



Centre Guide
EQA Monitoring 2025/2026

Version History

Version Number	Date	Description
1	September 2024	Documented Created
2	August 2025	Sampling dates changed for CASS Clarification provided on qualification groupings Quality mark and bespoke sections removed
3	February 2026	Updated with process changes

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Introduction

Welcome to the Centre Guide, designed to provide clear, comprehensive information on our assessment and quality assurance processes. This guide outlines the key components of the Centre Assessment Standards Scrutiny (CASS) Strategy, including its purpose, scope, and application across our qualifications.

You will find guidance on qualification priority levels, minimum sampling requirements, and the evidence needed to support External Quality Assurance (EQA) monitoring. The guide also explains how to prepare and upload your sample for review, as well as how to access and interpret your EQA reports.

Our aim is to ensure that all staff involved in assessment and quality assurance have the knowledge, tools, and confidence to maintain high standards, support learner achievement, and meet AIM expectations.

Section 1 – CASS Strategy

What is CASS?

The Centre Assessment Standards Scrutiny (CASS) Strategy is the approach used by regulated awarding organisations to monitor and assure the quality of centre-marked assessments. CASS applies to qualifications where learner evidence is assessed and graded by the centre rather than by the awarding organisation.

The purpose of CASS is to identify, evaluate, and manage any risks associated with qualification delivery and assessment. Through this strategy, AIM ensures that assessment decisions are valid, reliable, fair, and compliant with regulatory requirements.

CASS forms a key part of AIM's quality assurance framework and outlines how we maintain ongoing compliance with our regulators while supporting centres to uphold high standards of assessment practice.

Qualification priority

All regulated AIM qualifications are assigned a priority rating of low, medium, high, or very high to determine the level of sampling and scrutiny required. Priority ratings are based on a range of risk-related factors, including:

- AIM sector experience
- Inclusion on performance tables or allocation of UCAS points
- Qualification type (e.g., NVQ, licence to practise)
- Sector-specific standards and expectations
- Assessment methodology
- Presence of practical or competency-based elements
- Grading structure and complexity
- Requirement for specialist or non-specialist EQA
- Qualification level

These criteria help ensure that sampling is proportionate, risk-based, and aligned with regulatory expectations.

The priority rating for every regulated AIM qualification is published on the EQA section of our website, [External Quality Assurance \(EQA\) | AIM Qualifications and Assessment Group](#) enabling centres to understand sampling requirements and prepare accordingly.

Low priority characteristics	What does this mean for centres?
- Non specialist EQA required - Minimum one EQA sample per academic year - Predominantly foundation subjects (Entry 1 to Level 1) - E.g. Entry 2 Certificate in Employability Skills	- EQA monitoring required for qualifications before first certification of the academic year - Centres are required to upload the RACs and then request EQA monitoring by submitting the request form: External Quality Assurance (EQA) AIM Qualifications and Assessment Group - If there are no assessment inaccuracies identified by the EQA, centres will be able to claim certificates without EQA monitoring for the rest of the academic year (reset on 31st October each year)

Medium risk characteristics	What does this mean for centres?
- Specialist EQA required - Minimum one EQA sample per academic year - Predominantly Level 2 qualifications or above - E.g. Level 2 Award for Forest School Assistants	- EQA monitoring required for qualifications before first certification of the academic year - Centres are required to upload the RACs and then request EQA monitoring by submitting the request form found here: External Quality Assurance (EQA) AIM Qualifications and Assessment Group - If there are no assessment inaccuracies identified by the EQA, centres will be able to claim certificates without EQA monitoring for the rest of the academic year (reset on 31st October each year)

High priority characteristics	What does this mean for centres?
- Specialist EQA required - Minimum two samples per academic year (October/November and March/April) - Predominantly NVQ construction based and animal care based qualifications - E.g. Level 3 Diploma in Dog Grooming	- Centres are not required to request EQA monitoring, the AIM EQA team will contact the centre at the start of each sampling window to request a list of units that have been completed by on programme learners to enable them to be included in sampling. Samples will consist of on programme learners and learners who have been certificated between sampling points - If there are no assessment inaccuracies identified by the EQA, programmes will stay on automatic processing and centres will be able to claim certificates between sampling windows.

