

AIM Qualifications Suite of Employability Skills Qualifications Specification

VERSION 12 JULY 2025



Document version history

Version number	Date	Description
2	November 2018	<ul style="list-style-type: none"> ▪ Updated structure requirements (credits required) for the following qualifications: <ul style="list-style-type: none"> ▪ Level 1 Extended Certificate ▪ Level 1 Diploma ▪ Level 2 Award ▪ Level 2 Extended Award ▪ Level 2 Certificate ▪ Level 2 Extended Certificate ▪ Level 2 Diploma ▪ Component credit values increased for the following size components: <ul style="list-style-type: none"> ▪ Level 2 ▪ Level 3 ▪ Structure amendment; the following 2 component groups are now available as Essential Groups (were previously Chosen Groups): <ul style="list-style-type: none"> ▪ Introduction to Vocational Industries ▪ Rights and Responsibilities at Work
3	February 2019	<ul style="list-style-type: none"> ▪ Rules of combination amended for AIM Qualifications Level 2 Extended Award in Employability Skills (learners may achieve 3 credits from Level 1 and/or Level 3 components).
4	March 2019	<ul style="list-style-type: none"> ▪ Addition of 'Guidance for using Entry 1 Assessment Continuum and Exemplar Learner Transcripts' in appendices (page 74).
5	May 2019	<ul style="list-style-type: none"> ▪ Operational start date for all qualifications amended for accuracy
6	September 2019	<ul style="list-style-type: none"> ▪ Rebrand - 'AIM Awards' changed to 'AIM Qualifications' ▪ Qualification family added to qualification details grid
7	June 2021	<ul style="list-style-type: none"> ▪ Additional information added following the implementation of new optional online Multiple Choice Question (MCQ) assessment method: <ul style="list-style-type: none"> ▪ Page 15: Resource requirements ▪ Page 71: How these qualifications are assessed ▪ Page 73: Scheduling learners for the online Multiple Choice Question (MCQ) assessments ▪ Page 74: Delivering the MCQ assessments ▪ Page 74: At the end of the MCQ assessments
8	February 2022	<ul style="list-style-type: none"> ▪ Qualification review dates updated for: (see pages 10-14) ▪ All qualifications, except Level 2 Extended Certificate (see below)

		<ul style="list-style-type: none"> Qualification withdrawal dates added for: AIM Qualifications Level 2 Extended Certificate in Employability Skills (603/1497/7)
9	March 2022	<ul style="list-style-type: none"> Component M/616/4793 Interpersonal Skills, Level 1 added as an optional component in the Essential group on page 35 An optional MCQ assessment method has been added to the following components: Building Confidence and Self Esteem (A/616/0360), Interpersonal Skills (M/616/4793), Bullying and Harassment in the Workplace (L/616/0363), Introduction to Business, Administration and Customer Service Industries (R/616/0641), Introduction to Child Care Industries (F/616/0652), Introduction to Hair and Beauty Industries (T/616/0681), Introduction to Horticulture Industries (H/616/0790).
10	March 2023	<ul style="list-style-type: none"> Withdrawal dates added on page 10 for AIM Qualifications Entry 1 Diploma in Employability Skills- <ul style="list-style-type: none"> Operational end date: 30/09/2023 Certification end date: 30/09/2026
11	March 2025	<ul style="list-style-type: none"> Component D/616/2408 Personal Emotional Resilience, added into the core group Document rebranded
12	July 2025	<ul style="list-style-type: none"> Qualification review dates updated for live qualifications in this specification to 31/07/2027
13	Sept 2025	<ul style="list-style-type: none"> Components listing added to 'Core' group of Components - R/617/0196

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About us

Qualification specification

AIM Qualifications and Assessment Group is a leading Awarding Organisation supplying hundreds of centres with high-quality regulated vocational and technical qualifications. We also offer non-accredited provision and apprenticeship end-point assessments.

AIM qualifications cover a range of academic levels from Entry Level to Level 6 across a wide range of subject areas.

About this qualification specification

This specification is intended for tutors, internal quality assurers, centre managers and other staff within AIM recognised centres and/or prospective centres. It provides information about the structure and delivery of the qualification. The specification should be read in conjunction with the AIM Centre Handbook and other policy documents available on the website.

Offering this qualification

In order to offer this qualification, you must be an AIM recognised centre and be approved to deliver this qualification. If your centre is not yet recognised, please contact our business development team to discuss becoming an AIM recognised centre. They can advise you on the best qualifications for your organisation.

You can arrange a meeting by emailing businessdevelopment@aimgroup.org.uk or calling 0333 034 8833. More information can be found on: www.aim-group.org.uk/newcentre



Section 1 – Qualification overview



Welcome to the AIM Qualifications Suite of Employability Skills Qualification Specification.

This specification contains everything you need to know about the suite of qualifications and is intended for tutors, assessors, internal verifiers, and other staff involved with the planning, delivery, and assessment.

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

AIM Qualifications Entry Level 1 Award in Employability Skills 603/1471/0

AIM Qualifications Entry Level 1 Extended Award in Employability Skills 603/1472/2

AIM Qualifications Entry Level 1 Certificate in Employability Skills 603/1473/4

AIM Qualifications Entry Level 1 Extended Certificate in Employability Skills 603/1474/6

AIM Qualifications Entry Level 2 Award in Employability Skills 603/1476/X

AIM Qualifications Entry Level 2 Extended Award in Employability Skills 603/1477/1

AIM Qualifications Entry Level 2 Certificate in Employability Skills 603/1478/3

AIM Qualifications Entry Level 2 Extended Certificate in Employability Skills 603/1479/5

AIM Qualifications Entry Level 2 Diploma in Employability Skills 603/1481/3

AIM Qualifications Entry Level 3 Award in Employability Skills 603/1483/7

AIM Qualifications Entry Level 3 Extended Award in Employability Skills 603/1484/9

AIM Qualifications Entry Level 3 Certificate in Employability Skills 603/1485/0

AIM Qualifications Entry Level 3 Extended Certificate in Employability Skills 603/1486/2

AIM Qualifications Entry Level 3 Diploma in Employability Skills 603/1487/4

AIM Qualifications Level 1 Award in Employability Skills 603/1488/6

AIM Qualifications Level 1 Extended Award in Employability Skills 603/1489/8

AIM Qualifications Level 1 Certificate in Employability Skills 603/1490/4

AIM Qualifications Level 1 Extended Certificate in Employability Skills 603/1492/8

AIM Qualifications Level 1 Diploma in Employability Skills 603/1493/X

AIM Qualifications Level 2 Award in Employability Skills 603/1494/1

AIM Qualifications Level 2 Extended Award in Employability Skills 603/1495/3

AIM Qualifications Level 2 Certificate in Employability Skills 603/1496/5

AIM Qualifications Level 2 Diploma in Employability Skills 603/1498/9

About these qualifications

The AIM Qualifications Suite of Employability Skills are designed to build the confidence and self-esteem of learners. They encourage the development of values, personal attributes and interpersonal skills that contribute to success in the workplace.

This suite of qualifications aim to cultivate positive attitudes to work, with the development of essential work skills and behaviours such as communication, teamwork and problem-solving. Successful learners are empowered to apply for, secure and sustain meaningful employment.

Qualification Features

- Available from Entry 1 – Level 2
- Flexible progression opportunities available
- Retained popular features from QCF favourites, for example credit-based accumulation and transferable components across the different sizes of qualifications
- Available for learners to achieve a number of small introductory vocational components
- Literacy, numeracy and ICT components available
- Use of the Entry 1 Achievement Continuum for components and qualifications at Entry 1
- A wide range of assessment methods available to suit the individual learner

Qualification details

The following tables include the qualification details for:

Entry Level 1 Employability Skills Qualifications

Entry Level 2 Employability Skills Qualifications

Entry Level 3 Employability Skills Qualifications

Level 1 Employability Skills Qualifications

Level 2 Employability Skills Qualifications

Entry 1	Award	Extended award	Certificate	Extended Certificate	Diploma
Qualification family	Flexibilities				
Grading	Pass/Fail				
Geographical coverage	England, Wales				
Operational start date	01/10/2017				
Sector	14.2 - Preparation for Work				
Review date	31/07/2027	31/07/2027	31/07/2027	31/07/2027	N/A
Operational end date	N/A	N/A	N/A	N/A	30/09/2023
Certification end date	N/A	N/A	N/A	N/A	30/09/2026
Qualification number	603/1471/0	603/1472/2	603/1473/4	603/1474/6	603/1475/8
Guided Learning Hours (GLH)	30	90	150	270	370
Total Qualification Time (TQT)	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

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Entry 2	Award	Extended award	Certificate	Extended Certificate	Diploma
Qualification family	Flexibilities				
Grading	Pass/Fail				
Geographical coverage	England, Wales				
Operational start date	01/10/2017				
Sector	14.2 - Preparation for Work				
Review date	31/07/2027				
Qualification number	603/1476/X	603/1477/1	603/1478/3	603/1479/5	603/1481/3
Guided Learning Hours (GLH)	30	90	150	270	370
Total Qualification Time (TQT)	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

Entry 3	Award	Extended award	Certificate	Extended Certificate	Diploma
Qualification family	Flexibilities				
Grading	Pass/Fail				
Geographical coverage	England, Wales				
Operational start date	01/10/2017				
Sector	14.2 - Preparation for Work				
Review date	31/07/2027				
Qualification number	603/1483/7	603/1484/9	603/1485/0	603/1486/2	603/1487/4
Guided Learning Hours (GLH)	30	90	150	270	370
Total Qualification Time (TQT)	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

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Level 1	Award	Extended award	Certificate	Extended Certificate	Diploma
Qualification family	Flexibilities				
Grading	Pass/Fail				
Geographical coverage	England, Wales				
Operational start date	01/10/2017				
Sector	14.2 - Preparation for Work				
Review date	31/07/2027				
Qualification number	603/1488/6	603/1489/8	603/1490/4	603/1492/8	603/1493/X
Guided Learning Hours (GLH)	54	78	130	233	321
Total Qualification Time (TQT)	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	Award	Extended award	Certificate	Extended Certificate	Diploma
Qualification family	Flexibilities				
Grading	Pass/Fail				
Geographical coverage	England, Wales				
Operational start date	01/10/2017				
Sector	14.2 - Preparation for Work				
Review date	31/07/2027	31/07/2027	31/07/2027	N/A	31/07/2027
Operational end date	N/A	N/A	N/A	31/08/2022	N/A
Certification end date	N/A	N/A	N/A	31/08/2025	N/A
Qualification number	603/1494/1	603/1495/3	603/1496/5	603/1497/7	603/1498/9
Guided Learning Hours (GLH)	48	69	115	206	293
Total Qualification Time (TQT)	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

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Regulated Qualification Framework (RQF)

The Regulated Qualifications Framework (RQF) provides a single, simple system for cataloguing all qualifications regulated by Ofqual. Qualifications are indexed by their level and size. Levels indicate the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels supported by three “entry levels”. Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in term of Total Qualification Time (TQT). The part of the TQT spent being taught or supervised is known as Guided Learning Hours (GLH).

