Date	Description
8	March 2022	An optional MCQ assessment method has been added to the following components: Building Confidence and Self Esteem (A/616/0360), Bullying and Harassment in the Workplace (L/616/0363) and Introduction to Child Care Industries (F/616/0652)



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# Introduction

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Welcome to the AIM Qualifications Suite of Skills for Working in Child Care Industries Qualification Handbook.

*AIM Qualifications Entry Level 1 Award in Skills for Working in Child Care Industries 603/1648/2 (expiring)*

*AIM Qualifications Entry Level 1 Extended Award in Skills for Working in Child Care Industries 603/1649/4 (expiring)*

*AIM Qualifications Entry Level 2 Award in Skills for Working in Child Care Industries 603/1654/8 (expiring)*

*AIM Qualifications Entry Level 2 Extended Award in Skills for Working in Child Care Industries 603/1655/X (expiring)*

*AIM Qualifications Entry Level 2 Certificate in Skills for Working in Child Care Industries 603/1656/1 (expiring)*

*AIM Qualifications Entry Level 3 Award in Skills for Working in Child Care Industries 603/1659/7 (expiring)*

*AIM Qualifications Entry Level 3 Extended Award in Skills for Working in Child Care Industries 603/1660/3 (expiring)*

*AIM Qualifications Entry Level 3 Certificate in Skills for Working in Child Care Industries 603/1661/5 (expiring)*

*AIM Qualifications Entry Level 3 Extended Certificate in Skills for Working in Child Care Industries 603/1662/7 (expiring)*

*AIM Qualifications Entry Level 3 Diploma in Skills for Working in Child Care Industries 603/1663/9 (expiring)*

*AIM Qualifications Level 1 Award in Skills for Working in Child Care Industries 603/1664/0 (expiring)*

*AIM Qualifications Level 1 Extended Award in Skills for Working in Child Care Industries 603/1665/2 (expiring)*

*AIM Qualifications Level 1 Certificate in Skills for Working in Child Care Industries 603/1666/4 (expiring)*

*AIM Qualifications Level 1 Extended Certificate in Skills for Working in Child Care Industries 603/1667/6 (expiring)*

*AIM Qualifications Level 1 Diploma in Skills for Working in Child Care Industries 603/1668/8 (expiring)*

*AIM Qualifications Level 2 Award in Skills for Working in Child Care Industries 603/1669/X (expiring)*

*AIM Qualifications Level 2 Extended Award in Skills for Working in Child Care Industries 603/1670/6 (expiring)*

*AIM Qualifications Level 2 Certificate in Skills for Working in Child Care Industries 603/1672/X (expiring)*

*AIM Qualifications Level 2 Extended Certificate in Skills for Working in Child Care Industries 603/1673/1 (expiring)*

*AIM Qualifications Level 2 Diploma in Skills for Working in Child Care Industries 603/1674/3 (expiring)*

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

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

We also provide Learner Guides for our qualifications. These learner-friendly documents detail everything your learners will need to know about the qualification they are undertaking; the content of the qualification, how they will be assessed, what the qualification could lead to and any additional information to help them successfully achieve. These are available to download on our website ([www.aim-group.org.uk](http://www.aim-group.org.uk)) or alternatively contact us to access these.

## About Us

We are a national Awarding Organisation, offering a large number of Ofqual regulated qualifications at different levels and in a wide range of subject areas. Our qualifications are flexible enough to be delivered in a range of settings, from small providers to large colleges and in the workplace both nationally and internationally.

We pride ourselves on offering the best possible customer service, and are always on hand to help if you have any questions. Our organisational structure and business processes enable us to be able to respond quickly to the needs of customers to develop new products that meet their specific needs.

We are also licensed by the Quality Assurance Agency (QAA) to approve and certificate Access to Higher Education Diplomas.

We are also approved as an Apprentice Assessment Organisation (AAO).

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# Section One

## Qualification Overview

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# About these Qualifications

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

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

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

These qualifications cover different areas of child care, including child development, child care, the principles of working in child care and supporting a child's learning. Learners will also be able to develop the essential communication, information technology, English and maths skills they will need to succeed in the industry.

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



## Entry 1 Qualifications

	AIM Qualifications Entry 1 Award in Skills for Working in Child Care Industries	AIM Qualifications Entry 1 Extended Award in Skills for Working in Child Care Industries
Qualification Family	Flexibilities	
Grading	Pass/Fail	
Geographical Coverage	England, Wales	
Operational Start Date	1st July 2017	
Last Learner Registration Date	30th April 2022	30th April 2022
Last Certification End Date	30th April 2025	30th April 2025
Sector	1.5 Child Development and Well-Being	
Qualification Number	603/1648/2	603/1649/4
Learning Aim Reference	60316482	60316494
Guided Learning Hours	30	90
Total Qualification Time	30	90
Total Credits Required	3	9
Minimum Learner Age	N/A	N/A

## Entry 2 Qualifications

	AIM Qualifications Entry 2 Award in Skills for Working in Child Care Industries	AIM Qualifications Entry 2 Extended Award in Skills for Working in Child Care Industries	AIM Qualifications Entry 2 Certificate in Skills for Working in Child Care Industries
Qualification Family	Flexibilities		
Grading	Pass/Fail		
Geographical Coverage	England, Wales		
Operational Start Date	1st July 2017		
Last Learner Registration Date	30th April 2022	30th April 2022	30th April 2022
Last Certification End Date	30th April 2025	30th April 2025	30th April 2025
Sector	1.5 Child Development and Well-Being		
Qualification Number	603/1654/8	603/1655/X	603/1656/1
Learning Aim Reference	60316548	6031655X	60316561
Guided Learning Hours	30	90	150
Total Qualification Time	30	90	150
Total Credits Required	3	9	15
Minimum Learner Age	N/A	N/A	N/A



## Entry 3 Qualifications

	AIM Qualifications Entry 3 Award in Skills for Working in Child Care Industries	AIM Qualifications Entry 3 Extended Award in Skills for Working in Child Care Industries	AIM Qualifications Entry 3 Certificate in Skills for Working in Child Care Industries	AIM Qualifications Entry 3 Extended Certificate in Skills for Working in Child Care Industries	AIM Qualifications Entry 3 Diploma in Skills for Working in Child Care Industries
Qualification Family	Flexibilities				
Grading	Pass/Fail				
Geographical Coverage	England, Wales				
Operational Start Date	1st July 2017				
Last Learner Registration Date	30th April 2022	30th April 2022	30th April 2022	30th April 2022	30th April 2022
Last Certification End Date	30th April 2025	30th April 2025	30th April 2025	30th April 2025	30th April 2025
Sector	1.5 Child Development and Well-Being				
Qualification Number	603/1659/7	603/1660/3	603/1661/5	603/1662/7	603/1663/9
Learning Aim Reference	60316597	60316603	60316615	60316627	60316639
Guided Learning Hours	30	90	150	270	370
Total Qualification Time	30	90	150	270	370
Total Credits Required	3	9	15	27	37
Minimum Learner Age	N/A	N/A	N/A	N/A	N/A

## Level 1 Qualifications

	AIM Qualifications Level 1 Award in Skills for Working in Child Care Industries	AIM Qualifications Level 1 Extended Award in Skills for Working in Child Care Industries	AIM Qualifications Level 1 Certificate in Skills for Working in Child Care Industries	AIM Qualifications Level 1 Extended Certificate in Skills for Working in Child Care Industries	AIM Qualifications Level 1 Diploma in Skills for Working in Child Care Industries
Qualification Family	Flexibilities				
Grading	Pass/Fail				
Geographical Coverage	England, Wales				
Operational Start Date	1st July 2017				
Last Learner Registration Date	30th April 2022	30th April 2022	30th April 2022	30th April 2022	30th April 2022
Last Certification End Date	30th April 2025	30th April 2025	30th April 2025	30th April 2025	30th April 2025
Sector	1.5 Child Development and Well-Being				
Qualification Number	603/1664/0	603/1665/2	603/1666/4	603/1667/6	603/1668/8
Learning Aim Reference	60316640	60316652	60316664	60316676	60316688
Guided Learning Hours	54	78	130	233	321
Total Qualification Time	60	87	146	261	360
Total Credits Required	6	9	15	26	36
Minimum Learner Age	N/A	N/A	N/A	N/A	N/A

## Level 2 Qualifications

	AIM Qualifications Level 2 Award in Skills for Working in Child Care Industries	AIM Qualifications Level 2 Extended Award in Skills for Working in Child Care Industries	AIM Qualifications Level 2 Certificate in Skills for Working in Child Care Industries	AIM Qualifications Level 2 Extended Certificate in Skills for Working in Child Care Industries	AIM Qualifications Level 2 Diploma in Skills for Working in Child Care Industries
Qualification Family	Flexibilities				
Grading	Pass/Fail				
Geographical Coverage	England, Wales				
Operational Start Date	1st July 2017				
Last Learner Registration Date	30th April 2022	30th April 2022	30th April 2022	30th April 2022	30th April 2022
Last Certification End Date	30th April 2025	30th April 2025	30th April 2025	30th April 2025	30th April 2025
Sector	1.5 Child Development and Well-Being				
Qualification Number	603/1669/X	603/1670/6	603/1672/X	603/1673/1	603/1674/3
Learning Aim Reference	6031669X	60316706	6031672X	60316731	60316743
Guided Learning Hours	48	69	115	206	293
Total Qualification Time	78	112	187	336	478
Total Credits Required	8	11	19	34	48
Minimum Learner Age	N/A	N/A	N/A	N/A	N/A

## Total Qualification Time and Guided Learning Hours

Total Qualification Time (TQT) is the number of notional hours it takes a typical learner to achieve the full qualification and is made up of two elements:

- the minimum number of Qualification Guided Learning Hours (GLH) - the number of Tutor-led contact hours
- the number of hours spent on preparation, studying and the assessment that is non-guided

For example, the number of tutor-led contact hours (GLH) for a qualification is 30 and the number of hours spent by the learner (non-GLH) on preparation, studying and the assessment is 6 hours. Therefore the Total Qualification Time (TQT) for the qualification is 36 hours.