Very high priority characteristics	What does this mean for centres?
- Specialist EQA required - The majority of the qualifications in this category	Centres are required to provide their assessment and internal verification plan at the beginning of the academic year to enable us to identify when EQA monitoring should take place

have External Assessment elements and are graded - Predominantly Counselling and GAVFX qualifications - E.g. Level 4 Diploma in Counselling Practice	- All internally verified components of the qualification will be sampled by the EQA - Every RAC will be sampled by the EQA
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Minimum sampling requirements

Minimum sample sizes for qualifications are based on the size of the qualification and the number of active learners.

Qualification size	Number of components sampled
Award / Extended Award	One component
Certificate	Two components
Extended Certificate	Three components
Diploma	Three components
Extended Diploma	Four components

Number of active learners	Number of learners sampled
1-5 learners	One learner per component
6-100 learners	Three learners per component
101-249 learners	Five learners per component
249+ learners	Seven learners per component

Sample Size Adjustments

Sample sizes may be increased where additional scrutiny is required. Factors that may lead to an increased sample include:

- Outcomes and recommendations from previous EQA reports
- The structure or complexity of the qualification (e.g., awards with multiple components may require a broader sample)
- Recent changes to delivery, assessment, or internal quality assurance (IQA) personnel
- Internal intelligence regarding centre performance, issues, or incidents
- External intelligence, such as regulatory focus on a particular qualification or recent significant changes to sector standards

These considerations ensure that sampling remains proportionate, risk-based, and aligned with regulatory expectations.

Changes to Assessment Personnel

Centres must inform AIM of any changes to assessment personnel for very high and high-priority qualifications by emailing quality@aimgroup.org.uk. This includes changes to:

- Assessors
- Internal Quality Assurers (IQAs)
- Centre Managers

Upon notification, AIM will review the associated risks and confirm whether additional portfolios are required for sampling. Increased sampling may be required in the following situations:

- If it is a **new** assessor, existing IQA, certificates may continue to be processed, as the continuity of IQA oversight reduces risk.
- If it is a **new** assessor and **new** IQA, AIM will require sampling to take place before auto-generated certificates can be authorised, due to the increased risk associated with changes in both assessment and quality assurance personnel.

Grouping qualifications for sampling

For low and medium-priority qualifications, when a centre is approved to deliver multiple levels and sizes, AIM will typically sample from the largest and highest level qualification (e.g. Level 2 Diploma rather than Level 1 Award) if learners are ready to be claimed.

This approach allows us to release the smaller and lower levels for the same qualification. However, if only the Level 1 Award is ready to be claimed, the centre will need to schedule additional monitoring for when the larger/higher qualifications are ready to be claimed to ensure we meet our minimum sampling requirements.

For certain foundation subjects categorised as low priority, where a centre is approved to deliver multiple qualifications, sampling from the largest level and size available will allow us to release all lower-level and smaller qualifications within that group.

If you have requested EQA monitoring for the lower level and smaller size qualification, we may contact you to see if we can sample from the larger or higher level qualification as this may result in less EQA monitoring events for your centre.

For details on how we have grouped certain low-priority qualifications, please refer to the appendices. Note that these groups will be reviewed and updated each year. If the qualification you offer is not included in these groupings, it requires individual monitoring. In this case, you will need to book monitoring through the standard processes.

AIM reserve the right to select a larger sample size for monitoring.

Second sample

If an EQA identifies inaccurate assessment decisions during the review of evidence submitted for monitoring, a second sample will be required.