Total Qualification Time (TQT) and Guided Learning Hours (GLH)

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

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

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

Progression opportunities

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

Entry requirements

There are no entry requirements for these qualifications.

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.

Requirements to deliver this Qualification

As an Awarding Organisation, we require that:

Centres should only deliver the components that they have the human and physical resources to deliver. For example, if a learner needs to demonstrate the use of tools in a specific environment, then the centre will need to have access to both the tools and the environment.

Assessors

Those assessing on the qualification should have either a teaching qualification at level 3 or above previous experience in assessing criteria based components. Assessors should have the knowledge and skills for at least the level above for each individual component that they deliver. New assessors should be supported with assessment decisions by the internal verification process.

Internal Verifiers

Those internally verifying on the programme must have a good understanding of the qualification and the internal verification process and must have sufficient knowledge of the components they internally verify to identify incorrect assessments or incorrect assessment decisions.



**Section 3 – Qualification structure
and Components**



Qualification structure: Entry 1

	Award	Extended award	Certificate	Extended Certificate	Diploma
Total Credits Required	3	9	15	27	37
Required Credits from the Core Group	3	3	3	3	3
Minimum Credits allowed from Essential Group	N/A	3	6	15	21
Maximum Credits allowed from Chosen Group	N/A	3	6	9	13

Qualification structure: Entry 2

	Award	Extended award	Certificate	Extended Certificate	Diploma
Total Credits Required	3	9	15	27	37
Required Credits from the Core Group	3	3	3	3	3
Minimum Credits allowed from Essential Group	N/A	3	6	15	21
Maximum Credits allowed from Chosen Group	N/A	3	6	9	13
Full Description of Rules of Combination	Learners must achieve 3 credits from the Core Group at Entry 2 only.	Exactly 3 credits must be achieved from the Core Group at Entry 2. A minimum of 3 credits must be achieved from the Essential Group. The remaining 3 credits may be achieved from either the Chosen Group or the Essential Group. A maximum of 3 credits may be achieved at Entry 1 and/or Entry 3.	Exactly 3 credits must be achieved from the Core Group at Entry 2 A maximum of 6 credits must be achieved from the Essential Group. The remaining 6 credits may be achieved from either the Chosen Group or the Essential Group. A maximum of 6 credits may be achieved at Entry 1 and/ or Entry 3.	Exactly 3 credits must be achieved from the Core Group at Entry 2 A minimum of 15 credits must be achieved from the Essential Group. The remaining 9 credits may be achieved from either the Chosen Group or the Essential Group. A maximum of 9 credits may be achieved at Entry 1 and/ or Entry 3.	Exactly 3 credits must be achieved from the Core Group at Entry 2 A minimum of 21 credits must be achieved from the Essential Group. The remaining 13 credits may be achieved from either the Chosen Group or the Essential Group. A maximum of 12 credits may be achieved at Entry 1 and/or Entry 3.

Qualification structure: Entry 3

	Award	Extended award	Certificate	Extended Certificate	Diploma
Total Credits Required	3	9	15	27	37
Required Credits from the Core Group	3	3	3	3	3
Minimum Credits allowed from Essential Group	N/A	3	6	15	21
Maximum Credits allowed from Chosen Group	N/A	3	6	9	13
Full Description of Rules of Combination	Learners must achieve a minimum of 3 credits from the Core Group at Entry 3.	Exactly 3 credits must be achieved from the Core Group at Entry 3. A minimum of 3 credits must be achieved from the Essential Group. The remaining 3 credits may be achieved from either the Chosen Group or the Essential Group. A maximum of 3 credits may be achieved at Entry 2 and/ or Level 1.	Exactly 3 credits must be achieved from the Core Group at Entry 3. A minimum of 6 credits must be achieved from the Essential Group. The remaining 6 credits may be achieved from either the Chosen Group or the Essential Group. A maximum of 6 credits may be achieved at Entry 2 and/ or Level 1.	Exactly 3 credits must be achieved from the Core Group at Entry 3, and a minimum of 15 credits must be achieved from the Essential Group. The remaining 9 credits may be achieved from either the Chosen Group or the Essential Group. A maximum of 9 credits may be achieved at Entry 2 and/ or Level 1.	Exactly 3 credits must be achieved from the Core Group at Entry 3, and a minimum of 21 credits must be achieved from the Essential Group. The remaining 13 credits may be achieved from either the Chosen Group or the Essential Group. A maximum of 12 credits may be achieved at Entry 2 and/or Level 1.

Qualification structure: Level 1

	Award	Extended award	Certificate	Extended Certificate	Diploma
Total Credits Required	6	9	15	26	36
Required Credits from the Core Group	3	3	3	3	3
Minimum Credits allowed from Essential Group	3	3	6	15	21
Maximum Credits allowed from Chosen Group	N/A	3	6	8	12
Full Description of Rules of Combination	Learners must achieve exactly 3 credits from the core group and 3 credits from the essential group. All of the credits must be at the Level 1.	Exactly 3 credits must be achieved from the Core Group at Level 1. A minimum of 3 must be achieved from the Essential Group. The remaining 3 credits may be achieved from either the Chosen Group or the Essential Group. A maximum of 3 credits may be achieved at Entry 3 and or Level 2.	Exactly 3 credits must be achieved from the Core Group at Level 1. A minimum of 6 must be achieved from the Essential Group. The remaining 6 credits may be achieved from either the Chosen Group or the Essential Group. A maximum of 6 credits may be achieved at Entry 3 and or Level 2.	Exactly 3 credits must be achieved from the Core Group at Level 1. A minimum of 15 must be achieved from the Essential Group. The remaining 8 credits may be achieved from either the Chosen Group or the Essential Group. A maximum of 8 credits may be achieved at Entry 3 and or Level 2.	Exactly 3 credits must be achieved from the Core Group at Level 1. A minimum of 21 must be achieved from the Essential Group. The remaining 12 credits may be achieved from either the Chosen Group or the Essential Group. A maximum of 12 credits may be achieved at Entry 3 and or Level 2.

Qualification structure: Level 2

	Award	Extended award	Certificate	Extended Certificate	Diploma
Total Credits Required	8	11	19	34	48
Required Credits from the Core Group	4	4	4	4	4
Minimum Credits allowed from Essential Group	4	7	8	19	27
Maximum Credits allowed from Chosen Group	N/A	N/A	7	11	17
Full Description of Rules of Combination	Learners must achieve exactly 4 credits from the core component group and 4 credits from the essential component group. All of the credits must be at Level 2.	Exactly 4 credits must be achieved from the Core Group at Level 2. A minimum of 7 must be achieved from the Essential Group. A maximum of 3 credits may be achieved at Level 1 and/ or Level 3.	Exactly 4 credits must be achieved from the Core Group at Level 2. A minimum of 8 must be achieved from the Essential Group. The remaining 7 credits may be achieved from either the Chosen Group or the Essential Group. A maximum of 7 credits may be achieved at Level 1 and/ or Level 3.	Exactly 4 credits must be achieved from the Core Group at Level 2. A minimum of 19 must be achieved from the Essential Group. The remaining 11 credits may be achieved from either the Chosen Group or the Essential Group. A maximum of 11 credits may be achieved at Level 1 and/or Level 3.	Exactly 4 credits must be achieved from the Core Group at Level 2. A minimum of 27 must be achieved from the Essential Group. The remaining 17 credits may be achieved from either the Chosen Group or the Essential Group. A maximum of 17 credits may be achieved at Level 1 and/or Level 3.

Components

Please refer to 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:

Core Component Group:

The Psychology of Success

The topics within this CORE group are all variations on the theme of 'The Psychology of Success'. These topics have in common two main threads: understanding the skills that support the development of a growth mind-set and attitude, and being able to apply planning skills, including adapting to change on the other.

In practice, most learning providers will be either formally or informally carrying out these steps as part of their normal support to their learners.

At the lower Entry Levels (E1, E2) there is a single 3 credit component:

- a) Action Planning for Success. This includes the setting of personal improvement goals

At Entry 3, learners may choose ONE component from

- a) Action Planning for Personal Success. This component focuses on self-awareness by the learner in identifying their own strengths and areas for self-improvement and introduce the concept of action planning.
- b) Setting Goals for Personal Development
- c) Personal Emotional Resilience

At Level 1 and Level 2, learners may choose ONE component from:

- a) Understanding How to Be Successful: These components place the emphasis on understanding and applying models of success that can be applied to any walk of life. This includes recognising the importance of characteristics such as persistence and showing how to manage challenges that effect the need for change when seeking to achieve personal goals. Further, at Level 2 learners will demonstrate an understanding of the concept and attributes associated with a growth mind-set.
- b) Setting Goals for Personal Development: These components are more reflective, requiring the learner to self-assess their own skills, interests and experiences, and then to examine the resources available to support achieving their identified goal(s). This includes developing a specific plan of action to achieve the desired goal(s), whilst also recognising potential barriers to progress.
- c) Action Planning for Personal Success: These components emphasis prioritising a specific goal or target arising from self-analysis and then planning the specific activities and setting deadlines.

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This includes reviewing progress, making amendments to plans as required and identifying how they can use their experiences to help their own future progress.

- d) **Personal Emotional Resilience:** These components focus on individual capacity to manage change and to recognise how mental approaches can help to support this. This includes understanding what is meant by personal emotional resilience and identifying their own personal strengths and weaknesses in relation to their emotional resilience. It also helps learners to examine things that can be done for improvement in this area and developing an action plan and how to implement this

Essential Component Group: which includes topics on behaviour in the workplace, communication in the workplace, equality and diversity at work, problem solving in the workplace, teamwork skills, volunteering etc.

Chosen Component Group: which includes components in ICT, maths and English.