## Progression Opportunities

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

## Entry Guidance

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. In most cases, we'll extend the qualification and set a new review date. If we make a decision to withdraw a qualification, we'll set an 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. The certification end date will be three years from the operational end date.

## 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 Two

## Qualification Structure and Components



**Qualification Structure: Entry 1 Qualifications** (components with the same titles at different levels are barred against each other)

	AIM Qualifications Entry 1 Award in Skills for Working in Child Care Industries	AIM Qualifications Entry 1 Extended Award in Skills for Working in Child Care Industries
<b>Total Credits Required</b>	<b>3</b>	<b>9</b>
Minimum Credits from Child Care Group	3	6
Maximum Credits allowed from Employability Group	0	3

Full Description of Rules of Combination	<i>Learners must achieve a minimum of 3 credits from the Child Care Group at Entry 1.</i>	<p><i>Learners must achieve 9 credits.</i></p> <p><i>A minimum of 6 credits must be achieved from the Child Care Group, up to 3 credits of these may be achieved at Entry 2.</i></p> <p><i>A maximum of 3 credits may be achieved from the Employability Group, at Entry 1 only.</i></p> <p><i>Components with the same titles at different levels are barred against each other.</i></p>
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**Qualification Structure: Entry 2 Qualifications** (components with the same titles at different levels are barred against each other)

	AIM Qualifications Entry 2 Award in Skills for Working in Child Care Industries	AIM Qualifications Entry 2 Extended Award in Skills for Working in Child Care Industries	AIM Qualifications Entry 2 Certificate in Skills for Working in Child Care Industries
<b>Total Credits Required</b>	<b>3</b>	<b>9</b>	<b>15</b>
Minimum Credits from Child Care Group	3	6	10
Maximum Credits allowed from Employability Group	0	3	5

Full Description of Rules of Combination	<i>Learners must achieve a minimum of 3 credits from the Child Care Group at Entry 2.</i>	<p><i>Learners must achieve 9 credits.</i></p> <p><i>A minimum of 6 credits must be achieved from the Child Care Group, up to 3 credits of these may be achieved at Entry 1 and/or Entry 3.</i></p> <p><i>A maximum of 3 credits may be achieved from the Employability Group, at Entry 2 only.</i></p> <p><i>Components with the same titles at different levels are barred against each other.</i></p>	<p><i>Learners must achieve 15 credits.</i></p> <p><i>A minimum of 10 credits must be achieved from the Child Care Group, up to 5 credits of these may be achieved at Entry 1 and/or Entry 3.</i></p> <p><i>A maximum of 5 credits may be achieved from the Employability Group, at Entry 2 only.</i></p> <p><i>Components with the same titles at different levels are barred against each other.</i></p>
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**Qualification Structure: Entry 3 Qualifications** (components with the same titles at different levels are barred against each other)

	AIM Qualifications Entry 3 Award in Skills for Working in Child Care Industries	AIM Qualifications Entry 3 Extended Award in Skills for Working in Child Care Industries	AIM Qualifications Entry 3 Certificate in Skills for Working in Child Care Industries	AIM Qualifications Entry 3 Extended Certificate in Skills for Working in Child Care Industries	AIM Qualifications Entry 3 Diploma in Skills for Working in Child Care Industries
<b>Total Credits Required</b>	<b>3</b>	<b>9</b>	<b>15</b>	<b>27</b>	<b>37</b>
Minimum Credits from Child Care Group	3	6	10	15	25
Maximum Credits allowed from Employability Group	0	3	5	10	12

Full Description of Rules of Combination	<i>Learners must achieve a minimum of 3 credits from the Child Care Group at Entry 3.</i>	<i>Learners must achieve 9 credits. A minimum of 6 credits must be achieved from the Child Care 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.</i>	<i>Learners must achieve 15 credits. A minimum of 10 credits must be achieved from the Child Care 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.</i>	<i>Learners must achieve 27 credits. A minimum of 15 credits must be achieved from the Child Care 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.</i>	<i>Learners must achieve 37 credits. A minimum of 25 credits must be achieved from the Child Care Group, up to 12 credits of these may be achieved at Entry 2 and/or Level 1. A maximum of 12 credits may be achieved from the Employability Group, at Entry 3 only.</i>
		<i>Components with the same titles at different levels are barred against each other.</i>	<i>Components with the same titles at different levels are barred against each other.</i>	<i>Components with the same titles at different levels are barred against each other.</i>	<i>Components with the same titles at different levels are barred against each other.</i>

**Qualification Structure: Level 1 Qualifications** (components with the same titles at different levels are barred against each other)

	AIM Qualifications Level 1 Award in Skills for Working in Child Care Industries	AIM Qualifications Level 1 Extended Award in Skills for Working in Child Care Industries	AIM Qualifications Level 1 Certificate in Skills for Working in Child Care Industries	AIM Qualifications Level 1 Extended Certificate in Skills for Working in Child Care Industries	AIM Qualifications Level 1 Diploma in Skills for Working in Child Care Industries
<b>Total Credits Required</b>	<b>6</b>	<b>9</b>	<b>15</b>	<b>26</b>	<b>36</b>
Minimum Credits from Child Care Group	6	6	10	16	24
Maximum Credits allowed from Employability Group	0	3	5	10	12

Full Description of Rules of Combination	<i>Learners must achieve a minimum of 6 credits from the Child Care Group at Level 1.</i>	<i>Learners must achieve 9 credits. A minimum of 6 credits must be achieved from the Child Care 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.</i>	<i>Learners must achieve 15 credits. A minimum of 10 credits must be achieved from the Child Care 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.</i>	<i>Learners must achieve 26 credits. A minimum of 16 credits must be achieved from the Child Care 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.</i>	<i>Learners must achieve 36 credits. A minimum of 24 credits must be achieved from the Child Care 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.</i>
		<i>Components with the same titles at different levels are barred against each other.</i>	<i>Components with the same titles at different levels are barred against each other.</i>	<i>Components with the same titles at different levels are barred against each other.</i>	<i>Components with the same titles at different levels are barred against each other.</i>

## Qualification Structure: Level 2 Qualifications *(components with the same titles at different levels are barred against each other)*

	AIM Qualifications Level 2 Award in Skills for Working in Child Care Industries	AIM Qualifications Level 2 Extended Award in Skills for Working in Child Care Industries	AIM Qualifications Level 2 Certificate in Skills for Working in Child Care Industries	AIM Qualifications Level 2 Extended Certificate in Skills for Working in Child Care Industries	AIM Qualifications Level 2 Diploma in Skills for Working in Child Care Industries
<b>Total Credits Required</b>	<b>8</b>	<b>11</b>	<b>19</b>	<b>34</b>	<b>48</b>
Minimum Credits from Child Care Group	8	7	13	23	33
Maximum Credits allowed from Employability Group	0	4	6	11	15

Full Description of Rules of Combination	<p><i>Learners must achieve a minimum of 8 credits from the Child Care Group at Level 2.</i></p>	<p><i>Learners must achieve 11 credits.</i></p> <p><i>A minimum of 7 credits must be achieved from the Child Care Group, up to 4 credits of these may be achieved at Level 1 and/or Level 3.</i></p> <p><i>A maximum of 4 credits may be achieved from the Employability Group, at Level 2 only.</i></p> <p><i>Components with the same titles at different levels are barred against each other.</i></p>	<p><i>Learners must achieve 19 credits.</i></p> <p><i>A minimum of 13 credits must be achieved from the Child Care Group, up to 6 credits of these may be achieved at Level 1 and/or Level 3.</i></p> <p><i>A maximum of 6 credits may be achieved from the Employability Group, at Level 2 only.</i></p> <p><i>Components with the same titles at different levels are barred against each other.</i></p>	<p><i>Learners must achieve 34 credits.</i></p> <p><i>A minimum of 23 credits must be achieved from the Child Care Group, up to 11 credits of these may be achieved at Level 1 and/or Level 3.</i></p> <p><i>A maximum of 11 credits may be achieved from the Employability Group, at Level 2 only.</i></p> <p><i>Components with the same titles at different levels are barred against each other.</i></p>	<p><i>Learners must achieve 48 credits.</i></p> <p><i>A minimum of 33 credits must be achieved from the Child Care Group, up to 15 credits of these may be achieved at Level 1 and/or Level 3.</i></p> <p><i>A maximum of 15 credits may be achieved from the Employability Group, at Level 2 only.</i></p> <p><i>Components with the same titles at different levels are barred against each other.</i></p>
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## Components

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. The full list of components for these qualifications are displayed in the following groups:

**Child Care Group;** which includes

- *Child Care (page 24)*: covers the principles of looking after children, including parenting skills, keeping children safe and well, healthy eating and the importance of routines for children.
- *Child Development (page 26)*: aims to develop learner's knowledge of child development, looking at different ages and stages, including the physical, intellectual and language development of children and the use of toys/play materials.
- *Working in Child Care (page 28)*: this group covers the principles of child protection, child care practice and working with others to support children.
- *Supporting a Child's Learning (page 29)*: learners will be introduced to using different activities to support a child's learning, including science, craft, games and ICT activities. Learners will look at ways of developing a child's writing, reading and mathematics skills and how to build confidence during play.