Where a second sample is indicated, the case will be referred to the EQA Manager for review. If the EQA Manager confirms that further sampling is necessary, the centre will be contacted to discuss the findings and next steps. Certificates will not be processed until the additional evidence has been reviewed and the assessment concerns have been fully addressed.

The second sample will include:

- The amended or missing work for the learners identified in the first sample
- Additional learner evidence, either from the same unit or from another relevant unit, to ensure assessment decisions are consistent and reliable

If the second sample fully addresses the actions set by the EQA, certificates will be released. However, the centre will **not** be able to automatically claim certificates for subsequent cohorts; a sample will be required for the next group of learners to confirm that assessment standards have been maintained.

If further EQA monitoring is required within the same academic year, this activity will be chargeable in line with AIM's published fees and charges.

Random sampling

As part of AIM's CASS strategy, random sampling is routinely conducted throughout the year to ensure ongoing compliance and consistency in assessment practice.

All centres are subject to random sampling. Selection is based on a range of factors, which may include:

- Registration patterns and learner volumes
- Identified quality concerns or reported incidents
- Outcomes of previous EQA monitoring reports
- Centre risk ratings

When a centre is selected, the EQA team will contact the centre's nominated quality assurance lead to confirm that random sampling will take place.

The sample will be drawn from learners claimed since the last EQA monitoring activity for the qualification. Centres must retain learner evidence between sampling points and must always be able to provide the required sample when requested.

Random sampling does not delay certification. Any claims submitted during this period will continue to be processed automatically, unless concerns are identified that require further review.

Evidence required for EQA monitoring

Centres must provide the following documentation to support EQA monitoring. All evidence should be complete, clearly organised, and submitted in line with the instructions provided by the EQA team.

Centres are required to provide the following documentation for EQA monitoring:

Assignment brief(s) – this is the task which has been set for the learners by the assessor. The centre must provide all assignment briefs for all units selected for sampling.

Internal verification (IV) records for assignment brief(s) – all assessment tasks must go through the centre's IV process annually and prior to being distributed to learners. This process must happen annually, and centres must provide evidence that this has taken place. Centres may use the [AIM IV of assessment tasks template](#) to evidence that this has taken place.

Learner work – centres must provide completed learner evidence for the units requested on the EQA sampling record. Please note that a witness statement is not permitted as the only source of evidence, further evidence is required to support learner achievement of the assessment criteria.

Assessor feedback and assessment decisions – this is the assessor's feedback to the learners and evidence of the assessment decisions made by the assessor. Centres may utilise the [AIM Assessment Record template](#) to record this.

Authenticity declarations – this is a form signed by the learner to confirm that the work submitted is authentic and their own and by the assessor to confirm that the learner work fully meets the requirements.

IV sampling plan – centres must provide an IV sampling plan which identifies that all assessors, units and assessment methods have been sampled proportionate to risk.

IV records for assessment decisions – centres must provide evidence to show that the IV has sampled assessment decisions made by the assessor. Centres can use the [AIM IV of assessment decisions template](#) to evidence that this has taken place.

Assessment mapping – if learners are assessed across multiple different assignments for the same unit, centres must include a mapping document to ensure the EQA can locate all the relevant evidence.

All supporting forms, along with a full checklist of requirements, are available on the AIM website: [Your Resources | AIM Qualifications and Assessment Group](#)

Uploading your sample for EQA monitoring

For all remote EQA monitoring, centres are required to upload the requested evidence to a secure SharePoint link provided by AIM.

If a centre stores assessment evidence on a learning platform, links to this platform may be shared only with prior approval from the EQA and Examinations Manager. Centres choosing this option must:

- Provide a brief user guide explaining how to navigate the platform
- Supply login access for the EQA and Examinations Manager or the Standards Officer as well as the EQA, to allow effective monitoring of the EQA report quality

Centres can view the specific sample required for monitoring in the Sampling Requirements document, which AIM uploads to the secure SharePoint area. Centres must provide exactly the sample requested. If a centre is unable to supply the required evidence, the matter will be escalated to the External Compliance Team.