Core Group

Key: PoE – Portfolio of evidence E – Exam P - Practical

Core Group					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
F/616/2403	Action Planning for Personal Success	E1	3	30	✓					
J/616/2404	Action Planning for Personal Success	E2	3	30	✓					
L/616/2405	Action Planning for Personal Success	E3	3	30	✓					
R/616/2406	Action Planning for Personal Success	One	3	27	✓					
F/617/0193	Action Planning for Personal Success	Two	4	24	✓					
D/616/2408	Personal Emotional Resilience	E3	3	30	✓				✓	
D/616/2408	Personal Emotional Resilience	E3	3	30	✓					
H/616/2409	Personal Emotional Resilience	One	3	27	✓					
J/617/0194	Personal Emotional Resilience	Two	4	24	✓					
T/504/8582	Setting Goals for Personal Development	E3	3	30	✓					
H/616/2412	Setting Goals for Personal Development	One	3	27	✓					
L/617/0195	Setting Goals for Personal Development	Two	4	24	✓					
T/616/2415	Understanding How to be Successful	One	3	27	✓				✓	
R/617/0196	Understanding How to be Successful	Two	4	24	✓				✓	

Essential Group

Essential: Accessing Services					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
J/616/0331	Accessing Commercial Services	E1	3	30	✓		✓			
L/616/0332	Accessing Commercial Services	E2	3	30	✓		✓			
R/616/0333	Accessing Commercial Services	E3	3	30	✓		✓			
Y/616/0334	Accessing Financial Services	E1	3	30	✓		✓			
D/616/0335	Accessing Financial Services	E2	3	30	✓		✓			
H/616/0336	Accessing Financial Services	E3	3	30	✓		✓			

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Essential: Assertiveness and Decision Making					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
R/616/0347	<u>Assertiveness and Decision Making Skills</u>	E3	3	30	✓					
Y/616/0348	<u>Assertiveness and Decision Making Skills</u>	One	3	27	✓					
L/616/9953	<u>Assertiveness and Decision Making Skills</u>	Two	4	24	✓					
D/616/0450	<u>Decision Making Skills</u>	Two	1	8	✓					
M/616/0453	<u>Developing Assertiveness</u>	E1	2	20	✓					
T/616/0454	<u>Developing Assertiveness</u>	E2	2	20	✓					

Essential: Behaviour in the Workplace					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
M/616/0355	<u>Building and Managing Workplace Relationships</u>	One	3	27	✓					
Y/616/9955	<u>Building and Managing Workplace Relationships</u>	Two	4	24	✓					
J/616/0362	<u>Bullying and Harassment in the Workplace</u>	E3	1	10	✓					
L/616/0363	<u>Bullying and Harassment in the Workplace</u>	One	1	9	✓				✓	
A/616/0391	<u>Conduct at Work</u>	E1	2	20	✓		✓			
F/616/0392	<u>Conduct at Work</u>	E2	2	20	✓		✓			
J/616/0393	<u>Conduct at Work</u>	E3	3	30	✓		✓			
L/616/0394	<u>Conflict Resolution in the Workplace</u>	One	3	27	✓					
D/616/9956	<u>Conflict Resolution in the Workplace</u>	Two	4	24	✓					
Y/616/0446	<u>Dealing with Difficult Situations at Work</u>	E3	1	10	✓		✓			
D/616/0447	<u>Dealing with Difficult Situations at Work</u>	One	1	9	✓		✓			
A/616/0875	<u>Personal Manner and Conduct</u>	E1	2	20	✓		✓			
F/616/0876	<u>Personal Manner and Conduct</u>	E2	2	20	✓		✓			
A/616/0908	<u>Relationships and Behaviour in the Workplace</u>	E1	2	20	✓					
T/616/0910	<u>Relationships and Behaviour in the Workplace</u>	E2	2	20	✓					
A/616/0911	<u>Relationships and Behaviour in the Workplace</u>	E3	2	20	✓					
D/616/0920	<u>Responsible Work Practice</u>	One	2	18	✓		✓			
H/616/0921	<u>Responsible Work Practice</u>	Two	1	8	✓					

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Essential: Career Planning and Job Search					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
T/616/0342	<u>Applying for Jobs or Courses</u>	E1	2	20	✓		✓			
A/616/0343	<u>Applying for Jobs or Courses</u>	E2	2	20	✓		✓			
R/616/0364	<u>Career Planning</u>	E3	3	30	✓					
Y/616/0365	<u>Career Planning</u>	One	3	27	✓					
M/616/9959	<u>Career Planning</u>	Two	4	24	✓					
J/617/0180	<u>Career Planning</u>	Three	4	21	✓					
M/616/0582	<u>Exploring Occupational Areas</u>	E1	2	20	✓					
T/616/0583	<u>Exploring Occupational Areas</u>	E2	2	20	✓					
A/616/0584	<u>Exploring Occupational Areas</u>	E3	2	20	✓					
F/616/0585	<u>Exploring the World of Work</u>	E1	2	20	✓					
J/616/0586	<u>Exploring the World of Work</u>	E2	2	20	✓					
L/616/0587	<u>Finding Jobs or Courses</u>	E1	2	20	✓					
R/616/0588	<u>Finding Jobs or Courses</u>	E2	2	20	✓					
H/616/9960	<u>Investigating a Career</u>	Two	4	24	✓					
L/616/0816	<u>Job Applications</u>	E3	1	10	✓		✓			
Y/616/0818	<u>Job Applications</u>	One	1	9	✓		✓			
D/616/0819	<u>Job Seeking Skills</u>	E3	1	10	✓					
Y/616/0821	<u>Job Seeking Skills</u>	One	3	27	✓				✓	
K/616/9958	<u>Job Seeking Skills</u>	Two	4	24	✓				✓	
K/616/0855	<u>Making Informed Career Choices</u>	E1	2	20	✓					
M/616/0856	<u>Making Informed Career Choices</u>	E2	2	20	✓					
K/616/0905	<u>Recognising Employment Opportunities</u>	Three	1	7	✓					
K/616/1214	<u>Working Patterns</u>	One	1	9	✓					

Essential: Communication in the Workplace					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
M/616/0372	<u>Communication in the Workplace</u>	E1	2	20	✓		✓			
T/616/0373	<u>Communication in the Workplace</u>	E2	2	20	✓		✓			

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Essential: Communication in the Workplace					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
A/616/0374	<u>Communication in the Workplace</u>	E3	3	30	✓		✓			
J/616/0376	<u>Communication in the Workplace</u>	One	3	27	✓					
K/616/9961	<u>Communication in the Workplace</u>	Two	4	24	✓					
L/617/0181	<u>Communication in the Workplace</u>	Three	4	21	✓					

Essential: Confidence and Self Esteem					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
A/616/0357	<u>Building Confidence and Self Esteem</u>	E1	2	20	✓					
F/616/0358	<u>Building Confidence and Self Esteem</u>	E2	2	20	✓					
J/616/0359	<u>Building Confidence and Self Esteem</u>	E3	3	30	✓					
A/616/0360	<u>Building Confidence and Self Esteem</u>	One	3	27	✓				✓	
M/616/9962	<u>Building Confidence and Self Esteem</u>	Two	4	24	✓					

Essential: Continuing Professional Development					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
K/616/0337	<u>Action Planning to Improve Performance at Work</u>	E1	2	20	✓					
M/616/0338	<u>Action Planning to Improve Performance at Work</u>	E2	2	20	✓					
T/616/9963	<u>Adapting to Change at Work</u>	Two	4	24	✓					
H/616/0451	<u>Developing a Personal Learning Programme</u>	E3	3	30	✓					
K/616/0452	<u>Developing a Personal Learning Programme</u>	One	3	27	✓					
T/616/0597	<u>Getting the Most Out of Training</u>	E3	1	10	✓		✓			
F/616/0599	<u>Getting the Most Out of Training</u>	One	1	9	✓		✓			
A/616/9964	<u>Improving Own Learning and Performance</u>	Two	4	24	✓					
Y/617/0183	<u>Improving Own Learning and Performance</u>	Three	4	21	✓					
K/616/0631	<u>Induction to a Training Course</u>	E3	3	30	✓					
J/616/0636	<u>Induction to a Training Course</u>	One	3	27	✓					
F/616/0859	<u>Managing Study</u>	E3	3	30	✓		✓			

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Essential: Continuing Professional Development					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
T/616/0860	<u>Managing Study</u>	One	3	27	✓		✓			
J/616/0880	<u>Planning for Progression</u>	E3	1	10	✓					
T/616/0924	<u>Reviewing Your Situation at Work</u>	E3	1	10	✓					
A/616/0925	<u>Reviewing Your Situation at Work</u>	One	1	9	✓					
K/616/1116	<u>Transferable Skills and Training Needs</u>	E3	3	30	✓					
M/616/1117	<u>Transferable Skills and Training Needs</u>	One	3	27	✓					
J/616/9966	<u>Understanding Change in the Workplace</u>	Two	3	16	✓					
A/616/1167	<u>Understanding Progression Opportunities</u>	E3	1	10	✓					
F/616/1168	<u>Understanding Progression Opportunities</u>	One	1	9	✓					
F/616/9965	<u>Undertaking Professional Development</u>	Two	4	24	✓					

Essential: Customer Service Skills					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
M/616/0436	<u>Customer Service Skills</u>	E1	2	20	✓					
T/616/0437	<u>Customer Service Skills</u>	E2	2	20	✓					
A/616/0438	<u>Customer Service Skills</u>	E3	3	30	✓					
F/616/0439	<u>Customer Service Skills</u>	One	3	27	✓				✓	
L/616/9967	<u>Customer Service Skills</u>	Two	4	24	✓					

Essential: CV Writing					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
D/616/0352	<u>Building a Personal Career Portfolio</u>	One	3	27	✓					
R/616/9968	<u>Building a Personal Career Portfolio</u>	Two	4	24	✓					
Y/617/0233	<u>Building a Personal Career Portfolio</u>	Three	4	21	✓					
R/616/0428	<u>Creating a Tailored Curriculum Vitae (CV)</u>	One	3	27	✓					
Y/616/9969	<u>Creating a Tailored Curriculum Vitae (CV)</u>	Two	4	24	✓					
H/616/0434	<u>Creating an Online Profile for Career Planning</u>	One	3	27	✓		✓			

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Essential: CV Writing					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
L/616/9970	<u>Creating an Online Profile for Career Planning</u>	Two	4	24	✓		✓			
A/616/0441	<u>CV Writing</u>	E3	1	10	✓				✓	
J/616/0474	<u>Exploring a Curriculum Vitae (CV)</u>	E1	2	20	✓					
L/616/0475	<u>Exploring a Curriculum Vitae (CV)</u>	E2	2	20	✓					
R/616/0896	<u>Presenting Information about Self to an Employer</u>	E1	2	20	✓		✓			
Y/616/0897	<u>Presenting Information about Self to an Employer</u>	E2	2	20	✓		✓			
F/616/1218	<u>Writing a Curriculum Vitae (CV)</u>	E1	1	10	✓		✓			
J/616/1219	<u>Writing a Curriculum Vitae (CV)</u>	E2	1	10	✓		✓			