**Employability Group;** which includes

- *Assertiveness and Decision Making Skills (page 36)*: provides the opportunity for learners to develop their assertiveness and decision making skills. Learners will learn the importance of speaking up for themselves, developing negotiation skills and the benefits of assertiveness.
- *Behaviour in the Workplace (page 37)*: learners will develop their knowledge and skills in behaving appropriately at work. This component group includes looking at the consequences of bullying and harassment at work, how to deal with difficult situations and the importance of professional behaviour in the workplace.
- *Career Planning and Job Searching (page 38)*: this component group provides learners with the opportunity to explore their options for their future by looking at their own personal strengths and qualities, and their personal preferences to different careers. They will also develop their practical skills in searching for jobs and will look at how to apply for job vacancies.
- *Communication in the Workplace (page 40)*: raises awareness of the importance of effective communication in the workplace, including communicating with others about work tasks and dealing with conflict.

- *Confidence and Self Esteem (page 41)*: allows learners to identify the value of confidence and self-esteem, what factors affect them and the effect on others' perceptions of an individual.
- *Continuing Professional Development (CPD) (page 41)*: this component group includes looking at career development, own current situation in terms of training needs, planning for progression and how to get the most out of training.
- *CV Writing (page 44)*: this group will develop practical skills in presenting Information about themselves to a prospective employer and also looks at the use of online profiles for career planning.
- *Discrimination at Work (page 45)*: these components aim to raise a learner's awareness of discrimination at work by gaining an understanding of discriminatory words and actions, possible consequences and ways to avoid this happening.
- *Employability Skills (page 45)*: this group provides learners with an opportunity to develop a range of desired employability skills, such as using tools and equipment for work tasks, marketing products and services, carrying out market research and working to standards.
- *Environmental Awareness in the Workplace (page 49)*: raises awareness of environmental awareness in the workplace, allowing learners to undertake activities taking responsibility for the environment.
- *Equality and Diversity at Work (page 50)*: introduces learners to the meaning of equality and diversity at work, its relevant legislation/policies and the need for positive approaches.
- *Health and Safety in the Workplace (page 50)*: aims to introduce learners to health and safety in the workplace, including potential hazards and risks, common basic safety signs, safe practices and protective equipment.
- *ICT (page 51)*: where applicable, these components are mapped to the Functional Skills Criteria for ICT (2011).
- *Induction to Work (page 53)*: aims to provide learners with an induction to their workplace, how to adjust to their new work setting and introduces their role in the workplace.
- *Interview Techniques (page 54)*: this component group develops the learner's skills and knowledge in undertaking a recruitment interview.





- *Introduction to Vocational Industries (page 54)*: this group provides learners with the opportunity to look at the roles and activities within typical job roles in a range of different sectors.
- *Literacy (page 55)*: these components are based on the National Standards for Adult Literacy and are fully referenced to the Adult Literacy Core Curriculum.
- *Maths (page 57)*: these components are based on the National Standards for Adult Numeracy and are fully referenced to the Adult Numeracy Core Curriculum.
- *Mentoring (page 59)*: enables learners to develop their ability in mentoring others with a focus on developing good practice.
- *Personal Presentation at Work (page 60)*: looks at acceptable conventions for personal presentation in the workplace and the importance of first impressions.
- *Problem Solving in the Workplace (page 60)*: provides learners with an introduction to the range of problems that might occur in a workplace, and enables them to develop, implement and reflect on possible solutions.
- *Rights and Responsibilities at Work (page 61)*: this component group looks at an employee's responsibilities and rights at work, including the principles of their employment contract, pension schemes and pay.
- *Setting Targets (page 62)*: learners are introduced to the importance of appraisals and setting targets to improve own performance at work.
- *Speaking and Listening at Work (page 62)*: provides learners with an introduction into how to communicate effectively and appropriately in the workplace, taking into account the role of body language played in communication.
- *Stress Management (page 62)*: enables learners to have a basic understanding of stress and issues that can arise at work. Learners will explore a range of stress management techniques and coping strategies.
- *Teamwork Skills (page 64)*: provides learners with an introduction on how to work in a team, how their own behaviour affects other group members and the various factors that motivate people in team situations.
- *Time Management Skills (page 65)*: aims to make learners aware of how they spend their time and how to use time management as a way of reducing stress.
- *Travelling to and from Work (page 66)*: introduces learners to the importance of getting to their place of work safely and on time.

- *Using ICT in the Workplace (page 66)*: aims to develop learner's skills in using ICT to carry out workplace tasks.
- *Using Money in the Workplace (page 67)*: this group introduces learners to using money in the workplace, including handling cash payments for products and services, how to deal with debt and the uses of banks and credit cards.
- *Using Numeracy Skills in the Workplace (page 68)*: aims to develop learner's skills in using numeracy skills to carry out workplace tasks.
- *Using Writing Skills in the Workplace (page 68)*: aims to develop learner's skills in using writing skills to carry out workplace tasks.
- *Volunteering (page 69)*: this group provides learners with an understanding of what it means to be a volunteer. It covers the types of organisations where volunteering opportunities are available, the benefits of volunteering and the rights and responsibilities of volunteers.
- *Work Experience (page 69)*: this group provides learners with an understanding for and the practical skills in undertaking work experience.



## Child Care Group

Child Care Group: Child Care Components										
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
R/617/0327	Caring for a Baby	One	2	18	✓	-	-	-	-	-
A/617/0368	Caring for a Child	One	3	27	✓	-	-	-	-	-
Y/617/0328	Caring for Babies under Twelve Months	Two	4	24	✓	-	-	-	-	-
K/615/9303	Caring for Young Children and Babies	E3	3	30	✓	-	-	-	-	-
D/617/0329	Caring for Young Children and Babies	One	3	27	✓	-	-	-	-	-
T/617/0367	Clothing for Young Children and Babies	E1	1	10	✓	-	-	-	-	-
K/615/9334	Food and Nutrition for Children	E1	1	10	✓	-	-	-	-	-
M/615/9335	Food and Nutrition for Children	E2	1	10	✓	-	-	-	-	-
T/615/9336	Food and Nutrition for Children	E3	3	30	✓	-	-	-	-	-
A/615/9337	Food and Nutrition for Children	One	3	27	✓	-	-	-	-	-
A/615/9340	Health and Well-Being in Pregnancy	One	1	9	✓	-	-	-	-	-
L/615/9942	Healthy Eating for Families	E3	4	40	✓	-	-	-	-	-
J/615/9941	Healthy Eating for Families	One	4	36	✓	-	-	-	-	-
H/615/9350	Keeping Children Safe and Well	One	3	27	✓	-	-	-	-	-
F/617/0341	Meeting the Physical Needs of Children	Two	4	24	✓	-	-	-	-	-

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Child Care Group: Child Care Components											Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical			
F/615/9405	Parenting Skills	E1	2	20	✓	-	-	-	-	-	-	-	-			
J/615/9406	Parenting Skills	E2	1	10	✓	-	-	-	-	-	-	-	-			
L/615/9407	Parenting Skills	E3	3	30	✓	-	-	-	-	-	-	-	-			
R/615/9408	Parenting Skills	One	3	27	✓	-	-	-	-	-	-	-	-			
J/617/0342	Parenting Skills	Two	4	24	✓	-	-	-	-	-	-	-	-			
R/617/0344	Practical Health and Safety when with Young Children	One	3	27	✓	-	-	-	-	-	-	-	-			
Y/617/0345	Pregnancy and Preparation for a Baby	One	3	27	✓	-	-	-	-	-	-	-	-			
L/615/9424	Prepare Food for Children	E1	2	20	✓	-	✓	-	-	-	-	-	-			
R/615/9425	Prepare Food for Children	E2	2	20	✓	-	✓	-	-	-	-	-	-			
Y/615/9426	Preparing, Presenting and Keeping Food for Children	E3	3	30	✓	-	✓	-	-	-	-	-	-			
Y/615/9944	Providing a Safe and Hygienic Environment for a Young Child	E3	3	30	✓	-	-	-	-	-	-	-	-			
D/617/0346	Respecting Children	E3	3	30	✓	-	-	-	-	-	-	-	-			
D/615/9945	Routines for a Young Child	E3	4	40	✓	-	-	-	-	-	-	-	-			
H/617/0364	Understanding Weaning	Two	4	24	✓	-	-	-	-	-	-	-	-			
K/615/9897	Young Parenthood	One	2	18	✓	-	-	-	-	-	-	-	-			

