



Please note the Level 1 Award in Personal Potential will be withdrawn from any new learner registrations on 31/12/2019. Please contact AIM for further information on 01332 341822.



AIM Qualifications

**Suite of Personal Potential Qualifications
L1 Award WITHDRAWN ON 31/12/2019**

“

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

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Document Version History

Version Number	Date	Description
2	14/11/2018	Update to TQT values (pages 9-11)
3	26/06/2019	Qualification withdrawn and end dates added for L1 Award in Personal Potential only (page 11): Operational End Date added: 31/12/2019 Certification End Date added: 31/12/2022
4	September 2019	Rebrand - 'AIM Awards' changed to 'AIM Qualifications' Qualification family added to qualification details grid (pages 9-11) Geographical coverage updated to include Wales and Northern Ireland (pages 9-11)
5	May 2022	Review date updated to 31/12/2023 (page 9) for 601/0400/4 Entry Level Award in Personal Potential (Entry 2)
6	March 2023	- Withdrawal dates added for Entry Level Award In Personal Potential and Level 1 Award In Personal Potential: - Operational end date: 30/09/2023 - Certification end date: 30/09/2026



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Introduction

Welcome to the AIM Qualifications Suite of Personal Potential Qualifications Handbook. 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:

- AIM Qualifications Entry Level Award in Personal Potential (Entry 2) 601/0400/4
- AIM Qualifications Entry Level Award in Personal Potential (Entry 3) 601/0399/1
- AIM Qualifications Level 1 Award in Personal Potential 601/0401/6

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

About Us

AIM is a national and international Awarding Organisation. We offer a large number of regulated qualifications at different levels and in a wide range of subject areas, Access to Higher Education Diplomas and End Point Assessments. Our products 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.



Qualification Overview

Section One

About these Qualifications

The AIM Qualifications Suite of Personal Potential Qualifications, available at Entry 2, Entry 3 and Level 1, has been designed in response to issues identified by Ofsted as posing barriers to learners in accessing their curriculum.

These qualifications allow tutors to carry out an initial diagnostic assessment of learners' soft skills, attitudes and their Learning Intelligence, identified as requirements to enable motivation and engagement. This can then support them to become effective learners, as well as addressing personal development and employability skills. This is relevant to different types of learners, including:

- Those gifted and talented learners who may struggle with emotional intelligence can build skills to enable risk taking, develop their own initiative in exploring learning and in forming their own opinions and ideas.
- Those learners who demonstrate emotional and behavioural difficulties which affect their potential to learn can build self-confidence and self-awareness of appropriate attitudes and self-expression.
- Learners in transition, who are embarking on changes or decision points, such as curriculum choices, change of learning provider or work related learning, can build skills to develop their personal resilience.

A learning environment is created in which learners take part in a series of prescribed activities, based on game and challenge, which build learning points developing key values of communication, trust, cooperation, problem solving and team-work. Learners are able to self-assess through an integrated review process and recognise their own Learning Intelligence and capacity to test and stretch themselves. Learners achieve their Award using five specific areas:

Communication Skills (Emotional Intelligence): Developing skills to explore communication pathways and challenge understanding/meaning or intent. Learning to listen to feedback and not to take things personally which is an important part of retaining an open mind about learning

Dealing with Challenge (Emotional Resilience): Problem solving and managing change through making personal adjustments

Learning and Exploring Skills: Creating the desire to Learn and Explore, the curiosity to learn. Being able to complete, review and recognise achievements of self and others

Trust in Others: Recognising the role of others, particularly in team or group situations where trust is required to complete tasks effectively

Working with Others: Accepting of different roles (in a learning environment) as well as in problem solving situations.

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The criteria may be achieved from a range of units within one activity and/or achieve several components over a series of activities. It may be that learners achieve at a higher level for one component than another, and in this case the qualification assessment can act as a diagnostic tool to identify areas of learning and development needed. Learners are able to work with tutors to develop a shared understanding of their personal potential and what they need to do in order to develop their Learning Intelligence and become better learners.

These qualifications have been developed in partnership with Challenge Academy, an innovative Community Interest Company that delivers activities to engage, challenge and improve learners. The suite of qualifications is based around activities from the resource 'Terra Firma', which focuses on developing essential personal and interpersonal soft skills in order to develop potential for all learners.

Staff Training and Resources

The qualification also comes with additional optional facilitator/assessor training considered to be key to its successful delivery. This provides tutors with the training and the Terra Firma resources, developed by Challenge Academy, to use with a range of fun, engaging and motivational activities that teach resilience, appreciation of and dependency on others, self-worth and value.