Essential: Discrimination at Work					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
L/616/0458	<u>Discrimination at Work</u>	E3	3	30	✓					
J/616/0460	<u>Discrimination at Work</u>	One	3	27	✓					
R/616/9971	<u>Discrimination at Work</u>	Two	4	24	✓					

Essential: Employability Skills					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
K/616/0368	<u>Carrying out Market Research</u>	E1	2	20	✓		✓			
M/616/0369	<u>Carrying out Market Research</u>	E2	2	20	✓		✓			
H/616/0370	<u>Carrying Out Work Tasks</u>	E1	4	40	✓		✓			
K/616/0371	<u>Carrying Out Work Tasks</u>	E2	4	40	✓		✓			
L/617/0231	<u>Creative Arts Workshops and Presentations</u>	Two	8	48	✓		✓			
A/616/0455	<u>Developing Meeting Skills</u>	E3	2	20	✓		✓			
F/616/0456	<u>Developing Meeting Skills</u>	One	2	18	✓		✓			
D/616/9973	<u>Developing Meeting Skills</u>	Two	3	16	✓		✓			
K/616/0466	<u>Employment Skills</u>	E3	3	30	✓		✓			
M/616/0467	<u>Employment Skills</u>	One	3	27	✓				✓	

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Essential: Employability Skills					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
H/616/0594	<u>Following Instructions in the Workplace</u>	E1	2	20	✓		✓			
K/616/0595	<u>Following Instructions in the Workplace</u>	E2	2	20	✓		✓			
M/616/0596	<u>Following Instructions in the Workplace</u>	E3	2	20	✓		✓			
M/616/4793	<u>Interpersonal Skills</u>	L1	3	27	✓				✓	
H/616/0675	<u>Introduction to Guiding Visitors</u>	E1	2	20	✓		✓			
K/616/0676	<u>Introduction to Guiding Visitors</u>	E2	2	20	✓		✓			
M/616/0677	<u>Introduction to Guiding Visitors</u>	E3	2	20	✓		✓			
T/616/0793	<u>Introduction to the Use of Tools and Equipment for a Work Task</u>	E1	2	20	✓		✓			
J/616/0796	<u>Introduction to the Use of Tools and Equipment for a Work Task</u>	E2	2	20	✓		✓			
Y/616/0799	<u>Introduction to the Use of Tools and Equipment for a Work Task</u>	E3	3	30	✓		✓			
K/616/9975	<u>Leadership Skills</u>	Two	4	24	✓					
D/617/0184	<u>Leadership Skills</u>	Three	4	21	✓					
D/616/0853	<u>Making a Work Product</u>	E1	2	20	✓		✓			
H/616/0854	<u>Making a Work Product</u>	E2	2	20	✓		✓			
T/616/0857	<u>Managing a Work Project</u>	Two	1	8	✓					
A/616/0858	<u>Managing a Work Project</u>	Three	1	7	✓					
J/616/0863	<u>Marketing Products and Services</u>	E1	2	20	✓		✓			
L/616/0864	<u>Marketing Products and Services</u>	E2	2	20	✓		✓			
D/616/0867	<u>Motivation</u>	One	1	9	✓					
H/616/0868	<u>Negotiation Skills</u>	One	6	54	✓		✓			
T/616/9977	<u>Negotiation Skills</u>	Two	8	48	✓		✓			
D/616/0870	<u>Participate in an Occupational Taster</u>	E1	2	20	✓		✓			
H/616/0871	<u>Participate in an Occupational Taster</u>	E2	2	20	✓		✓			
K/616/0872	<u>Participate in an Occupational Taster</u>	E3	2	20	✓		✓			
M/616/0873	<u>Participating in Vocational Tasters</u>	One	6	54	✓		✓			
A/616/9995	<u>Participating in Vocational Tasters</u>	Two	8	48	✓		✓			
R/617/0232	<u>Practical Presentation Skills</u>	Two	4	24	✓		✓			
L/616/0881	<u>Practical Workshop Skills</u>	E1	2	20	✓		✓			
R/616/0882	<u>Practical Workshop Skills</u>	E2	2	20	✓		✓			

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Essential: Employability Skills					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
H/616/1454	<u>Pre-Press Skills in the Print Workshop</u>	One	3	27	✓		✓			
R/616/1224	<u>Presentation Skills</u>	E3	2	20	✓		✓			
Y/616/1225	<u>Presentation Skills</u>	One	2	18	✓		✓			
F/616/9996	<u>Presentation Skills</u>	Two	3	16	✓		✓			
H/617/0185	<u>Presentation Skills</u>	Three	4	21	✓		✓			
M/616/1456	<u>Production Line Skills</u>	One	3	27	✓		✓			
Y/616/0902	<u>Promoting a Business</u>	E1	2	20	✓		✓			
D/616/0903	<u>Promoting a Business</u>	E2	2	20	✓		✓			
K/616/1455	<u>Quality Assurance and Control in a Production Workshop</u>	One	3	27	✓		✓			
F/616/0912	<u>Report Writing</u>	Two	1	8	✓					
R/616/0915	<u>Report Writing</u>	Three	1	7	✓					
D/616/0917	<u>Research Skills</u>	One	3	27	✓					
J/617/0017	<u>Research Skills</u>	Two	4	24	✓					
M/617/0187	<u>Research Skills</u>	Three	8	42	✓					
T/616/0938	<u>Self Advocacy</u>	E1	3	30	✓					
A/616/0939	<u>Selling Skills</u>	E2	2	20	✓		✓			
L/617/0018	<u>Small Scale Research Project</u>	Two	8	48	✓					
A/616/1038	<u>Supporting Workers Whose First Language is not English</u>	E3	3	30	✓		✓			
L/616/1044	<u>Supporting Workers Whose First Language is not English</u>	One	3	27	✓		✓			
H/616/1048	<u>Take Part in a Work Activity</u>	E3	1	10	✓		✓			
K/616/1052	<u>Take Part in a Work Activity</u>	One	1	9	✓		✓			
J/617/0020	<u>Take Part in a Work Activity</u>	Two	3	16	✓		✓			
R/616/1188	<u>Use of Materials for a Work Task</u>	One	2	18	✓					
R/617/0022	<u>Use of Materials for a Work Task</u>	Two	3	16	✓					
L/616/1190	<u>Use Tools and Equipment for a Work Task</u>	One	3	27	✓		✓			
H/616/9974	<u>Use Tools and Equipment for a Work Task</u>	Two	4	24	✓		✓			
M/616/1215	<u>Working to Standards</u>	E1	2	20	✓					
T/616/1216	<u>Working to Standards</u>	E2	2	20	✓					
A/616/1217	<u>Working to Standards</u>	E3	3	30	✓					

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Essential: Enterprise Skills					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
H/616/0580	<u>Exploring Enterprise</u>	E1	2	20	✓		✓			
K/616/0581	<u>Exploring Enterprise</u>	E2	2	20	✓		✓			
R/616/0929	<u>Roles and Responsibilities in a Business Enterprise</u>	E1	1	10	✓					
M/616/0937	<u>Roles and Responsibilities in a Business Enterprise</u>	E2	1	10	✓					
H/616/1177	<u>Undertaking an Enterprise Project</u>	E3	6	60	✓		✓			
K/616/1178	<u>Undertaking an Enterprise Project</u>	One	6	54	✓					
Y/617/0023	<u>Undertaking an Enterprise Project</u>	Two	8	48	✓					
T/617/0191	<u>Undertaking an Enterprise Project</u>	Three	8	42	✓					

Essential: Environmental Awareness					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
T/616/0468	<u>Environmental Awareness in the Workplace</u>	E1	2	20	✓		✓			
A/616/0469	<u>Environmental Awareness in the Workplace</u>	E2	2	20	✓		✓			
M/616/0470	<u>Environmental Awareness in the Workplace</u>	E3	2	20	✓					

Essential: Equality and Diversity at Work					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
T/616/0471	<u>Equality and Diversity at Work</u>	E3	3	30	✓					
A/616/0472	<u>Equality and Diversity at Work</u>	One	3	27	✓				✓	
D/617/0024	<u>Equality and Diversity at Work</u>	Two	4	24	✓					

Essential: Health and Safety in the Workplace					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
Y/616/0589	<u>Follow Health and Safety Procedures in the Workplace</u>	E3	1	10	✓		✓			

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Essential: Health and Safety in the Workplace					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
L/616/0590	<u>Follow Health and Safety Procedures in the Workplace</u>	One	1	9	✓		✓			
D/616/0593	<u>Follow Health and Safety Procedures in the Workplace</u>	Two	1	8	✓		✓			
R/616/0607	<u>Health and Safety in the Workplace</u>	E1	2	20	✓		✓			
Y/616/0608	<u>Health and Safety in the Workplace</u>	E2	2	20	✓		✓			
D/616/0612	<u>Health and Safety in the Workplace</u>	E3	3	30	✓					
A/616/0617	<u>Health and Safety in the Workplace</u>	One	3	27	✓				✓	
H/617/0025	<u>Health and Safety in the Workplace</u>	Two	4	24	✓				✓	

Essential: Induction to Work					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
K/616/0340	<u>Adjusting to a New Work Setting</u>	E1	3	30	✓		✓			
M/616/0341	<u>Adjusting to a New Work Setting</u>	E2	3	30	✓		✓			
L/616/0637	<u>Induction to the Workplace</u>	E1	2	20	✓					
L/616/1450	<u>Induction to the Workplace</u>	E2	2	20	✓					

Essential: Interview Techniques					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
Y/616/0883	<u>Preparation for a Recruitment Interview</u>	E3	2	20	✓		✓			
D/616/0884	<u>Preparation for a Recruitment Interview</u>	One	1	9	✓					
A/617/0032	<u>Preparation for a Recruitment Interview</u>	Two	3	16	✓					
J/616/0894	<u>Preparing for an Interview</u>	E1	2	20	✓					
L/616/0895	<u>Preparing for an Interview</u>	E2	2	20	✓					
K/616/1181	<u>Undertaking an Interview</u>	E1	1	10	✓		✓			
M/616/1182	<u>Undertaking an Interview</u>	E2	1	10	✓		✓			