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Child Care Group: Child Development Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
F/615/9307	Child Communication Difficulties	Three	8	42	✓	-	-	-	-	-
Y/617/0331	Child Development (0-3 Years)	One	3	27	✓	-	-	-	-	-
D/617/0332	Child Development Observation Methods	Two	4	24	✓	-	✓	-	-	-
J/615/9311	Child Development using Toys/Play Materials (0-3 Years)	E1	2	20	✓	-	✓	-	-	-
L/615/9312	Child Development using Toys/Play Materials (0-3 Years)	E2	2	20	✓	-	✓	-	-	-
H/615/9316	Children's Social and Emotional Development	One	3	27	✓	-	-	-	-	-
H/617/0378	Children's Social and Emotional Development	Two	4	24	✓	-	-	-	-	-
M/617/0366	Cognitive Development of Children	Two	4	24	✓	-	-	-	-	-
H/617/0333	Communication between Children Aged 0-3 and Adults	E3	3	30	✓	-	✓	-	-	-
D/617/0380	Communication Escalation in Early Years	Two	3	16	✓	-	-	-	-	-
M/617/0335	Developing Language and Communication Skills in Children	One	3	27	✓	-	-	-	-	-
F/615/9341	Human Growth and Development	E1	1	10	✓	-	-	-	-	-
J/615/9342	Human Growth and Development	E2	1	10	✓	-	-	-	-	-
L/615/9343	Human Growth and Development	E3	3	30	✓	-	-	-	-	-
R/615/9344	Human Growth and Development	One	3	27	✓	-	-	-	-	-

Child Care Group: Child Development Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
H/617/0381	Observing a Baby or Child's Development	Two	4	24	✓	-	✓	-	-	-
R/617/0568	Play and Child Development	Three	4	21	✓	-	-	-	-	-
Y/617/0569	Play for Children Birth to Five Years	Three	4	21	✓	-	-	-	-	-
D/615/9427	Relationships and Play with Children	One	3	27	✓	-	-	-	-	-
H/617/0400	Supporting the Development of Two Year Olds	Three	3	18	✓	-	✓	-	-	-
H/615/9493	The Foundations of Trust in Families	One	3	27	✓	-	-	-	-	-
A/615/9869	The Importance of Play	One	3	27	✓	-	-	-	-	-
K/617/0382	The Importance of Play	Two	4	24	✓	-	-	-	-	-
T/615/9871	The Intellectual and Language Development of Children	One	3	27	✓	-	-	-	-	-
M/617/0383	The Intellectual and Language Development of Children	Two	4	24	✓	-	-	-	-	-
J/615/9874	The Physical and Psychological Needs of Children	One	3	27	✓	-	-	-	-	-
T/617/0384	The Physical Development of Children	Two	4	24	✓	-	-	-	-	-
L/617/0570	The Physical Development of Children	Three	4	21	✓	-	-	-	-	-

Child Care Group: Working in Child Care Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
M/617/0397	Child Protection	Two	4	24	✓	-	-	-	-	-
T/617/0336	Exploring Working in a Child Care Environment	E1	1	10	✓	-	-	-	-	-
A/617/0337	Exploring Working in a Child Care Environment	E2	1	10	✓	-	-	-	-	-
T/617/0403	The Principles of Child Care Practice	Three	5	28	✓	-	-	-	-	-
J/615/9888	Working in a Care Environment	E1	2	20	✓	-	✓	-	-	-
L/615/9889	Working in a Care Environment	E2	2	20	✓	-	✓	-	-	-
L/615/9892	Working in Child Care	E2	1	10	✓	-	-	-	-	-
R/617/0571	Working with Others to Support Two Year Olds	Three	4	21	✓	-	-	-	-	-

Child Care Group: Supporting a Child's Learning Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
M/615/9934	Building Confidence Through Play	E3	3	30	✓	-	-	-	-	-
K/617/0334	Craft Activities with Children and Young People	One	3	27	✓	-	✓	-	-	-
D/615/9329	Family Learning	E3	3	30	✓	-	✓	-	-	-
Y/615/9331	Family Learning	One	3	27	✓	-	✓	-	-	-
L/617/0388	Family Learning	Two	4	24	✓	-	✓	-	-	-
R/615/9943	Finding Out About Forest Schools	One	3	27	✓	-	-	-	-	-
A/615/9354	Know How to Use Craft Activities to Support a Child's Learning	E1	1	10	✓	-	-	-	-	-
J/615/9356	Know How to Use Craft Activities to Support a Child's Learning	E2	1	10	✓	-	-	-	-	-
K/617/0365	Know How to Use Craft Activities to Support a Child's Learning	E3	1	10	✓	-	-	-	-	-
H/615/9364	Know How to Use Craft Activities to Support a Child's Learning	One	1	9	✓	-	-	-	-	-

Child Care Group: Supporting a Child's Learning Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
M/615/9366	Know How to Use Games to Support a Child's Literacy Development	E1	1	10	✓	-	-	-	-	-
A/615/9368	Know How to Use Games to Support a Child's Literacy Development	E2	1	10	✓	-	-	-	-	-
T/615/9370	Know How to Use Games to Support a Child's Literacy Development	E3	1	10	✓	-	✓	-	-	-
F/615/9372	Know How to Use Games to Support a Child's Literacy Development	One	1	9	✓	-	✓	-	-	-
R/615/9375	Know How to Use Games to Support a Child's Numeracy Development	E1	1	10	✓	-	-	-	-	-
H/615/9378	Know How to Use Games to Support a Child's Numeracy Development	E2	1	10	✓	-	-	-	-	-
K/615/9379	Know How to Use Games to Support a Child's Numeracy Development	E3	1	10	✓	-	✓	-	-	-
K/615/9382	Know How to Use Games to Support a Child's Numeracy Development	One	1	9	✓	-	✓	-	-	-

Child Care Group: Supporting a Child's Learning Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
T/615/9384	Know How to Use ICT to Support a Child's Learning	E1	1	10	✓	-	-	-	-	-
A/615/9385	Know How to Use ICT to Support a Child's Learning	E2	1	10	✓	-	-	-	-	-
L/615/9388	Know How to Use ICT to Support a Child's Learning	E3	1	10	✓	-	-	-	-	-
R/615/9389	Know How to Use ICT to Support a Child's Learning	One	1	9	✓	-	-	-	-	-
L/615/9391	Know How to Use Play to Support a Child's Learning	E1	1	10	✓	-	-	-	-	-
R/615/9392	Know How to Use Play to Support a Child's Learning	E2	1	10	✓	-	-	-	-	-
Y/615/9393	Know How to Use Play to Support a Child's Learning	E3	1	10	✓	-	-	-	-	-
D/615/9394	Know How to Use Play to Support a Child's Learning	One	1	9	✓	-	-	-	-	-
D/615/9928	Know How to Use Poetry and Rhyme to Support a Child's Language Development	E1	1	10	✓	-	-	-	-	-
M/615/9898	Know How to Use Poetry and Rhyme to Support a Child's Language Development	E2	1	10	✓	-	-	-	-	-
H/615/9395	Know How to Use Poetry and Rhyme to Support a Child's Language Development	E3	1	10	✓	-	-	-	-	-
K/615/9396	Know How to Use Poetry and Rhyme to Support a Child's Language Development	One	1	9	✓	-	-	-	-	-

Child Care Group: Supporting a Child's Learning Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
M/615/9397	Making and Using Story Sacks	E3	3	30	✓	-	-	-	-	-
H/615/9400	Making and Using Story Sacks	One	6	54	✓	-	✓	-	-	-
A/617/0385	Making and Using Story Sacks	Two	8	48	✓	-	✓	-	-	-
F/615/9937	Musical Activities for Young Children	E3	2	20	✓	-	-	-	-	-
F/615/9940	Musical Activities for Young Children	One	2	18	✓	-	-	-	-	-
M/615/9416	Play for Early Learning	One	3	27	✓	-	-	-	-	-
R/617/0389	Play for Early Learning	Two	8	48	✓	-	-	-	-	-
K/617/0401	Play for Early Learning in a Child care Setting	Three	8	42	✓	-	-	-	-	-
A/615/9936	Science Activities for Young Children	One	3	27	✓	-	-	-	-	-
K/615/9432	Skills for Listening to a Child	E3	1	10	✓	-	✓	-	-	-
M/615/9433	Skills for Listening to a Child	One	1	9	✓	-	✓	-	-	-
J/615/9437	Support Children's Learning through Sensory Activities	One	3	27	✓	-	✓	-	-	-