For guidance on how to upload evidence to the designated folders, centres should refer to our instructional videos found here: [External Quality Assurance \(EQA\) | AIM Qualifications and Assessment Group](#)

Please note that documents must be uploaded individually, not as zip folders, as compressed files may become corrupted and inaccessible.

Accessing your EQA reports

Once the required evidence has been submitted for EQA monitoring, the EQA will have five working days from the planned monitoring date to review the material and complete their report.

Following completion, the EQA Report will undergo AIM's internal quality checks before being released. Once approved, the report will be made available on Quartzweb to the centre's Quality Assurance Contact and Centre Administrator. All EQA reports remain accessible for three years.

For guidance on how to access your EQA reports, please refer to our instructional video: [External Quality Assurance \(EQA\) | AIM Qualifications and Assessment Group](#)

Centre Support Meetings

If there are actions set in your EQA Monitoring Report, you may be invited to a centre support meeting with a member of the EQA Team.

The purpose of this meeting is to go through your report, ensuring you have a clear understanding of the actions identified and the steps required to address them. This is a supportive meeting intended to provide you with everything you need to make the required improvements. During the meeting, you will also have an opportunity to ask any questions that you may have about the EQA process or your EQA report.

Everything discussed in the meeting will be documented and shared with you so that you can refer back to them when needed.

Performance monitoring process

As part of AIM's quality assurance processes, we carry out performance monitoring for all EQAs. This involves a second EQA reviewing completed reports to ensure that assessment decisions, feedback, and overall report content meet AIM's standards and regulatory expectations.

If your centre's EQA report is selected for performance monitoring, the EQA team will notify you that the report is undergoing this additional review.

While AIM aims to complete performance monitoring promptly, centres should be aware that this process may result in a delay of up to five working days before the final EQA report is released.

AIM Approved Provision

For centres delivering both AIM Approved and regulated provision, EQA monitoring will not be required for AIM Approved programmes, provided that no issues are identified during the EQA monitoring of the regulated provision.

However, centres offering only AIM Approved provision will be subject to EQA monitoring for those programmes. During this process, certificates will continue to be processed automatically unless concerns are identified that require further review.

The EQA team will contact centres directly to arrange monitoring when required; centres do not need to request this. As with regulated provision, centres must retain learner evidence between sampling points and must be able to provide the requested sample when EQA monitoring takes place.

Section 2 – Successful Internal Verification

What is internal verification?

Internal verification consists of two key processes:

- Internal Verification of Assignment Briefs
- Internal Verification of Assessment Decisions

These processes ensure that assignment briefs for internally assessed units or components are fit for purpose. Additionally, they help guarantee that learners are assessed accurately and consistently against national standards.

What does effective internal verification look like?

Internal verification should be a well-established, consistently applied activity within your centre. To ensure a rigorous and effective process, centres should have the following in place:

- A designated Internal Verifier for each subject area, who is suitably qualified and experienced
- A clear internal verification policy demonstrating a strong commitment to continuous quality improvement
- A risk-based approach to planning internal verification activities
- Documented and accessible internal verification procedures, understood by all staff involved in delivering and assessing AIM qualifications

Best Practice Includes:

- Using standardised internal verification forms across the centre (templates are available on the AIM website)
- Creating internal verification schedules to ensure timely completion of activities
- Holding standardisation meetings, which are essential for staff development and consistency
- Allocating sufficient time and resources for internal verification activities

Retaining documents

Internal verification documentation, along with all other assessment records, must be stored securely for a minimum of three years after the date of certification. Records may be stored physically or electronically.

Documents that must be retained for at least three years:

- Assessment plans
- Assignment briefs / assessment tasks
- Assessment records (including learner feedback)
- Learner authentication records

- Internal verification records
- Tutor or witness observation records

Retention of Learner Work

Learner work must be retained between sampling windows or for a minimum of six months, whichever period is longer. Centres must ensure that learner evidence is accessible and available for EQA monitoring when requested.