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Essential: Introduction to Vocational Industries

Assessment set by the centre

Assessment set by AIM

Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
D/615/9296	<u>Introduction to Animal Care Industries</u>	E1	2	20	✓					
H/615/9297	<u>Introduction to Animal Care Industries</u>	E2	2	20	✓					
K/615/9298	<u>Introduction to Animal Care Industries</u>	E3	2	20	✓					
M/615/9299	<u>Introduction to Animal Care Industries</u>	One	2	18	✓					
F/617/0145	<u>Introduction to Animal Care Industries</u>	Two	3	16	✓					
R/616/0638	<u>Introduction to Business, Administration and Customer Service Industries</u>	E1	2	20	✓					
Y/616/0639	<u>Introduction to Business, Administration and Customer Service Industries</u>	E2	2	20	✓					
L/616/0640	<u>Introduction to Business, Administration and Customer Service Industries</u>	E3	2	20	✓					
R/616/0641	<u>Introduction to Business, Administration and Customer Service Industries</u>	One	2	18	✓				✓	
L/617/0147	<u>Introduction to Business, Administration and Customer Service Industries</u>	Two	3	16	✓					
H/616/0644	<u>Introduction to Catering and Hospitality Industries</u>	E1	2	20	✓					
K/616/0645	<u>Introduction to Catering and Hospitality Industries</u>	E2	2	20	✓					
M/616/0646	<u>Introduction to Catering and Hospitality Industries</u>	E3	2	20	✓					
T/616/0647	<u>Introduction to Catering and Hospitality Industries</u>	One	2	18	✓				✓	
J/617/0146	<u>Introduction to Catering and Hospitality Industries</u>	Two	3	16	✓					
F/616/0649	<u>Introduction to Child Care Industries</u>	E1	2	20	✓					
T/616/0650	<u>Introduction to Child Care Industries</u>	E2	2	20	✓					
A/616/0651	<u>Introduction to Child Care Industries</u>	E3	2	20	✓					
F/616/0652	<u>Introduction to Child Care Industries</u>	One	2	18	✓				✓	
K/617/0205	<u>Introduction to Child Care Industries</u>	Two	3	16	✓					
L/616/0654	<u>Introduction to Construction and Building Industries</u>	E1	2	20	✓					
R/616/0655	<u>Introduction to Construction and Building Industries</u>	E2	2	20	✓					
Y/616/0656	<u>Introduction to Construction and Building Industries</u>	E3	2	20	✓					

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Essential: Introduction to Vocational Industries

Assessment set by the centre

Assessment set by AIM

Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
D/616/0657	Introduction to Construction and Building Industries	One	2	18	✓				✓	
M/617/0206	Introduction to Construction and Building Industries	Two	3	16	✓					
D/616/0660	Introduction to Creative and Design Industries	E1	2	20	✓					
H/616/0661	Introduction to Creative and Design Industries	E2	2	20	✓					
K/616/0662	Introduction to Creative and Design Industries	E3	2	20	✓					
M/616/0663	Introduction to Creative and Design Industries	One	2	18	✓					
T/617/0207	Introduction to Creative and Design Industries	Two	3	16	✓					
A/616/0665	Introduction to Digital Technology Industries	E1	2	20	✓					
F/616/0666	Introduction to Digital Technology Industries	E2	2	20	✓					
J/616/0667	Introduction to Digital Technology Industries	E3	2	20	✓					
L/616/0668	Introduction to Digital Technology Industries	One	2	18	✓					
A/617/0208	Introduction to Digital Technology Industries	Two	3	16	✓					
J/616/0670	Introduction to Engineering and Manufacturing Industries	E1	2	20	✓					
L/616/0671	Introduction to Engineering and Manufacturing Industries	E2	2	20	✓					
R/616/0672	Introduction to Engineering and Manufacturing Industries	E3	2	20	✓					
Y/616/0673	Introduction to Engineering and Manufacturing Industries	One	2	18	✓				✓	
F/617/0209	Introduction to Engineering and Manufacturing Industries	Two	3	16	✓					
T/616/0678	Introduction to Hair and Beauty Industries	E1	2	20	✓					
A/616/0679	Introduction to Hair and Beauty Industries	E2	2	20	✓					
M/616/0680	Introduction to Hair and Beauty Industries	E3	2	20	✓					
T/616/0681	Introduction to Hair and Beauty Industries	One	2	18	✓				✓	
T/617/0157	Introduction to Hair and Beauty Industries	Two	3	16	✓					
Y/616/0771	Introduction to Health, Lifestyle and Science Industries	E1	2	20	✓					
D/616/0772	Introduction to Health, Lifestyle and Science Industries	E2	2	20	✓					
M/616/0775	Introduction to Health, Lifestyle and Science Industries	E3	2	20	✓					
T/616/0776	Introduction to Health, Lifestyle and Science Industries	One	2	18	✓					
T/617/0210	Introduction to Health, Lifestyle and Science Industries	Two	3	16	✓					
J/616/0782	Introduction to Horticulture Industries	E1	2	20	✓					
Y/616/0785	Introduction to Horticulture Industries	E2	2	20	✓					

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Essential: Introduction to Vocational Industries					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
H/616/0787	<u>Introduction to Horticulture Industries</u>	E3	2	20	✓					
H/616/0790	<u>Introduction to Horticulture Industries</u>	One	2	18	✓				✓	
A/617/0211	<u>Introduction to Horticulture Industries</u>	Two	3	16	✓					
L/616/0802	<u>Introduction to Transport and Logistics Industries</u>	E1	2	20	✓					
D/616/0805	<u>Introduction to Transport and Logistics Industries</u>	E2	2	20	✓					
H/616/0806	<u>Introduction to Transport and Logistics Industries</u>	E3	2	20	✓					
A/616/0813	<u>Introduction to Transport and Logistics Industries</u>	One	2	18	✓				✓	
F/617/0212	<u>Introduction to Transport and Logistics Industries</u>	Two	3	16	✓					

Essential: Mentoring					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
R/616/0865	<u>Mentoring</u>	Two	1	8	✓					
D/617/0055	<u>Mentoring Practice</u>	Two	3	16	✓		✓			
H/617/0056	<u>The Mentoring Process</u>	Two	4	24	✓					

Essential: Personal Presentation at Work					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
R/616/0851	<u>Looking and Acting the Part in the Workplace</u>	E1	2	20	✓		✓			
Y/616/0852	<u>Looking and Acting the Part in the Workplace</u>	E2	2	20	✓		✓			
J/616/0877	<u>Personal Presentation at Work</u>	E3	3	30	✓					
L/616/0878	<u>Personal Presentation at Work</u>	One	1	9	✓					
R/616/0879	<u>Personal Presentation at Work</u>	Two	1	8	✓					

Essential: Problem Solving in the Workplace					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
H/616/0448	<u>Dealing with Work-Related Problems</u>	E1	3	30	✓		✓			

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Essential: Problem Solving in the Workplace					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
K/616/0449	<u>Dealing with Work-Related Problems</u>	E2	4	40	✓		✓			
D/616/0898	<u>Problem Solving in the Workplace</u>	E3	3	30	✓					
H/616/0899	<u>Problem Solving in the Workplace</u>	One	3	27	✓					
K/617/0057	<u>Problem Solving in the Workplace</u>	Two	4	24	✓					
K/617/0186	<u>Problem Solving in the Workplace</u>	Three	4	21	✓					

Essential: Rights and Responsibilities at Work					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
F/616/0442	<u>Dealing with Change at Work</u>	E3	3	30	✓		✓			
J/616/0443	<u>Dealing with Change at Work</u>	One	3	27	✓					
R/616/0462	<u>Employment Contract and Payslip Basics</u>	E3	1	10	✓					
Y/616/0463	<u>Employment Rights, Contracts and Pay</u>	One	3	27	✓				✓	
M/617/0058	<u>Employment Rights, Contracts and Pay</u>	Two	4	24	✓				✓	
R/617/0182	<u>Employment Rights, Contracts and Pay</u>	Three	4	21	✓					
F/616/0926	<u>Rights and Responsibilities at Work</u>	E1	3	30	✓					
J/616/0927	<u>Rights and Responsibilities at Work</u>	E2	3	30	✓					
L/616/0928	<u>Rights and Responsibilities at Work</u>	E3	3	30	✓					
T/616/1118	<u>Understand Employment Responsibilities and Rights in Animal Care Industries</u>	One	3	27	✓					
F/617/0078	<u>Understand Employment Responsibilities and Rights in Animal Care Industries</u>	Two	4	24	✓					
A/616/1119	<u>Understand Employment Responsibilities and Rights in Business, Administration and Customer Service Industries</u>	One	3	27	✓					
R/617/0148	<u>Understand Employment Responsibilities and Rights in Business, Administration and Customer Service Industries</u>	Two	4	24	✓					
T/616/1121	<u>Understand Employment Responsibilities and Rights in Catering and Hospitality Industries</u>	One	3	27	✓					

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Essential: Rights and Responsibilities at Work					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
T/617/0059	<u>Understand Employment Responsibilities and Rights in Catering and Hospitality Industries</u>	Two	4	24	✓					
F/616/1123	<u>Understand Employment Responsibilities and Rights in Child Care Industries</u>	One	3	27	✓					
Y/617/0197	<u>Understand Employment Responsibilities and Rights in Child Care Industries</u>	Two	4	24	✓					
L/616/1125	<u>Understand Employment Responsibilities and Rights in Construction and Building Industries</u>	One	3	27	✓					
D/617/0198	<u>Understand Employment Responsibilities and Rights in Construction and Building Industries</u>	Two	4	24	✓					
Y/616/1127	<u>Understand Employment Responsibilities and Rights in Creative and Design Industries</u>	One	3	27	✓					
H/617/0199	<u>Understand Employment Responsibilities and Rights in Creative and Design Industries</u>	Two	4	24	✓					
H/616/1129	<u>Understand Employment Responsibilities and Rights in Digital Technology Industries</u>	One	3	27	✓					
L/617/0200	<u>Understand Employment Responsibilities and Rights in Digital Technology Industries</u>	Two	4	24	✓					
D/616/1131	<u>Understand Employment Responsibilities and Rights in Engineering and Manufacturing Industries</u>	One	3	27	✓					
R/617/0201	<u>Understand Employment Responsibilities and Rights in Engineering and Manufacturing Industries</u>	Two	4	24	✓					
K/616/1133	<u>Understand Employment Responsibilities and Rights in Hair and Beauty Industries</u>	One	3	27	✓					
L/617/0083	<u>Understand Employment Responsibilities and Rights in Hair and Beauty Industries</u>	Two	4	24	✓					