Qualification Details

Qualification	
AIM Qualifications Entry Level Award in Personal Potential (Entry 2)	
Qualification Family	Flexibilities
Assessment	Internally set, internally marked and externally verified portfolio of evidence
Grading	Pass/Fail
Progression Opportunities	Learners can progress into further learning or training in their chosen area.
Geographical Coverage	England, Wales and Northern Ireland
Operational Start Date	01/08/2013
Review Date	31/12/2023
Sector	14.1 Foundations for Learning and Life
Qualification Number	601/0400/4
Learning Aim Reference	60104004
Guided Learning Hours (GLH)	30
Credit Value	3
Total Qualification Time (TQT)	30
Minimum Learner Age	N/A



Qualification	
AIM Qualifications Entry Level Award in Personal Potential (Entry 3) WITHDRAWING 30/09/2023	
Qualification Family	Flexibilities
Assessment	Internally set, internally marked and externally verified portfolio of evidence
Grading	Pass/Fail
Progression Opportunities	Learners can progress into further learning or training in their chosen area.
Geographical Coverage	England, Wales and Northern Ireland
Operational Start Date	01/08/2013
Operational End Date	30th September 2023
Certification End Date	30th September 2026
Sector	14.1 Foundations for Learning and Life
Qualification Number	601/0399/1
Learning Aim Reference	60103991
Guided Learning Hours (GLH)	30
Credit Value	3
Total Qualification Time (TQT)	30
Minimum Learner Age	N/A
Rules of Combination	Learners must achieve 3 credits in total. A minimum of 2 credits must be taken from the Entry 3 Components group (B). A maximum of 1 credit can be taken from the Level 1 or Entry 2 Components groups (A or C). Components with the same titles are different levels at barred against each other

Qualification	
AIM Qualifications Level 1 Award In Personal Potential WITHDRAWING 30/09/2023	
Qualification Family	Flexibilities
Assessment	Internally set, internally marked and externally verified portfolio of evidence
Grading	There is no grading for this qualification
Progression Opportunities	Learners can progress into further learning or training in their chosen area.
Geographical Coverage	England, Wales and Northern Ireland
Operational Start Date	01/08/2013
Operational End Date	30th September 2023
Certification End Date	30th September 2026
Sector	14.1 Foundations for Learning and Life
Qualification Number	601/0401/6
Learning Aim Reference	60104016
Guided Learning Hours (GLH)	30
Credit Value	3
Total Qualification Time (TQT)	34
Minimum Learner Age	N/A
Rules of Combination	Learners must achieve 3 credits in total. A minimum of 2 credits must be taken from the Level 1 Components group (A). A maximum of 1 credit can be taken from the Entry 3 or Entry 2 Components. Components with the same titles are different levels at barred against each other.



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

Learners can progress into further learning or training in their chosen area.

Entry Guidance

There are no specific entry requirements for this qualification.

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

The qualifications also comes with additional optional facilitator/assessor training considered to be key to its successful delivery. This provides tutors with the training and the Terra Firma resources, developed by Challenge Academy, to use with a range of fun, engaging and motivational activities that teach resilience, appreciation of and dependency on others, self-worth and value.

Qualification Structure and Components



Qualification Structure and Components

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

Rules of Combination for: AIM Qualifications Entry Level Award in Personal Potential (Entry 2)				
Learners must achieve 3 credits in total. A minimum of 2 credits must be taken from the Entry 2 Components group (C). A maximum of 1 credit can be taken from the Level 1 or Entry 3 Components groups (A or B). Components with the same titles at different levels are barred against each other.				
Component Code	Component Title	Level	Credit Value	GLH
Group C Components				
H/505/2580	Communication Skills	E2	1	10
A/505/2584	Dealing with Challenge	E2	1	10
J/505/2586	Learning and Exploring Skills	E2	1	10
K/505/2595	Trust in Others	E2	1	10
K/505/2600	Working with Others	E2	1	10
Group B Components				
J/505/2605	Communication Skills	E3	1	10
L/505/2606	Dealing with Challenge	E3	1	10
R/505/2607	Learning and Exploring Skills	E3	1	10
Y/505/2608	Trust in Others	E3	1	10

Component Code	Component Title	Level	Credit Value	GLH
Group B Components				
D/505/2609	Working with Others	E3	1	10
Group A Components				
H/505/2613	Communication Skills	One	1	10
M/505/2615	Dealing with Challenge	One	1	10
J/505/2622	Learning and Exploring Skills	One	1	10
L/505/2623	Trust in Others	One	1	10
R/505/2624	Working with Others	One	1	10