Internal verification of assessment briefs / assessment tasks

The Internal Verifier is responsible for ensuring that each assignment brief or assessment task is fit for purpose before it is issued to learners. As part of this process, the Internal Verifier should confirm that the assignment brief:

- Contains accurate unit/component and programme details
- Specifies clear deadlines and provides an appropriate timeframe for assessment
- Includes a suitable vocational scenario or context
- Displays all relevant assessment criteria for the unit/component(s) covered
- Clearly states the evidence the learner is required to produce
- Is likely to generate evidence that is appropriate, sufficient, and aligned with the assessment criteria

Internal verification of assignment briefs must take place before the brief is distributed to learners.

If a centre intends to reuse an assignment brief from a previous academic year, the following must be completed:

- Update assessment dates and deadlines
- Review the brief to ensure it remains suitable for the new cohort
- Confirm that the brief continues to meet the requirements of the qualification
- Complete a new internal verification record for the current academic year

Assignment briefs should be reviewed annually to ensure they remain current, valid, and effective. Centres are encouraged to make improvements based on previous delivery and feedback. Regularly updating or varying assessment formats can also help reduce the risk of plagiarism and malpractice.

Giving feedback to the Assessor

Internal Verifiers should use the general comments section of the internal verification form to provide constructive advice and guidance to the Assessor. This section is an opportunity to highlight good practice, clarify expectations, and offer suggestions for improvement where appropriate.

Any actions identified during the internal verification process must be clearly recorded in the actions required section of the form. Actions should follow SMART principles:

- **Specific** – clearly describe what needs to be changed

- **Measurable** – outline how completion will be evidenced
- **Achievable** – ensure the action is realistic and within scope
- **Relevant** – link the action directly to assessment quality
- **Time-bound** – specify when the action must be completed

If the Internal Verifier identifies an action, the Assessor must address it and return the revised assignment brief or assessment task to the Internal Verifier for approval before it is issued to learners.

Internal verification of assessment decisions

Throughout the programme, internal verification of Assessor decisions must include the following:

- Every Assessor
- Every unit/component
- Learner work from every assignment
- Learner work from every assessment site (for centres operating across multiple sites)

There is no fixed sample size; instead, centres should adopt a risk-based approach to constructing an appropriate and representative sample. When planning internal verification activity, consider the following:

- **Range of assessment decisions** Where possible, include pass, merit, distinction, and not-yet-achieved outcomes to ensure consistency across the full spectrum of grading.
- **Assessor experience** New or inexperienced Assessors should have a higher proportion of their decisions internally verified compared with experienced Assessors.
- **New programmes or components** When a unit/component or programme is newly introduced, the internal verification sample should be increased to ensure early accuracy and consistency.
- **Size of the learner group** larger cohorts may require a broader sample to ensure representativeness.
- **Previous internal verification or EQA findings** Any known issues, actions, or risks identified in earlier monitoring should inform the sampling strategy.

This risk-based approach ensures that internal verification is thorough, proportionate, and effective in supporting consistent, high-quality assessment decisions across all programmes.

The Internal Verification of Assessment Decisions process

The Internal Verifier reviews the Assessor's judgments by comparing them with the learning aim, unit/component content, assessment criteria, and assessment guidance set out in the qualification specification. This review includes checking:

- The learner's work against the assessment criteria to ensure it has been assessed accurately and appropriately

- The Assessor's feedback to confirm it is accurate, clearly linked to the assessment criteria, and provides an appropriate level of guidance to the learner

If any assessment concerns are identified, the Internal Verifier must provide clear feedback to the Assessor. Any required actions must be applied to the entire cohort, not only to the learners included in the internal verification sample.