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Essential: Rights and Responsibilities at Work					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
F/616/1137	<u>Understand Employment Responsibilities and Rights in Health, Lifestyle and Science Industries</u>	One	3	27	✓					
Y/617/0202	<u>Understand Employment Responsibilities and Rights in Health, Lifestyle and Science Industries</u>	Two	4	24	✓					
Y/616/1144	<u>Understand Employment Responsibilities and Rights in Horticulture Industries</u>	One	3	27	✓					
D/617/0203	<u>Understand Employment Responsibilities and Rights in Horticulture Industries</u>	Two	4	24	✓					
T/616/1152	<u>Understand Employment Responsibilities and Rights in Transport and Logistics Industries</u>	One	3	27	✓					
H/617/0204	<u>Understand Employment Responsibilities and Rights in Transport and Logistics Industries</u>	Two	4	24	✓					

Essential: Setting Targets					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
F/616/0344	<u>Appraisals and Setting Targets</u>	E3	3	30	✓					
J/616/0345	<u>Appraisals and Setting Targets</u>	One	3	27	✓					
K/617/0060	<u>Appraisals and Setting Targets</u>	Two	4	24	✓					
K/616/0922	<u>Reviewing and Reflecting on Own Progress</u>	E1	3	30	✓		✓			
M/616/0923	<u>Reviewing and Reflecting on Own Progress</u>	E2	3	30	✓		✓			
M/616/0940	<u>Setting Work-Related Targets</u>	E1	2	20	✓					
T/616/0941	<u>Setting Work-Related Targets</u>	E2	2	20	✓					

Essential: Speaking and Listening at Work					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
K/616/1228	<u>Speaking and Listening at Work</u>	E1	3	30	✓		✓			
M/616/1229	<u>Speaking and Listening at Work</u>	E2	3	30	✓		✓			

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Essential: Speaking and Listening at Work					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
H/616/1230	<u>Speaking and Listening at Work</u>	E3	3	30	✓		✓			
K/616/1231	<u>Speaking and Listening at Work</u>	One	3	27	✓		✓			

Essential: Stress Management					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
Y/616/0396	<u>Coping Strategies at Work</u>	E1	2	20	✓		✓			
D/616/0397	<u>Coping Strategies at Work</u>	E2	2	20	✓		✓			
H/616/0398	<u>Coping Strategies at Work</u>	E3	2	20	✓		✓			
L/616/0427	<u>Coping Strategies at Work</u>	One	2	18	✓		✓			
Y/616/1029	<u>Stress and Stress Management Techniques</u>	One	3	27	✓		✓			
M/617/0061	<u>Stress and Stress Management Techniques</u>	Two	4	24	✓					
T/617/0188	<u>Stress and Stress Management Techniques</u>	Three	8	42	✓					
K/616/1018	<u>Stress Management</u>	E3	3	30	✓					

Essential: Teamwork Skills					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
R/616/0350	<u>Being Part of a Group</u>	E1	2	20	✓		✓			
Y/616/0351	<u>Being Part of a Group</u>	E2	2	20	✓		✓			
D/616/0383	<u>Communication Skills for Group and Teamwork</u>	E3	3	30	✓					
H/616/0384	<u>Communication Skills for Group and Teamwork</u>	One	3	27	✓		✓			
T/617/0062	<u>Communication Skills for Group and Teamwork</u>	Two	4	24	✓		✓			
K/616/1066	<u>Team Building Skills</u>	E3	3	30	✓					
F/616/1073	<u>Team Building Skills</u>	One	3	27	✓					
A/617/0063	<u>Team Building Skills</u>	Two	4	24	✓					
D/616/1095	<u>Team Motivation</u>	E3	3	30	✓					
K/616/1097	<u>Team Motivation</u>	One	3	27	✓					
J/617/0065	<u>Team Motivation</u>	Two	4	24	✓					

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Essential: Teamwork Skills					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
T/616/1099	<u>Teamwork Skills</u>	E3	3	30	✓		✓			
D/616/1100	<u>Teamwork Skills</u>	One	3	27	✓		✓			
L/617/0066	<u>Teamwork Skills</u>	Two	4	24	✓		✓			
A/617/0189	<u>Teamwork Skills</u>	Three	4	21	✓		✓			
M/617/0190	<u>Theory of Team Building Skills</u>	Three	4	21	✓					
D/616/1212	<u>Working in a Team</u>	E1	3	30	✓		✓			
H/616/1213	<u>Working in a Team</u>	E2	3	30	✓		✓			

Essential: Time Management Skills					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
A/616/0861	<u>Managing Your Time</u>	E1	2	20	✓		✓			
F/616/0862	<u>Managing Your Time</u>	E2	2	20	✓		✓			
L/616/1108	<u>Time Management</u>	E3	3	30	✓					
R/616/1109	<u>Time Management</u>	One	3	27	✓					
R/617/0067	<u>Time Management</u>	Two	4	24	✓					
Y/616/1113	<u>Time Management</u>	Three	1	7	✓					
D/616/1114	<u>Time Management Skills</u>	E1	1	10	✓					
H/616/1115	<u>Time Management Skills</u>	E2	1	10	✓					

Essential: Travelling To and From Work					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
D/616/1002	<u>Skills for Travelling To and From Work</u>	E1	2	20	✓		✓			
H/616/1003	<u>Skills for Travelling To and From Work</u>	E2	2	20	✓		✓			
T/616/1006	<u>Skills for Travelling To and From Work</u>	E3	1	10	✓		✓			

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Essential: Using ICT in the Workplace					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
Y/616/1192	<u>Using ICT in the Workplace</u>	E1	2	20	✓		✓			
D/616/1193	<u>Using ICT in the Workplace</u>	E2	2	20	✓		✓			
H/616/1194	<u>Using ICT in the Workplace</u>	E3	3	30	✓		✓			
K/616/1195	<u>Using ICT in the Workplace</u>	One	3	27	✓		✓			
D/617/0069	<u>Using ICT in the Workplace</u>	Two	4	24	✓		✓			
T/616/1197	<u>Using ICT to Support Writing</u>	E3	1	10	✓		✓			
A/616/1198	<u>Using ICT to Support Writing</u>	One	1	9	✓		✓			

Essential: Using Money in the Workplace					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
L/616/0444	<u>Dealing with Debt</u>	E3	3	30	✓					
R/616/0445	<u>Dealing with Debt</u>	One	3	27	✓					
M/616/0601	<u>Handling Payment for Goods and Services</u>	E3	3	30	✓		✓			
T/616/0602	<u>Handling Payment for Goods and Services</u>	One	3	27	✓		✓			
R/617/0070	<u>Handling Payment for Goods and Services</u>	Two	4	24	✓		✓			
L/616/1156	<u>Understanding Banks and Credit Cards</u>	E3	2	20	✓					
D/616/1159	<u>Understanding Banks and Credit Cards</u>	One	3	27	✓					
F/616/1199	<u>Using Money in the Workplace</u>	E1	2	20	✓		✓			
K/616/1200	<u>Using Money in the Workplace</u>	E2	2	20	✓		✓			

Essential: Using Numeracy in the Workplace					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
M/616/1201	<u>Using Numeracy Skills in the Workplace</u>	E1	2	20	✓		✓			
T/616/1202	<u>Using Numeracy Skills in the Workplace</u>	E2	2	20	✓		✓			
A/616/1203	<u>Using Numeracy Skills in the Workplace</u>	E3	3	30	✓		✓			
F/616/1204	<u>Using Numeracy Skills in the Workplace</u>	One	3	27	✓		✓			
Y/617/0071	<u>Using Numeracy Skills in the Workplace</u>	Two	4	24	✓		✓			

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Essential: Using Writing Skills in the Workplace					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
L/616/1206	<u>Using Writing Skills in the Workplace</u>	E1	2	20	✓		✓			
R/616/1207	<u>Using Writing Skills in the Workplace</u>	E2	2	20	✓					
A/616/1220	<u>Writing Needs at Work</u>	E3	1	10	✓					
F/616/1221	<u>Writing Needs at Work</u>	One	1	9	✓					
J/616/1222	<u>Writing Notes and Emails</u>	E3	1	10	✓					
L/616/1223	<u>Writing Notes and Emails</u>	One	1	9	✓					

Essential: Volunteering					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
D/617/0072	<u>Learning from Volunteering</u>	Two	3	16	✓					
Y/616/1208	<u>Volunteering</u>	E1	2	20	✓					
D/616/1209	<u>Volunteering</u>	E2	2	20	✓					
R/616/1210	<u>Volunteering</u>	E3	2	20	✓					
Y/616/1211	<u>Volunteering</u>	One	1	9	✓					

Essential: Work Experience					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
Y/616/0849	<u>Learning from Work Placement</u>	E1	2	20	✓					
L/616/0850	<u>Learning from Work Placement</u>	E2	2	20	✓					
M/616/0887	<u>Preparation for a Work Placement</u>	E1	2	20	✓					
M/616/0890	<u>Preparation for a Work Placement</u>	E2	2	20	✓					
T/616/0891	<u>Preparation for Work Experience</u>	E3	1	10	✓					
A/616/0892	<u>Preparation for Work Experience</u>	One	1	9	✓					
F/616/0893	<u>Preparation for Work Experience</u>	Two	1	8	✓					
A/616/1184	<u>Undertaking Work Experience</u>	E3	3	30	✓		✓			

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Essential: Work Experience					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
F/616/1185	<u>Undertaking Work Experience</u>	One	3	27	✓		✓			
H/617/0073	<u>Undertaking Work Experience</u>	Two	4	24	✓		✓			
A/617/0192	<u>Undertaking Work Experience</u>	Three	4	21	✓		✓			