Child Care Group: Supporting a Child's Learning Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
L/617/0391	Support Children's Learning through Sensory Activities	Two	4	24	✓	-	✓	-	-	-
H/615/9929	Supporting a Child with Maths	E1	1	10	✓	-	-	-	-	-
H/617/0347	Supporting a Child with Maths	E2	1	10	✓	-	-	-	-	-
L/615/9441	Supporting a Child with Maths	E3	1	10	✓	-	-	-	-	-
K/617/0348	Supporting a Child with Maths	One	1	9	✓	-	✓	-	-	-
Y/615/9930	Supporting a Child with Reading	E1	1	10	✓	-	-	-	-	-
H/617/0350	Supporting a Child with Reading	E2	1	10	✓	-	-	-	-	-
K/617/0351	Supporting a Child with Reading	E3	3	30	✓	-	-	-	-	-
M/617/0352	Supporting a Child with Reading	One	3	27	✓	-	✓	-	-	-
F/617/0386	Supporting a Child with Reading	Two	4	24	✓	-	✓	-	-	-
A/617/0354	Supporting a Child with Writing	E1	1	10	✓	-	-	-	-	-
F/617/0355	Supporting a Child with Writing	E2	1	10	✓	-	-	-	-	-
J/617/0356	Supporting a Child with Writing	E3	3	30	✓	-	-	-	-	-
K/615/9446	Supporting a Child with Writing	One	3	27	✓	-	✓	-	-	-

Child Care Group: Supporting a Child's Learning Components

Component Code	Component Title	Level	Credit Value	GLH	Assessment set by the centre			Assessment set by AIM		
					Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
H/615/9932	Supporting a Child's Literacy and Numeracy Development Out of School	E1	1	10	✓	-	-	-	-	-
R/617/0358	Supporting a Child's Literacy and Numeracy Development Out of School	E2	1	10	✓	-	-	-	-	-
L/617/0360	Supporting a Child's Literacy and Numeracy Development Out of School	E3	1	10	✓	-	-	-	-	-
R/617/0361	Supporting a Child's Literacy and Numeracy Development Out of School	One	1	9	✓	-	-	-	-	-
J/615/9485	Supporting Children in Family Learning	One	3	27	✓	-	-	-	-	-
R/617/0392	Supporting Children's Learning in Primary English	Two	5	32	✓	-	✓	-	-	-
Y/617/0393	Supporting Children's Learning in Primary Maths	Two	5	32	✓	-	✓	-	-	-
L/615/9939	Technology Activities for Young Children	E3	2	20	✓	-	-	-	-	-
T/615/9935	Technology Activities for Young Children	One	2	18	✓	-	-	-	-	-



Child Care Group: Supporting a Child's Learning Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
H/615/9879	The Principles of Listening to Children	E3	3	30	✓	-	-	-	-	-
Y/615/9880	The Principles of Listening to Children	One	3	27	✓	-	-	-	-	-
D/617/0394	The Principles of Listening to Children	Two	4	24	✓	-	-	-	-	-
H/617/0395	Theories of Child Learning: Early Years	Two	4	24	✓	-	-	-	-	-
K/617/0396	Understanding How Children Learn	Two	4	24	✓	-	-	-	-	-
T/615/9885	Using ICT to Support Family Learning	E3	2	20	✓	-	-	-	-	-
A/615/9886	Using ICT to Support Family Learning	One	2	18	✓	-	-	-	-	-
J/617/0387	Using ICT to Support Family Learning	Two	3	16	✓	-	-	-	-	-
R/615/9893	Working with a Child to Develop Literacy Skills	One	3	27	✓	-	-	-	-	-
Y/615/9894	Working with a Child to Develop Numeracy Skills	One	3	27	✓	-	-	-	-	-

## Employability Group

Employability Group: Assertiveness and Decision Making Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
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	✓	–	✓	–	–	–
D/616/0450	Decision Making Skills	2	1	8	✓	–	–	–	–	–
M/616/0453	Developing Assertiveness	E1	2	20	✓	–	–	–	–	–
T/616/0454	Developing Assertiveness	E2	2	20	✓	–	–	–	–	–

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Employability Group: Behaviour in the Workplace Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
M/616/0355	Building and Managing Workplace Relationships	1	3	27	✓	–	–	–	–	–
Y/616/9955	Building and Managing Workplace Relationships	2	4	24	✓	–	–	–	–	–
J/616/0362	Bullying and Harassment in the Workplace	E3	1	10	✓	–	–	–	–	–
L/616/0363	Bullying and Harassment in the Workplace	1	1	9	✓	–	–	–	✓	–
A/616/0391	Conduct at Work	E1	2	20	✓	–	✓	–	–	–
F/616/0392	Conduct at Work	E2	2	20	✓	–	✓	–	–	–
J/616/0393	Conduct at Work	E3	3	30	✓	–	✓	–	–	–
L/616/0394	Conflict Resolution in the Workplace	1	3	27	✓	–	–	–	–	–
D/616/9956	Conflict Resolution in the Workplace	2	4	24	✓	–	–	–	–	–
Y/616/0446	Dealing with Difficult Situations at Work	E3	1	10	✓	–	✓	–	–	–
D/616/0447	Dealing with Difficult Situations at Work	1	1	9	✓	–	✓	–	–	–
A/616/0875	Personal Manner and Conduct	E1	2	20	✓	–	✓	–	–	–
F/616/0876	Personal Manner and Conduct	E2	2	20	✓	–	✓	–	–	–

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Employability Group: Behaviour in the Workplace Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
A/616/0908	Relationships and Behaviour in the Workplace	E1	2	20	✓	–	–	–	–	–
T/616/0910	Relationships and Behaviour in the Workplace	E2	2	20	✓	–	–	–	–	–
A/616/0911	Relationships and Behaviour in the Workplace	E3	2	20	✓	–	–	–	–	–
D/616/0920	Responsible Work Practice	1	2	18	✓	–	✓	–	–	–
H/616/0921	Responsible Work Practice	2	1	8	✓	–	–	–	–	–

Employability Group: Career Planning and Job Search Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
T/616/0342	Applying for Jobs or Courses	E1	2	20	✓	–	✓	–	–	–
A/616/0343	Applying for Jobs or Courses	E2	2	20	✓	–	✓	–	–	–
Y/616/0365	Career Planning	1	3	27	✓	–	–	–	–	–
M/616/9959	Career Planning	2	4	24	✓	–	–	–	–	–

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Employability Group: Career Planning and Job Search Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
M/616/0582	Exploring Occupational Areas	E1	2	20	✓	–	–	–	–	–
T/616/0583	Exploring Occupational Areas	E2	2	20	✓	–	–	–	–	–
A/616/0584	Exploring Occupational Areas	E3	2	20	✓	–	–	–	–	–
F/616/0585	Exploring the World of Work	E1	2	20	✓	–	–	–	–	–
J/616/0586	Exploring the World of Work	E2	2	20	✓	–	–	–	–	–
L/616/0587	Finding Jobs or Courses	E1	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	✓	–	–	–	✓	–

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Employability Group: Career Planning and Job Search Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
K/616/9958	Job Seeking Skills	2	4	24	✓	–	–	–	✓	–
K/616/0855	Making Informed Career Choices	E1	2	20	✓	–	–	–	–	–
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					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
M/616/0372	Communication in the Workplace	E1	2	20	✓	–	✓	–	–	–
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	✓	–	–	–	–	–

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Employability: Confidence and Self Esteem Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
A/616/0357	Building Confidence and Self Esteem	E1	2	20	✓	–	–	–	–	–
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					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
K/616/0337	Action Planning to Improve Performance at Work	E1	2	20	✓	–	–	–	–	–
M/616/0338	Action Planning to Improve Performance at Work	E2	2	20	✓	–	–	–	–	–
T/616/9963	Adapting to Change at Work	2	4	24	✓	–	–	–	–	–
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	✓	–	✓	–	–	–

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Employability: Continuing Professional Development (CPD) Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
F/616/0599	Getting the Most Out of Training	1	1	9	✓	–	✓	–	–	–
A/616/9964	Improving Own Learning and Performance	2	4	24	✓	–	–	–	–	–
K/616/0631	Induction to a Training Course	E3	3	30	✓	–	–	–	–	–
J/616/0636	Induction to a Training Course	1	3	27	✓	–	–	–	–	–
T/616/0860	Managing Study	1	3	27	✓	–	✓	–	–	–
J/616/0880	Planning for Progression	E3	1	10	✓	–	–	–	–	–
T/616/0924	Reviewing Your Situation at Work	E3	1	10	✓	–	–	–	–	–
A/616/0925	Reviewing Your Situation at Work	1	1	9	✓	–	–	–	–	–
K/616/1116	Transferable Skills and Training Needs	E3	3	30	✓	–	–	–	–	–
M/616/1117	Transferable Skills and Training Needs	1	3	27	✓	–	–	–	–	–
J/616/9966	Understanding Change in the Workplace	2	3	16	✓	–	–	–	–	–
A/616/1167	Understanding Progression Opportunities	E3	1	10	✓	–	–	–	–	–

Employability: Continuing Professional Development (CPD) Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
F/616/1168	Understanding Progression Opportunities	1	1	9	✓	–	–	–	–	–
F/616/9965	Undertaking Professional Development	2	4	24	✓	–	✓	–	–	–