Identifying the use of AI during internal verification

In line with section 5.3(j) of the JCQ General Regulations for Approved Centres, all work submitted for qualification assessments must be the learner's own. Internal Verifiers play an important role in supporting the ethical use of AI by working with Assessors to establish clear expectations and centre-level standards.

When internally verifying assessment decisions, Internal Verifiers should focus on the following areas:

Assessment Record Template

- Ensure the template includes a learner declaration that references the use of AI.

Annotations and Feedback

- Check whether the Assessor has identified and commented on any use of AI within their annotations or feedback.

Accuracy of References

- Confirm that any use of AI tools has been accurately acknowledged and appropriately addressed by the Assessor.

Detection of AI Misuse

Internal Verifiers should look for signs that AI has been used inappropriately, such as:

- Copying or paraphrasing AI-generated content so extensively that the work no longer represents the learner's own understanding
- Submitting responses that are wholly or largely AI-generated
- Using AI to complete tasks requiring the learner's own analysis, evaluation, or calculations
- Failing to acknowledge the use of AI tools when they have been used as a source of information
- Providing incomplete or inadequate acknowledgment of AI use
- Submitting work with intentionally incomplete, misleading, or inaccurate references or bibliographies

<https://www.aim-group.org.uk/wp-content/uploads/2025/10/Centre-Guide-AI-Policy-guidance.pdf>

Providing clear guidance and support to Assessors on these aspects helps ensure that AI is used ethically and that assessment decisions reflect the genuine capabilities of learners.

When should internal verification of assessment decisions take place?

For internal verification of assessment decisions to be effective, learner work must be formally assessed first. Internal verification should take place shortly after the Assessor has made their decisions, and before learners receive confirmation of their achievement or feedback.

If the Internal Verifier identifies any inaccuracies or concerns, the Assessor must correct these issues before assessment outcomes and feedback are issued to learners. This ensures that all learners receive accurate, fair, and consistent assessment decisions.

An exemplar Internal Verification of Assessment Decisions form is provided in the appendices to support centres in applying this process consistently.

Closing Statement

AIM is committed to working in partnership with centres to uphold the highest standards of assessment, quality assurance, and learner experience. By following the processes outlined in this guide, centres can ensure that assessment practices remain fair, consistent, and fully compliant with regulatory requirements. We appreciate the dedication and professionalism of centre staff in maintaining these standards and supporting learners to achieve their full potential. Should you require further guidance or clarification at any stage, the AIM Quality team is always here to support you.

Useful links:

[Your Resources | AIM Qualifications and Assessment Group](#)

[External Quality Assurance \(EQA\) | AIM Qualifications and Assessment Group](#)

Section 3 - Appendices

Exemplar Internal Verification of Assessment tasks

This form is to be used for internally verifying the assessment tasks before issuing to learners. This process must be completed on an annual basis.

Centre	Butterworth	Assessor Name	Larry Carter
Qualification	Level 2 Diploma in Garden Design or Level 3 Diploma in Professional Garden Design	IV Name	P.Trehan
Component(s)	Garden Design and the Role of the Designer L2	Date	05.01.2025
Criteria Targeted	1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4		

Section One: Record of interaction	Yes/no	Comments
Are accurate component details shown?	Y	The assessor has accurately incorporated all key component details into the assignment brief.
Is there a clear hand out and hand in date?	N	There is an area for hand out dates and submission dates. Please add these dates onto the brief.
Do the assessment tasks adequately cover all the requirements of assessment criteria of the component?	Y	The assessor has utilised the assessment criteria as form of tasks; therefore, learners will meet all requirements.
Do the assessment tasks clearly reference the assessment criteria which they target?	Y	The brief follows a chronological order to the assessment criteria in the unit specification and it is referenced throughout the tasks.
Are the assessment criteria correctly referenced as per the unit specification?	N	The assessor has written assessment criteria next to each task within the brief, however the format is not the same as the specification. Please amend in line with the unit specification, ie 1.1, 1.2 etc.