Chosen Group

Chosen: ICT Components					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
M/616/1232	<u>Artwork and Imaging Software Skills</u>	One	3	27	✓		✓			
T/616/1233	<u>Audio and Video Software</u>	E2	2	20	✓		✓			
A/616/1234	<u>Audio Software Skills</u>	E3	2	20	✓		✓			
F/616/1235	<u>Audio Software Skills</u>	One	2	18	✓		✓			
J/617/0213	<u>Audio Software Skills</u>	Two	4	24	✓		✓			
L/616/1237	<u>Computer Basics</u>	E3	3	30	✓					
R/616/1238	<u>Computer Security and Privacy</u>	E3	3	30	✓					
Y/616/1239	<u>Creating and Publishing Websites</u>	One	3	27	✓		✓			
A/617/0080	<u>Creating and Publishing Websites</u>	Two	5	32	✓		✓			
R/616/1241	<u>Data Management Software Skills</u>	E3	2	20	✓		✓			
Y/616/1242	<u>Data Management Software Skills</u>	One	2	18	✓		✓			
F/617/0081	<u>Data Management Software Skills</u>	Two	4	24	✓		✓			
H/616/1244	<u>Database Software Skills</u>	E3	2	20	✓		✓			
K/616/1245	<u>Database Software Skills</u>	One	3	27	✓		✓			
J/617/0082	<u>Database Software Skills</u>	Two	5	32	✓		✓			
A/616/1248	<u>Design and Imaging Software Skills</u>	E3	2	20	✓		✓			
T/616/1250	<u>Design Software Skills</u>	One	3	27	✓		✓			
A/616/1251	<u>Desktop Publishing Software</u>	E2	2	20	✓		✓			
F/616/1252	<u>Desktop Publishing Software Skills</u>	E3	2	20	✓		✓			
L/616/1254	<u>Desktop Publishing Software Skills</u>	One	3	27	✓		✓			

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Chosen: ICT Components					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
L/617/0214	<u>Desktop Publishing Software Skills</u>	Two	5	32	✓		✓			
Y/616/1256	<u>Developing and Presenting Information Using ICT</u>	E1	2	20	✓		✓			
D/616/1257	<u>Developing and Presenting Information Using ICT</u>	E2	2	20	✓		✓			
H/616/1258	<u>Digital Lifestyle</u>	E3	3	30	✓					
K/616/1259	<u>Email Skills</u>	E3	1	10	✓		✓			
D/616/1260	<u>Email Skills</u>	One	2	18	✓		✓			
T/617/0076	<u>Email Skills</u>	Two	4	24	✓		✓			
Y/616/1273	<u>Following Safe and Healthy Working Practices When Using ICT</u>	E1	2	20	✓		✓			
D/616/1274	<u>Following Safe and Healthy Working Practices When Using ICT</u>	E2	2	20	✓		✓			
K/616/1441	<u>Find Information Using ICT</u>	E1	1	10	✓		✓			
M/616/1442	<u>Find Information Using ICT</u>	E2	1	10	✓		✓			
H/616/1275	<u>Graphics Software Skills</u>	E3	1	10	✓		✓			
K/616/1276	<u>Imaging Software Skills</u>	One	3	27	✓		✓			
R/617/0215	<u>Imaging Software Skills</u>	Two	5	32	✓		✓			
T/616/1278	<u>Internet Safety for IT Users</u>	One	3	27	✓				✓	
A/616/1279	<u>IT Communications</u>	One	2	18	✓		✓			
K/617/0026	<u>IT Communications</u>	Two	3	16	✓		✓			
T/616/1281	<u>IT Maintenance for Users</u>	One	2	18	✓		✓			
A/616/1282	<u>IT User Fundamentals</u>	E3	2	20	✓		✓			
F/616/1283	<u>Multimedia Software Skills</u>	One	3	27	✓		✓			
F/617/0226	<u>PC Maintenance – Hardware</u>	Two	4	24	✓		✓			
R/617/0229	<u>PC Maintenance – Software</u>	Two	4	24	✓		✓			
J/616/1284	<u>Personal Digital Photograph Processing</u>	E3	1	10	✓		✓			
L/616/1285	<u>Presentation Software Skills</u>	E3	2	20	✓		✓			
R/616/1286	<u>Presentation Software Skills</u>	One	3	27	✓		✓			
A/617/0077	<u>Presentation Software Skills</u>	Two	5	32	✓		✓			
D/616/1288	<u>Selecting Information Using the Internet</u>	E3	1	10	✓		✓			
T/616/1443	<u>Send and Receive Information Using ICT</u>	E1	1	10	✓		✓			
A/616/1444	<u>Send and Receive Information Using ICT</u>	E2	1	10	✓		✓			

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Chosen: ICT Components					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
L/616/1304	<u>Spreadsheet Software Skills</u>	E3	2	20	✓		✓			
R/616/1305	<u>Spreadsheet Software Skills</u>	One	3	27	✓		✓			
M/617/0027	<u>Spreadsheet Software Skills</u>	Two	5	32	✓		✓			
D/616/1307	<u>The Internet and World Wide Web</u>	E3	3	30	✓		✓			
D/617/0217	<u>Understanding How to Use Computer Aided Design Software</u>	Two	4	24	✓					
T/617/0028	<u>Use E-Sources to Select Information</u>	Two	4	24	✓		✓			
D/616/1310	<u>Using a Raspberry Pi</u>	One	3	27	✓		✓			
H/616/1311	<u>Using Digital Photograph Processing Software</u>	One	2	18	✓		✓			
F/616/1445	<u>Using ICT: Safe Working Practices</u>	E2	2	20	✓					
K/616/1312	<u>Using Scratch Programming Language</u>	One	3	27	✓		✓			
M/616/1313	<u>Using the Internet</u>	One	3	27	✓		✓			
A/617/0029	<u>Using the Internet</u>	Two	5	32	✓		✓			
A/616/1315	<u>Video Software Skills</u>	E3	2	20	✓		✓			
F/616/1316	<u>Video Software Skills</u>	One	2	18	✓		✓			
Y/617/0216	<u>Video Software Skills</u>	Two	4	24	✓		✓			
L/616/1318	<u>Word Processing Software Skills</u>	E3	2	20	✓		✓			
R/616/1319	<u>Word Processing Software Skills</u>	One	3	27	✓		✓			
M/617/0030	<u>Word Processing Software Skills</u>	Two	5	32	✓		✓			

Chosen: Literacy Components					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
L/616/1321	<u>Engage in Discussion</u>	E1	2	20	✓		✓			
R/616/1322	<u>Engage in Discussion</u>	E2	2	20	✓		✓			
Y/616/1323	<u>Engage in Discussion</u>	E3	2	20	✓		✓			
D/616/1324	<u>Engage in Discussion</u>	One	2	18	✓		✓			
F/617/0033	<u>Engage in Discussion</u>	Two	3	16	✓		✓			
K/616/1326	<u>Listen and Respond</u>	E1	2	20	✓		✓			
M/616/1327	<u>Listen and Respond</u>	E2	2	20	✓		✓			

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Chosen: Literacy Components					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
T/616/1328	<u>Listen and Respond</u>	E3	2	20	✓		✓			
A/616/1329	<u>Listen and Respond</u>	One	2	18	✓		✓			
J/617/0034	<u>Listen and Respond</u>	Two	3	16	✓		✓			
T/616/1331	<u>Read for Information</u>	E1	3	30	✓					
A/616/1332	<u>Read for Information</u>	E2	3	30	✓					
F/616/1333	<u>Read for Information</u>	E3	3	30	✓					
J/616/1334	<u>Read for Information</u>	One	3	27	✓					
L/617/0035	<u>Read for Information</u>	Two	4	24	✓					
D/616/1338	<u>Read for Purpose and Meaning</u>	E1	3	30	✓					
F/616/1350	<u>Read for Purpose and Meaning</u>	E2	3	30	✓					
J/616/1365	<u>Read for Purpose and Meaning</u>	E3	3	30	✓					
L/616/1366	<u>Read for Purpose and Meaning</u>	One	3	27	✓					
R/617/0036	<u>Read for Purpose and Meaning</u>	Two	4	24	✓					
Y/616/1368	<u>Speak to Communicate</u>	E1	2	20	✓		✓			
D/616/1369	<u>Speak to Communicate</u>	E2	2	20	✓		✓			
R/616/1370	<u>Speak to Communicate</u>	E3	2	20	✓		✓			
Y/616/1371	<u>Speak to Communicate</u>	One	2	18	✓		✓			
Y/617/0037	<u>Speak to Communicate</u>	Two	3	16	✓		✓			
Y/616/1385	<u>Write Accurately</u>	E2	3	30	✓					
H/616/1387	<u>Write Accurately</u>	E3	3	30	✓					
M/617/0044	<u>Write Fluently and Accurately</u>	Two	4	24	✓					
K/616/1374	<u>Write to Communicate</u>	E1	3	30	✓					
M/616/1375	<u>Write to Communicate</u>	E2	3	30	✓					
T/616/1376	<u>Write to Communicate</u>	E3	3	30	✓					
J/616/1379	<u>Write to Communicate</u>	One	3	27	✓					
D/617/0038	<u>Write to Communicate</u>	Two	4	24	✓					
L/616/1383	<u>Write with Accuracy</u>	One	3	27	✓					

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Chosen: Maths Components					Assessment set by the centre			Assessment set by AIM		
Component code	Component title	Level	Credit	GLH	PoE	E	P	PoE	E	P
H/616/1390	<u>Adding and Subtracting</u>	E1	3	30	✓					
M/616/1392	<u>Addition, Subtraction and Multiplication</u>	E2	3	30	✓					
A/616/1394	<u>Making Calculations</u>	E3	3	30	✓					
J/616/1396	<u>Making Calculations</u>	One	3	27	✓					
T/617/0045	<u>Making Calculations</u>	Two	4	24	✓					
F/616/1400	<u>Money and Time</u>	E1	3	30	✓					
L/616/1402	<u>Money, Time and Temperature</u>	E2	3	30	✓					
Y/616/1404	<u>Money, Time and Temperature</u>	E3	3	30	✓					
H/616/1406	<u>Money, Time and Temperature</u>	One	3	27	✓					
A/617/0046	<u>Money, Time and Temperature</u>	Two	4	24	✓					
M/616/1408	<u>Numbers, Decimals, Fractions and Percentages</u>	One	3	27	✓					
J/617/0048	<u>Numbers, Decimals, Fractions and Percentages</u>	Two	4	24	✓					
F/617/0050	<u>Numerical Relationships, Algebra and Ratio</u>	Two	3	16	✓					
M/616/1411	<u>Numerical Relationships, Algebra and Ratios</u>	One	2	18	✓					
T/616/1412	<u>Using and Communicating Data</u>	E1	3	30	✓					
A/616/1413	<u>Using and Communicating Data</u>	E2	3	30	✓					
F/616/1414	<u>Using and Communicating Data</u>	E3	3	30	✓					
J/616/1415	<u>Using and Communicating Data</u>	One	3	27	✓					
J/617/0051	<u>Using and Communicating Data</u>	Two	4	24	✓					
R/616/1417	<u>Using Probability</u>	One	2	18	✓					
F/616/1431	<u>Using Whole Numbers, Decimals, Fractions and Percentages</u>	E3	2	20	✓					
H/616/1390	<u>Adding and Subtracting</u>	E1	3	30	✓					
M/616/1392	<u>Addition, Subtraction and Multiplication</u>	E2	3	30	✓					
A/616/1394	<u>Making Calculations</u>	E3	3	30	✓					
J/616/1396	<u>Making Calculations</u>	One	3	27	✓					
T/617/0045	<u>Making Calculations</u>	Two	4	24	✓					
F/616/1400	<u>Money and Time</u>	E1	3	30	✓					
L/616/1402	<u>Money, Time and Temperature</u>	E2	3	30	✓					