Employability: CV Writing Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
D/616/0352	Building a Personal Career Portfolio	1	3	27	✓	–	–	–	–	–
R/616/9968	Building a Personal Career Portfolio	2	4	24	✓	–	–	–	–	–
R/616/0428	Creating a Tailored Curriculum Vitae (CV)	1	3	27	✓	–	–	–	–	–
Y/616/9969	Creating a Tailored Curriculum Vitae (CV)	2	4	24	✓	–	–	–	–	–
H/616/0434	Creating an Online Profile for Career Planning	1	3	27	✓	–	✓	–	–	–
L/616/9970	Creating an Online Profile for Career Planning	2	4	24	✓	–	✓	–	–	–
A/616/0441	CV Writing	E3	1	10	✓	–	–	–	✓	–
J/616/0474	Exploring a Curriculum Vitae (CV)	E1	2	20	✓	–	–	–	–	–
L/616/0475	Exploring a Curriculum Vitae (CV)	E2	2	20	✓	–	–	–	–	–
R/616/0896	Presenting Information about Self to an Employer	E1	2	20	✓	–	✓	–	–	–
Y/616/0897	Presenting Information about Self to an Employer	E2	2	20	✓	–	✓	–	–	–
F/616/1218	Writing a Curriculum Vitae (CV)	E1	1	10	✓	–	✓	–	–	–
J/616/1219	Writing a Curriculum Vitae (CV)	E2	1	10	✓	–	✓	–	–	–

Employability: Discrimination at Work Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
L/616/0458	Discrimination at Work	E3	3	30	✓	–	–	–	–	–
J/616/0460	Discrimination at Work	1	3	27	✓	–	–	–	–	–
R/616/9971	Discrimination at Work	2	4	24	✓	–	–	–	–	–

Employability: Employability Skills Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
K/616/0371	Carrying Out Work Tasks	E2	4	40	✓	–	✓	–	–	–
F/616/0456	Developing Meeting Skills	1	2	18	✓	–	✓	–	–	–
D/616/9973	Developing Meeting Skills	2	3	16	✓	–	✓	–	–	–
K/616/0466	Employment Skills	E3	3	30	✓	–	✓	–	–	–
M/616/0467	Employment Skills	1	3	27	✓	–	✓	–	✓	–
H/616/0594	Following Instructions in the Workplace	E1	2	20	✓	–	✓	–	–	–
K/616/0595	Following Instructions in the Workplace	E2	2	20	✓	–	✓	–	–	–

Employability: Employability Skills Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
M/616/0596	Following Instructions in the Workplace	E3	2	20	✓	–	✓	–	–	–
K/616/9975	Leadership Skills	2	4	24	✓	–	–	–	–	–
T/616/0857	Managing a Work Project	2	1	8	✓	–	✓	–	–	–

Employability: Employability Skills Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
D/616/0867	Motivation	1	1	9	✓	–	–	–	–	–
H/616/0868	Negotiation Skills	1	6	54	✓	–	✓	–	–	–
T/616/9977	Negotiation Skills	2	8	48	✓	–	✓	–	–	–
D/616/0870	Participate in an Occupational Taster	E1	2	20	✓	–	✓	–	–	–
H/616/0871	Participate in an Occupational Taster	E2	2	20	✓	–	✓	–	–	–
K/616/0872	Participate in an Occupational Taster	E3	2	20	✓	–	✓	–	–	–
M/616/0873	Participating in Vocational Tasters	1	6	54	✓	–	✓	–	–	–
A/616/9995	Participating in Vocational Tasters	2	8	48	✓	–	✓	–	–	–
Y/616/1225	Presentation Skills	1	2	18	✓	–	✓	–	–	–
F/616/9996	Presentation Skills	2	3	16	✓	–	✓	–	–	–
F/616/0912	Report Writing	2	1	8	✓	–	–	–	–	–
D/616/0917	Research Skills	1	3	27	✓	–	–	–	–	–
J/617/0017	Research Skills	2	4	24	✓	–	–	–	–	–

Employability: Employability Skills Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
T/616/0938	Self Advocacy	E1	3	30	✓	–	✓	–	–	–
L/617/0018	Small Scale Research Project	2	8	48	✓	–	–	–	–	–
A/616/1038	Supporting Workers Whose First Language is not English	E3	3	30	✓	–	✓	–	–	–
L/616/1044	Supporting Workers Whose First Language is not English	1	3	27	✓	–	✓	–	–	–
H/616/1048	Take Part in a Work Activity	E3	1	10	✓	–	✓	–	–	–
K/616/1052	Take Part in a Work Activity	1	1	9	✓	–	✓	–	–	–
J/617/0020	Take Part in a Work Activity	2	3	16	✓	–	✓	–	–	–
R/616/1188	Use of Materials for a Work Task	1	2	18	✓	–	✓	–	–	–
R/617/0022	Use of Materials for a Work Task	2	3	16	✓	–	✓	–	–	–
L/616/1190	Use Tools and Equipment for a Work Task	1	3	27	✓	–	✓	–	–	–
H/616/9974	Use Tools and Equipment for a Work Task	2	4	24	✓	–	✓	–	–	–
M/616/1215	Working to Standards	E1	2	20	✓	–	–	–	–	–
T/616/1216	Working to Standards	E2	2	20	✓	–	–	–	–	–
A/616/1217	Working to Standards	E3	3	30	✓	–	–	–	–	–

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Employability: Enterprise Skills Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
K/616/1178	Undertaking an Enterprise Project	1	6	54	✓	–	✓	–	–	–
Y/617/0023	Undertaking an Enterprise Project	2	8	48	✓	–	✓	–	–	–

Employability: Environmental Awareness in the Workplace Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
T/616/0468	Environmental Awareness in the Workplace	E1	2	20	✓	–	✓	–	–	–
A/616/0469	Environmental Awareness in the Workplace	E2	2	20	✓	–	✓	–	–	–
M/616/0470	Environmental Awareness in the Workplace	E3	2	20	✓	–	–	–	–	–

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Employability: Equality and Diversity at Work Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
T/616/0471	Equality and Diversity at Work	E3	3	30	✓	–	–	–	–	–
A/616/0472	Equality and Diversity at Work	1	3	27	✓	–	–	–	✓	–
D/617/0024	Equality and Diversity at Work	2	4	24	✓	–	–	–	–	–

Employability: Health and Safety in the Workplace Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
Y/616/0589	Follow Health and Safety Procedures in the Workplace	E3	1	10	✓	–	✓	–	–	–
L/616/0590	Follow Health and Safety Procedures in the Workplace	1	1	9	✓	–	✓	–	–	–
D/616/0593	Follow Health and Safety Procedures in the Workplace	2	1	8	✓	–	✓	–	–	–
R/616/0607	Health and Safety in the Workplace	E1	2	20	✓	–	✓	–	–	–
Y/616/0608	Health and Safety in the Workplace	E2	2	20	✓	–	✓	–	–	–
D/616/0612	Health and Safety in the Workplace	E3	3	30	✓	–	–	–	–	–
A/616/0617	Health and Safety in the Workplace	1	3	27	✓	–	–	–	✓	–
H/617/0025	Health and Safety in the Workplace	2	4	24	✓	–	–	–	✓	–

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Employability: ICT Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
L/616/1237	Computer Basics	E3	3	30	✓	–	–	–	–	–
R/616/1238	Computer Security and Privacy	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	✓	–	✓	–	–	–
M/616/1439	Enter and Save Information Using ICT	E1	1	10	✓	–	✓	–	–	–
H/616/1440	Enter and Save Information Using ICT	E2	1	10	✓	–	✓	–	–	–
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	✓	–	✓	–	–	–
D/616/1274	Following Safe and Healthy Working Practices When Using ICT	E2	2	20	✓	–	✓	–	–	–
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	✓	–	✓	–	–	–

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Employability: ICT Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
T/616/1281	IT Maintenance for Users	1	2	18	✓	–	✓	–	–	–
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	✓	–	✓	–	–	–
H/616/1311	Using Digital Photograph Processing Software	1	2	18	✓	–	✓	–	–	–

Employability: ICT Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
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					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
K/616/0340	Adjusting to a New Work Setting	E1	3	30	✓	–	✓	–	–	–
M/616/0341	Adjusting to a New Work Setting	E2	3	30	✓	–	✓	–	–	–
L/616/0637	Induction to the Workplace	E1	2	20	✓	–	–	–	–	–
L/616/1450	Induction to the Workplace	E2	2	20	✓	–	–	–	–	–

Employability: Interview Techniques Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
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	✓	–	✓	–	–	–
J/616/0894	Preparing for an Interview	E1	2	20	✓	–	–	–	–	–
L/616/0895	Preparing for an Interview	E2	2	20	✓	–	–	–	–	–
K/616/1181	Undertaking an Interview	E1	1	10	✓	–	✓	–	–	–
M/616/1182	Undertaking an Interview	E2	1	10	✓	–	✓	–	–	–