Section One: Record of interaction	Yes/no	Comments
Are the tasks clear and easy to understand and at an appropriate level for the learners?	Y	The tasks are well formatted, easy to understand and appropriate for the level of learners undertaking this assignment brief.
Do the tasks allow learners to generate evidence that is authentic?	Y	Yes, the tasks allow the learners to generate authentic work and as discussed in the procedure an AI generator will be used if any concerns arise from learner's evidence.
Is the task professionally formatted and presented including correct spelling and grammar?	Y	The assignment brief is wonderfully presented, the format is accessible, it is visually eye catching and informative, additional sources of evidence have been provided. The spelling and grammar are all correct.
Overall is the assignment brief/assessment tasks fit for purpose	Y	Yes, there are some essential actions that are minor and will be addressed prior to distribution but it is fit for purpose.

Feedback to the assessor about the assessment tasks:

General Comments	The assessor has produced a highly effective assignment brief for this unit, moving forward this template will be shared across the trust for consistency purposes. There are a couple of actions that are minor and will need to be amended prior to learner distribution. This is to ensure learners accurately use the correct assessment criteria form from the specification in their work. Furthermore, learners need to know when their evidence/work needs to be submitted. 12.01.2025 – all actions were addressed and presented to the IV. This assignment brief is now completely signed off and ready for the learners to receive and commence the assignment.		
Action Set	Deadline	Complete (Y/N)?	
Add hand out and submission dates to assignment brief.	11.01.2025	Y	
Amend assessment criteria to match the unit specification – ie 1.1 not 1.a	12.01.2025	Y	

Internal verifier signature	<i>P. Jrehan</i>	Date approved	05.01.2025
Assessor signature	<i>L. Carter</i>	Date feedback received	12.01.2025

Exemplar Internal Verification of Assessment decisions

Centre	Butterworth
Assessor	Larry Carter
Internal verifier (IV)	Priya Trehan
Qualification	Level 2 Diploma in Garden Design or Level 3 Diploma in Professional Garden Design

Learner name	Component title	Assessment criteria Awarded	Do you agree with the Assessor assessment decisions?	List the Assessment criteria you disagree with	State why you disagree with the assessment criteria (if you disagree with any assessment decisions you must provide actions to be completed before issuing outcomes to learners)
Tina Smith	Garden Design and the Role of the Designer L2	1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4	Y		
Lewis Thompson	Garden Design and the Role of the Designer L2	1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4	Y		
Darcy Wilde	Garden Design and the Role of the Designer L2	1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4	N	2.3	Darcy has not successfully made sufficient comparisons between different garden designers from different periods. Only one period was given. The criterion outlines multiple periods.
Hanniyah Ahmed	Garden Design and the Role of the Designer L2	1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4	Y		
Gary Dredge	Garden Design and the Role of the Designer L2	1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4	N	2.3	Gary has also not compared garden designers from multiple time periods. Gary has given two time periods but an additional one, ideally two more are required.

Checklist

1	Has every learner and the Assessor confirmed the authenticity of the evidence?	Yes
2	Is there evidence of collusion or plagiarism?	No
3	Does the assessment feedback to each learner: Link to relevant assessment criteria? Justify each assessment criterion awarded?	Yes

Feedback to Assessor

Larry, you have given thorough feedback to each learner within their assessment records and overall achievement within the unit. You have marked each learner's work, identified any SPAG issues and highlighted where achievement has been made by the learner. Unfortunately, there has been generous awarding in 2.3 to two learners within the IV procedure; Darcy Wilde and Gary Dredge. Both learners do not provide enough evidence comparing garden designers from multiple time periods. Learners are being given a resubmission opportunity. From this, it is essential you reexamine the cohort to ensure no other learners have missed achievement in this criterion.

If you have answered '**No**' to any of the statements in '**checklist**' ([see page 1](#)) or identified any other action points, please enter targets for improvement in the below table.