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Level descriptors

Components are assigned a level based in the current requirements for the RQF as issued by OFQUAL

Level	Knowledge descriptor	Skills descriptor
Entry 1	Progresses along a continuum that ranges from the most elementary of achievements to beginning to make use of knowledge and/or understanding that relate to the subject or immediate environment.	Progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills that relate to the subject or the immediate environment.
Entry 2	Has basic knowledge or understanding of a subject and/or can carry out simple, familiar tasks; and Knows the steps needed to complete simple activities.	Carry out simple, familiar tasks and activities. Follow instructions or use rehearsed steps to complete tasks and activities.
Entry 3	Has basic knowledge and understanding to carry out structured tasks and activities in familiar contexts; and Knows and understands the steps needed to complete structured tasks and activities in familiar contexts.	Carry out structured tasks and activities in familiar contexts. Be aware of the consequences of actions for self and others.
Level 1	Has basic factual knowledge of a subject and/or knowledge of facts, procedures and ideas to complete well-defined routine tasks and address simple problems; and Is aware of aspects of information relevant to the area of study or work.	Use basic cognitive and practical skills to complete well-defined routine tasks. Select and use relevant information. Identify whether actions have been effective.
Level 2	Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straight-forward problems. Can interpret relevant information and ideas. Is aware of a range of information that is relevant to the area of study or work.	Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.



Section 4 – Assessment



Centre requirements

As an Awarding Organisation, we require that:

Tutors have relevant teaching experience and/or a qualification, and experience and/or a qualification in the relevant subject area. Suitable teaching qualifications include:

- Level 3 or 4 Preparing to Teach in the Lifelong Learning Sector (PTLLS) or above
- Level 3 Education and Training or above
- Diploma or Certificate in Education
- Bachelors or Masters Degree in Education

Assessors have an assessor qualification or evidence of recent relevant experience. Suitable assessor qualifications include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 Assess Candidate Performance using a Range of Methods
- D32 Assess Candidate Performance and D33 Assess Candidate using Differing Sources of Evidence

Internal Verifiers (IV) have an internal verification qualification or evidence of recent relevant experience. Suitable internal verification qualifications include:

- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process

How these qualifications are assessed

These qualifications may be assessed through:

- 1) an internally set, internally marked and externally verified portfolio of evidence. Guidance on our expectations is available in 'A Guide to Assessing AIM Qualifications' available in Section 5: Appendices.
- 2) an externally set, externally marked online multiple choice exam (for particular components only). The online multiple choice exam must be invigilated by an AIM approved invigilator.

Centres may use one or both of the above assessment methods in the assessment of the qualification.

Where a multiple choice exam is available for a particular component, this will be stated on the individual component. Where a component may be assessed through either a portfolio of evidence, or an externally set, externally marked online multiple choice exam, the centre must choose one of these assessment methods in the assessment of that component.

Entry 1 Achievement continuum

Learners completing Entry 1 components within these qualifications are assessed using the Entry 1 Achievement Continuum. The Continuum describes the characteristics the learner should display at each of the 10 stages, from Encounter to Application.

Assessors may record their assessment judgements on the Entry 1 Learner Transcript Template indicating the stage on the continuum at which the learner has achieved the assessment. Where possible, the Assessor

statement should use the terminology of the Achievement Continuum to reflect what the learner has achieved.

Use of the Entry 1 Learner Transcript Template is optional.

Reasonable adjustment and special considerations

Reasonable adjustments and special considerations are available for all assessments, irrespective of whether they are internally or externally set. Where a learner or group of learners may not be able to access the assessment without reasonable adjustments, centres should ensure that they apply in good time for relevant reasonable adjustments to be made, using the [AIM Qualifications reasonable adjustments and special considerations policy](#) which gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.



Section 5 – Operational guidance

Offering these qualifications

Centres wishing to offer these qualifications must be an AIM recognised centre. New centres can apply to become a centre using the centre recognition application process on our website: www.aim-group.org.uk.

We can advise centres of the best and most efficient methods for offering these qualifications. All procedures for the use of these qualifications, including approval, registration of learners, verification and certification will be completed through AIM and all centres will have an allocated customer experience advisor to support them.

Approval to offer qualifications

Centres wishing to offer these qualifications must complete and submit a qualification approval request. [This can be found on the AIM website when choosing a qualification.](#) Some qualifications require centres to have specific resources in place and/or their assessors/internal verifiers should hold certain qualifications. Where this is the case, centres must provide evidence of resources/staff qualifications when completing the Qualification Approval request.

Registration and certification

Once your centre has approval to offer a qualification, you will be able to register learners to these qualifications via our Quartzweb portal, at this point you can also select their chosen components. Please ensure that learners are registered against the correct qualification and are aware of the rules of combination required to achieve the qualification.

For all registration and certification processes, please refer to the Quartzweb guidance document which can be downloaded from our website's [centre handbooks and forms page](#). Details of assessment, internal verification and external verification can be found in the [AIM Qualifications: Assessment Handbook](#).

Learners achieving a qualification will be issued with a qualification certificate detailing the achieved qualification and components. Learners who have not achieved a qualification will, on request, be issued with a component certificate detailing the components achieved.

Scheduling learners for the online Multiple-Choice Question (MCQ) assessments

Once your learners have been registered against the relevant qualification(s) using the process above, you are now able to schedule your learners for the MCQ assessments using XAMS. Please refer to the XAMS centre guidance document for details. Please note you need to schedule your learners at least 48 hours before the planned time of assessment.

Delivering the MCQ assessments

Assessments must be delivered following the requirements in the AIM invigilation guidance for external assessments.

At the end of the MCQ assessment

Once the learner has completed the assessment, you can check the result in the results screen on XAMS. The results are automatically sent to AIM, and where learners have met the rules of combination for the particular qualification, they will be issued with a qualification certificate with details of the qualification and components achieved. Please refer to the Being an AIM centre document for service standard times on the issuing of learner certificates.

Fees and charges

The AIM Fees and Charges brochure includes all qualification charges and is available on our website. Please note that registrations will not be processed if centre fees have not been paid.



Section 5 – Appendices and links

Appendices and links

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

Useful links

Link 1 - [AIM Centre handbooks and forms](#)

Link 2 - [AIM Qualifications: Assessment Handbook](#)

Link 3 - [Fees and Charges](#)

Link 4 - [Qualification Search](#)

Appendix

Link 1 - [A Guide to Assessing AIM Qualification](#)

Link 2 - [Entry 1 Achievement Continuum](#)

Link 3 - [Entry 1 Learner Transcript Template](#)

Link 4 - [Guidance for using Entry 1 Assessment Continuum and Exemplar Learner Transcripts](#)

Command verbs

Entry 1, 2 and 3	
Demonstrate	Complete a practical task or activity.
Give (an example of...)	Provide a relevant example for the topic.
Give ways	Provide information to show understanding of the topic.
Identify	List or name the main points.
Label	Give the correct term to the topic, object, or activity.
List	Make a list of items, words, statements, or activity.
Name	Provide the correct words which identify the object or activity.
Order	Arrange in a logical way.
Outline	Identify, briefly, the main points.
Select	Choose.
State	Provide brief information about the topic in words, actions, or diagrams.

Level 1	
Compare	Looking at similarities and differences.
Demonstrate	Complete a practical task or activity to show competence.
Describe	Write or speak about the topic or activity.
Give (an example of...)	Provide relevant examples for the topic.
Give ways	Provide information about how to support the topic.
Identify	List or name the main points
Illustrate	Give clear information with examples (eg spoken, written, pictures, diagrams etc)
List	State or make a list of items, words, statements or comments
Outline	Identify briefly the main points
State	Give the main points in brief, clear sentences
Summarise	Briefly present the main points

Level 2

Assess	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something and come to a conclusion where needed.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase or process.
Demonstrate	Apply skills in a practical situation.
Describe	Write or speak about the topic or activity giving information. Statements in the response need to be developed as they are often linked but do not need to include a justification or reason.
Estimate	Give an approximate decision or opinion using previous knowledge or experience.
Explain	Make clear. Give reasons for. An explanation requires a justification/exemplification of a point. The answer must contain some element of reasoning/justification, this can include mathematical/logical explanations.
Evaluate	Examine strengths and weaknesses. Make points for and against.
Give (an example of...)	Provide relevant examples for the topic.
Identify	Provide brief information about a subject, specific process, or activity.
Illustrate	Give clear information or descriptions with examples (e.g. spoken, written, pictures, diagrams etc).
Order	Place information in a logical sequence.
Outline	Identify or briefly describe the main points.
State	Give the main points in brief, clear sentences.
Summarise	Briefly present an abstract of the main points.

Level 3	
Analyse	Learners present the outcome of methodical and detailed examination either: breaking down a theme, topic, or situation in order to interpret and study the interrelationships between the parts. and/or of information or data to interpret and study key trends and interrelationships.
Assess	Learners present careful consideration of varied factors or events that apply to a specific situation or identify those which are the most important or relevant and arrive at a conclusion.
Compare and Contrast	Learners can identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages, and disadvantages. This is used to show depth of knowledge through selection and isolation of characteristics.
Create	To produce work in response to a brief or to apply skills and techniques to meet an intention.
Demonstrate	Learners' work or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Learners give a clear, objective account in their own words showing recall and, in some cases application, of the relevant features and information about a subject.
Discuss	Explore issues, lines of reasoning and situations, articulating different viewpoints.
Estimate	Give an approximate decision or opinion using previous knowledge or experience.
Evaluate	Review information then bring it together to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information. Come to a supported judgement of a subject's qualities and relation to its context.
Explain	Learners' work shows clear details and gives reasons and/or evidence to support an opinion, view, or argument. It could show how conclusions are drawn.
Justify	Learners are able to give reasons or evidence to support an opinion, or prove something right or reasonable.
Outline	Learners provide a general description or plan showing the essential features of something but not the detail.
Summarise	Briefly present an abstract of the main points.

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