Employability: Introduction to Vocational Industries at Work Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
F/616/0649	Introduction to Child Care Industries	E1	2	20	✓	–	–	–	–	–
T/616/0650	Introduction to Child Care Industries	E2	2	20	✓	–	–	–	–	–
A/616/0651	Introduction to Child Care Industries	E3	2	20	✓	–	–	–	–	–
F/616/0652	Introduction to Child Care Industries	1	2	18	✓	–	–	–	✓	–
K/617/0205	Introduction to Child Care Industries	2	3	16	✓	–	–	–	–	–

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Employability: Literacy Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
L/616/1321	Engage in Discussion	E1	2	20	✓	–	✓	–	–	–
R/616/1322	Engage in Discussion	E2	2	20	✓	–	✓	–	–	–
Y/616/1323	Engage in Discussion	E3	2	20	✓	–	✓	–	–	–
D/616/1324	Engage in Discussion	1	2	18	✓	–	✓	–	–	–
F/617/0033	Engage in Discussion	2	3	16	✓	–	✓	–	–	–
K/616/1326	Listen and Respond	E1	2	20	✓	–	✓	–	–	–
M/616/1327	Listen and Respond	E2	2	20	✓	–	✓	–	–	–
T/616/1328	Listen and Respond	E3	2	20	✓	–	✓	–	–	–
A/616/1329	Listen and Respond	1	2	18	✓	–	✓	–	–	–
J/617/0034	Listen and Respond	2	3	16	✓	–	✓	–	–	–
T/616/1331	Read for Information	E1	3	30	✓	–	✓	–	–	–
A/616/1332	Read for Information	E2	3	30	✓	–	✓	–	–	–
F/616/1333	Read for Information	E3	3	30	✓	–	✓	–	–	–
J/616/1334	Read for Information	1	3	27	✓	–	✓	–	–	–
L/617/0035	Read for Information	2	4	24	✓	–	✓	–	–	–
D/616/1338	Read for Purpose and Meaning	E1	3	30	✓	–	✓	–	–	–
F/616/1350	Read for Purpose and Meaning	E2	3	30	✓	–	✓	–	–	–

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Employability: Literacy Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
J/616/1365	Read for Purpose and Meaning	E3	3	30	✓	–	✓	–	–	–
L/616/1366	Read for Purpose and Meaning	1	3	27	✓	–	✓	–	–	–
R/617/0036	Read for Purpose and Meaning	2	4	24	✓	–	✓	–	–	–
Y/616/1368	Speak to Communicate	E1	2	20	✓	–	✓	–	–	–
D/616/1369	Speak to Communicate	E2	2	20	✓	–	✓	–	–	–
R/616/1370	Speak to Communicate	E3	2	20	✓	–	✓	–	–	–
Y/616/1371	Speak to Communicate	1	2	18	✓	–	✓	–	–	–
Y/617/0037	Speak to Communicate	2	3	16	✓	–	✓	–	–	–
Y/616/1385	Write Accurately	E2	3	30	✓	–	✓	–	–	–
H/616/1387	Write Accurately	E3	3	30	✓	–	✓	–	–	–
M/617/0044	Write Fluently and Accurately	2	4	24	✓	–	✓	–	–	–
K/616/1374	Write to Communicate	E1	3	30	✓	–	✓	–	–	–
M/616/1375	Write to Communicate	E2	3	30	✓	–	✓	–	–	–

Employability: Literacy Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
T/616/1376	Write to Communicate	E3	3	30	✓	–	✓	–	–	–
J/616/1379	Write to Communicate	1	3	27	✓	–	✓	–	–	–
D/617/0038	Write to Communicate	2	4	24	✓	–	✓	–	–	–
L/616/1383	Write with Accuracy	1	3	27	✓	–	✓	–	–	–

Employability: Maths Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
H/616/1390	Adding and Subtracting	E1	3	30	✓	–	✓	–	–	–
M/616/1392	Addition, Subtraction and Multiplication	E2	3	30	✓	–	✓	–	–	–
A/616/1394	Making Calculations	E3	3	30	✓	–	✓	–	–	–
J/616/1396	Making Calculations	1	3	27	✓	–	✓	–	–	–
T/617/0045	Making Calculations	2	4	24	✓	–	✓	–	–	–
F/616/1400	Money and Time	E1	3	30	✓	–	✓	–	–	–

Employability: Maths Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
L/616/1402	Money, Time and Temperature	E2	3	30	✓	–	✓	–	–	–
Y/616/1404	Money, Time and Temperature	E3	3	30	✓	–	✓	–	–	–
H/616/1406	Money, Time and Temperature	1	3	27	✓	–	✓	–	–	–
A/617/0046	Money, Time and Temperature	2	4	24	✓	–	✓	–	–	–
M/616/1408	Numbers, Decimals, Fractions and Percentages	1	3	27	✓	–	✓	–	–	–
J/617/0048	Numbers, Decimals, Fractions and Percentages	2	4	24	✓	–	✓	–	–	–
F/617/0050	Numerical Relationships, Algebra and Ratio	2	3	16	✓	–	✓	–	–	–
M/616/1411	Numerical Relationships, Algebra and Ratios	1	2	18	✓	–	✓	–	–	–
A/616/1413	Using and Communicating Data	E2	3	30	✓	–	✓	–	–	–
F/616/1414	Using and Communicating Data	E3	3	30	✓	–	✓	–	–	–
J/616/1415	Using and Communicating Data	1	3	27	✓	–	✓	–	–	–
J/617/0051	Using and Communicating Data	2	4	24	✓	–	✓	–	–	–
R/616/1417	Using Probability	1	2	18	✓	–	✓	–	–	–

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Employability: Maths Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
L/617/0052	Using Probability	2	3	16	✓	–	✓	–	–	–
D/616/1419	Using Size, Shape and Measures	E3	3	30	✓	–	✓	–	–	–
R/616/1420	Using Size, Shape and Space	E1	3	30	✓	–	✓	–	–	–
Y/616/1421	Using Size, Shape and Space	1	3	27	✓	–	✓	–	–	–
Y/617/0054	Using Size, Shape and Space	2	4	24	✓	–	✓	–	–	–
H/616/1423	Using Whole Numbers	E1	2	20	✓	–	✓	–	–	–
T/616/1426	Using Whole Numbers and Fractions	E2	2	20	✓	–	✓	–	–	–
F/616/1431	Using Whole Numbers, Decimals, Fractions and Percentages	E3	2	20	✓	–	✓	–	–	–

Employability: Mentoring Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
R/616/0865	Mentoring	2	1	8	✓	–	✓	–	–	–
D/617/0055	Mentoring Practice	2	3	16	✓	–	–	–	–	–
H/617/0056	The Mentoring Process	2	4	24	✓	–	✓	–	–	–

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Employability: Personal Presentation at Work Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
R/616/0851	Looking and Acting the Part in the Workplace	E1	2	20	✓	–	✓	–	–	–
Y/616/0852	Looking and Acting the Part in the Workplace	E2	2	20	✓	–	✓	–	–	–
J/616/0877	Personal Presentation at Work	E3	3	30	✓	–	–	–	–	–
L/616/0878	Personal Presentation at Work	1	1	9	✓	–	–	–	–	–
R/616/0879	Personal Presentation at Work	2	1	8	✓	–	–	–	–	–

Employability: Problem Solving in the Workplace Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
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	✓	–	–	–	–	–

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Employability: Rights and Responsibilities at Work Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
F/616/0442	Dealing with Change at Work	E3	3	30	✓	–	–	–	–	–
J/616/0443	Dealing with Change at Work	1	3	27	✓	–	–	–	–	–
R/616/0462	Employment Contract and Payslip Basics	E3	1	10	✓	–	–	–	–	–
Y/616/0463	Employment Rights, Contracts and Pay	1	3	27	✓	–	–	–	✓	–
M/617/0058	Employment Rights, Contracts and Pay	2	4	24	✓	–	–	–	✓	–
F/616/0926	Rights and Responsibilities at Work	E1	3	30	✓	–	–	–	–	–
J/616/0927	Rights and Responsibilities at Work	E2	3	30	✓	–	–	–	–	–
L/616/0928	Rights and Responsibilities at Work	E3	3	30	✓	–	–	–	–	–
F/616/1123	Understand Employment Responsibilities and Rights in Child Care Industries	1	3	27	✓	–	–	–	–	–
Y/617/0197	Understand Employment Responsibilities and Rights in Child Care Industries	2	4	24	✓	–	–	–	–	–
M/616/1165	Understanding Pensions	1	1	9	✓	–	–	–	✓	–

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Employability: Setting Targets Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
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	✓	–	✓	–	–	–
K/616/0922	Reviewing and Reflecting on Own Progress	E1	3	20	✓	–	✓	–	–	–
M/616/0923	Reviewing and Reflecting on Own Progress	E2	3	30	✓	–	✓	–	–	–
M/616/0940	Setting Work-Related Targets	E1	2	20	✓	–	–	–	–	–
T/616/0941	Setting Work-Related Targets	E2	2	30	✓	–	–	–	–	–

Employability: Speaking and Listening at Work Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
K/616/1228	Speaking and Listening at Work	E1	3	30	✓	–	✓	–	–	–
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	✓	–	✓	–	–	–