Rules of Combination for: AIM Qualifications Entry Level Award in Personal Potential (Entry 3) WITHDRAWING 30/09/2023				
Learners must achieve 3 credits in total. A minimum of 2 credits must be taken from the Entry 3 Components group (B). A maximum of 1 credit can be taken from the Level 1 or Entry 2 Components groups (A or C). Components with the same titles at different levels are barred against each other.				
Component Code	Component Title	Level	Credit Value	GLH
Group C Components				
H/505/2580	Communication Skills	E2	1	10
A/505/2584	Dealing with Challenge	E2	1	10
J/505/2586	Learning and Exploring Skills	E2	1	10
K/505/2595	Trust in Others	E2	1	10
K/505/2600	Working with Others	E2	1	10
Group B Components				
J/505/2605	Communication Skills	E3	1	10
L/505/2606	Dealing with Challenge	E3	1	10
R/505/2607	Learning and Exploring Skills	E3	1	10
Y/505/2608	Trust in Others	E3	1	10
D/505/2609	Working with Others	E3	1	10

Component Code	Component Title	Level	Credit Value	GLH
Group A Components				
H/505/2613	Communication Skills	One	1	10
M/505/2615	Dealing with Challenge	One	1	10
J/505/2622	Learning and Exploring Skills	One	1	10
L/505/2623	Trust in Others	One	1	10
R/505/2624	Working with Others	One	1	10

Rules of Combination for: AIM Qualifications Level 1 Award In Personal Potential WITHDRAWING 30/09/2023				
Learners must achieve 3 credits in total. A minimum of 2 credits must be taken from the Level 1 Components group (A). A maximum of 1 credit can be taken from the Entry 3 or Entry 2 Units groups (B or C). Components with the same titles are different levels are barred against each other.				
Component Code	Component Title	Level	Credit Value	GLH
Group C Components				
H/505/2580	Communication Skills	E2	1	10
A/505/2584	Dealing with Challenge	E2	1	10
J/505/2586	Learning and Exploring Skills	E2	1	10
K/505/2595	Trust in Others	E2	1	10
K/505/2600	Working with Others	E2	1	10



Section Three

Assessment

Component Code	Component Title	Level	Credit Value	GLH
Group B Components				
J/505/2605	Communication Skills	E3	1	10
L/505/2606	Dealing with Challenge	E3	1	10
R/505/2607	Learning and Exploring Skills	E3	1	10
Y/505/2608	Trust in Others	E3	1	10
D/505/2609	Working with Others	E3	1	10
Group A Components				
H/505/2613	Communication Skills	One	1	10
M/505/2615	Dealing with Challenge	One	1	10
J/505/2622	Learning and Exploring Skills	One	1	10
L/505/2623	Trust in Others	One	1	10
R/505/2624	Working with Others	One	1	10



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 are assessed through an internally set, internally marked and externally verified portfolio of evidence. A summary of the assessment is shown below. Guidance on our expectations is available in 'A Guide to Assessing AIM Qualifications' available on the AIM website.

Components		Set by the centre			Set by AIM			
Component Code	Component Title	Level	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
H/505/2580	Communication Skills	E2	✓	-	✓	-	-	-
A/505/2584	Dealing with Challenge	E2	✓	-	✓	-	-	-
J/505/2586	Learning and Exploring Skills	E2	✓	-	✓	-	-	-
K/505/2595	Trust in Others	E2	✓	-	✓	-	-	-
K/505/2600	Working with Others	E2	✓	-	✓	-	-	-
J/505/2605	Communication Skills	E3	✓	-	✓	-	-	-
L/505/2606	Dealing with Challenge	E3	✓	-	✓	-	-	-
R/505/2607	Learning and Exploring Skills	E3	✓	-	✓	-	-	-
Y/505/2608	Trust in Others	E3	✓	-	✓	-	-	-
D/505/2609	Working with Others	E3	✓	-	✓	-	-	-



Section Four

Operational Guidance

Components			Set by the centre			Set by AIM		
<i>Component Code</i>	<i>Component Title</i>	<i>Level</i>	<i>Portfolio of evidence</i>	<i>Exam</i>	<i>Practical</i>	<i>Portfolio of evidence</i>	<i>Exam</i>	<i>Practical</i>
H/505/2613	Communication Skills	One	✓	-	✓	-	-	-
M/505/2615	Dealing with Challenge	One	✓	-	✓	-	-	-
J/505/2622	Learning and Exploring Skills	One	✓	-	✓	-	-	-
L/505/2623	Trust in Others	One	✓	-	✓	-	-	-
R/505/2624	Working with Others	One	✓	-	✓	-	-	-



Offering these Qualifications

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).

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 these Qualifications

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). 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.

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

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

Appendix Name

A Guide to Assessing AIM Qualifications



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