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Employability: Stress Management Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
Y/616/0396	Coping Strategies at Work	E1	2	20	✓	–	✓	–	–	–
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	✓	–	–	–	–	–
Y/616/1029	Stress and Stress Management Techniques	1	3	27	✓	–	✓	–	–	–
M/617/0061	Stress and Stress Management Techniques	2	4	24	✓	–	✓	–	–	–

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Employability: Teamwork Skills Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
R/616/0350	Being Part of a Group	E1	2	20	✓	–	✓	–	–	–
Y/616/0351	Being Part of a Group	E2	2	20	✓	–	✓	–	–	–
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	✓	–	✓	–	–	–
K/616/1066	Team Building Skills	E3	3	30	✓	–	–	–	–	–
F/616/1073	Team Building Skills	1	3	27	✓	–	–	–	–	–
A/617/0063	Team Building Skills	2	4	24	✓	–	–	–	–	–
D/616/1095	Team Motivation	E3	3	30	✓	–	–	–	–	–
K/616/1097	Team Motivation	1	3	27	✓	–	–	–	–	–
J/617/0065	Team Motivation	2	4	24	✓	–	–	–	–	–
T/616/1099	Teamwork Skills	E3	3	30	✓	–	✓	–	–	–
D/616/1100	Teamwork Skills	1	3	27	✓	–	✓	–	–	–
L/617/0066	Teamwork Skills	2	4	24	✓	–	✓	–	–	–



Employability: Teamwork Skills Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
D/616/1212	Working in a Team	E1	3	30	✓	–	✓	–	–	–
H/616/1213	Working in a Team	E2	3	30	✓	–	✓	–	–	–

Employability: Time Management Skills Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
A/616/0861	Managing Your Time	E1	2	20	✓	–	✓	–	–	–
F/616/0862	Managing Your Time	E2	2	20	✓	–	✓	–	–	–
L/616/1108	Time Management	E3	3	30	✓	–	–	–	–	–
R/616/1109	Time Management	1	3	27	✓	–	–	–	–	–
R/617/0067	Time Management	2	4	24	✓	–	–	–	–	–
D/616/1114	Time Management Skills	E1	1	10	✓	–	–	–	–	–
H/616/1115	Time Management Skills	E2	1	10	✓	–	–	–	–	–

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Employability: Travelling to and From Work Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
D/616/1002	Skills for Travelling To and From Work	E1	2	20	✓	–	✓	–	–	–
H/616/1003	Skills for Travelling To and From Work	E2	2	20	✓	–	✓	–	–	–
T/616/1006	Skills for Travelling To and From Work	E3	1	10	✓	–	✓	–	–	–

Employability: Using ICT in the Workplace Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
Y/616/1192	Using ICT in the Workplace	E1	2	20	✓	–	✓	–	–	–
D/616/1193	Using ICT in the Workplace	E2	2	20	✓	–	✓	–	–	–
H/616/1194	Using ICT in the Workplace	E3	3	30	✓	–	✓	–	–	–
K/616/1195	Using ICT in the Workplace	1	3	27	✓	–	✓	–	–	–
D/617/0069	Using ICT in the Workplace	2	4	24	✓	–	✓	–	–	–
T/616/1197	Using ICT to Support Writing	E3	1	10	✓	–	✓	–	–	–
A/616/1198	Using ICT to Support Writing	1	1	9	✓	–	✓	–	–	–

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Employability: Using Money in the Workplace Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
L/616/0444	Dealing with Debt	E3	3	30	✓	–	–	–	–	–
R/616/0445	Dealing with Debt	1	3	27	✓	–	–	–	–	–
M/616/0601	Handling Payment for Goods and Services	E3	3	30	✓	–	✓	–	–	–
T/616/0602	Handling Payment for Goods and Services	1	3	27	✓	–	✓	–	–	–
R/617/0070	Handling Payment for Goods and Services	2	4	24	✓	–	✓	–	–	–
L/616/1156	Understanding Banks and Credit Cards	E3	3	30	✓	–	–	–	–	–
D/616/1159	Understanding Banks and Credit Cards	1	3	27	✓	–	–	–	–	–
F/616/1199	Using Money in the Workplace	E1	2	20	✓	–	✓	–	–	–
K/616/1200	Using Money in the Workplace	E2	2	20	✓	–	✓	–	–	–

Employability: Using Numeracy Skills in the Workplace Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
M/616/1201	Using Numeracy Skills in the Workplace	E1	2	20	✓	–	✓	–	–	–
T/616/1202	Using Numeracy Skills in the Workplace	E2	2	20	✓	–	✓	–	–	–

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Employability: Using Numeracy Skills in the Workplace Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
A/616/1203	Using Numeracy Skills in the Workplace	E3	3	30	✓	–	✓	–	–	–
F/616/1204	Using Numeracy Skills in the Workplace	1	3	27	✓	–	✓	–	–	–
Y/617/0071	Using Numeracy Skills in the Workplace	2	4	24	✓	–	✓	–	–	–

Employability: Using Writing Skills in the Workplace Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
R/616/1207	Using Writing Skills in the Workplace	E2	2	20	✓	–	✓	–	–	–
L/616/1206	Using Writing Skills in the Workplace	E1	2	20	✓	–	✓	–	–	–
A/616/1220	Writing Needs at Work	E3	1	10	✓	–	–	–	–	–
F/616/1221	Writing Needs at Work	1	1	9	✓	–	–	–	–	–
J/616/1222	Writing Notes and Emails	E3	1	10	✓	–	✓	–	–	–
L/616/1223	Writing Notes and Emails	1	1	9	✓	–	✓	–	–	–

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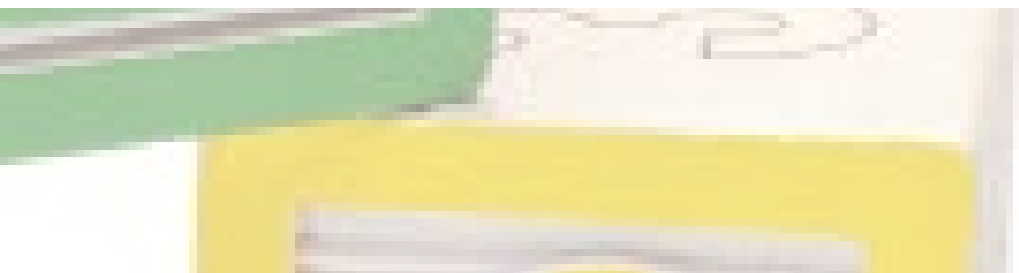
Employability: Volunteering Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
D/617/0072	Learning from Volunteering	2	3	16	✓	–	–	–	–	–
Y/616/1208	Volunteering	E1	2	20	✓	–	–	–	–	–
D/616/1209	Volunteering	E2	2	20	✓	–	–	–	–	–
R/616/1210	Volunteering	E3	2	20	✓	–	–	–	–	–
Y/616/1211	Volunteering	1	1	9	✓	–	–	–	–	–

Employability: Work Experience Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
Y/616/0849	Learning from Work Placement	E1	2	20	✓	–	–	–	–	–
L/616/0850	Learning from Work Placement	E2	2	20	✓	–	–	–	–	–
M/616/0887	Preparation for a Work Placement	E1	2	20	✓	–	–	–	–	–
M/616/0890	Preparation for a Work Placement	E2	2	20	✓	–	–	–	–	–
T/616/0891	Preparation for Work Experience	E3	1	10	✓	–	–	–	–	–

Employability: Work Experience Components					Assessment set by the centre			Assessment set by AIM		
Component Code	Component Title	Level	Credit Value	GLH	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
A/616/0892	Preparation for Work Experience	1	1	9	✓	–	–	–	–	–
F/616/0893	Preparation for Work Experience	2	1	8	✓	–	–	–	–	–
A/616/1184	Undertaking Work Experience	E3	3	30	✓	–	✓	–	–	–
F/616/1185	Undertaking Work Experience	1	3	27	✓	–	✓	–	–	–
H/617/0073	Undertaking Work Experience	2	4	24	✓	–	✓	–	–	–

# Section Three

## Assessment



## Centre Staff 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.



# Operational Guidance

## Section Four

### Offering this Qualification

Centres wishing to offer this qualification 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](http://www.aim-group.org.uk)).

We can advise centres of the best and most efficient methods for offering this qualification. All procedures for the use of this qualification, 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 the Qualification

Centres wishing to offer this qualification must complete and submit a Qualification Approval request (found on the AIM website). 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 using the AIM portal. Learners must be registered onto the correct qualification via the portal. Centres then select their chosen components.

For all registration and certification processes, please refer to the portal guidance document which can be downloaded from our website ([www.aim-group.org.uk](http://www.aim-group.org.uk)). Details of assessment, internal verification and external verification can be found in Appendix 1 - A guide to assessing AIM qualifications of this 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.



## APPENDICES AND LINKS

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

### Appendix

1. A Guide to Assessing AIM Qualifications
2. Entry 1 Achievement Continuum
3. Entry 1 Learner Transcript Template
4. Guidance for using Entry 1 Assessment Continuum and Exemplar Learner Transcripts
5. Skills for Working in Child Care Industries (AIMVOC) Development Tracking Spreadsheet V1 May 18

Appendices

Section Five







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