Action required	By whom	By when	Date action completed
Reexamine the cohort's evidence for 2.3.	L. Carter	01.09.2024	22.08.2025
Resubmission to D.W and G.D, plus any other members of the cohort who do need meet the 2.3 requirements.	L. Carter	20.09.2024	20.09.2025

IV signature	<i>P. Jrehan</i>	Date	22.08.2025
Assessor signature	<i>L. Carter</i>	Date	22.08.2025

Resubmission

Learner name	Component title	Assessment criteria Awarded	Do you agree with the Assessor assessment decisions?	List the assessment criteria you disagree with	State why you disagree with the assessment criteria (if you disagree with any assessment decisions you must provide actions to be completed before issuing outcomes to learners)
Darcy Wild	Garden Design and the Role of the Designer L2	1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4	Y		Darcy has successfully compared multiple garden designers from four different time periods.
Gary Dredge	Garden Design and the Role of the Designer L2	1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4	Y		Garry has successfully compared multiple garden designers from four different time periods.
Lucy Kensington	Garden Design and the Role of the Designer L2	1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4	Y		
Harvey Watkins	Garden Design and the Role of the Designer L2	1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4	Y		

Feedback to Assessor

Thank you, Larry, for your quick turnaround with this unit. You have completed all essential actions. D.W and G.D now meet all assessment criteria. An additional two learners were IV'd in the checking of the resubmission work. Those two learners all meet the assessment criteria. You are now able to share outcome with your cohort and begin the next assignment.

IV signature	<i>P. Jrehan</i>	Date	25.09.2025
Assessor signature	<i>L. Carter</i>	Date	25.09.2025

Exemplar Assessor Record

Learner name	Orla Olden
Qualification Title	Level 2 Diploma in Garden Design or Level 3 Diploma in Professional Garden Design
Unit Title	Garden Design and the Role of the Designer L2
Date	20.08.2024

Unit reference	Feedback	Where can the evidence be found?	Achieved? Yes/No/Resubmit
1.1 Describe the purpose of garden design and what it aims to achieve	Orla you have successfully achieved 1.1. In your written evidence you have been able to describe the purpose of garden design in detail. You were able to give descriptions of the aims it hopes to achieve.	Page 1	Yes
2.1 Identify elements that characterise garden design within a range of periods	You have looked at four different periods of garden design within your work. You identified and explained the garden design characteristics of those time periods.	Page 2-6	Yes
2.2 Identify socioeconomic and technological factors that have, and continue to influence the development of garden design	Orla you have been able to successfully identify key socioeconomic and technological factors that have historically influenced and continue to shape the development of garden design. They have explored how factors such as urbanisation, economic trends, and social class dynamics have impacted garden layouts and aesthetics. Additionally, the learner has examined the role of technological advancements, such as irrigation systems, landscaping tools, and digital design software, in transforming garden design practices.	Page 7-8	Yes

2.3 Compare the work of different garden designers from different periods	Orla has successfully compared the work of different garden designers from various periods, demonstrating a clear understanding of how garden design has evolved over time. You examined the contrasting styles and philosophies of designers such as André Le Nôtre, known for his formal French gardens in the 17th century, and Gertrude Jekyll, whose informal, naturalistic approach in the late 19th and early 20th centuries emphasised colour and texture. Orla's analysis highlights the influence of historical, cultural, and environmental factors on their designs, showcasing her ability to critically evaluate and contrast the contributions of these garden designers across different eras.	Page 9-13	Yes
3.1 Identify the role played by the garden designer at key stages of a garden design project	Orla you have successfully identified the role played by the garden designer at key stages of a garden design project. They have demonstrated an understanding of the designer's involvement from the initial consultation with the client. Orla's evidence has shown a clear grasp of how the garden designer contributes to the successful completion of a garden design project.	Page 14-16	Yes
3.2 Identify key skill sets required by the garden designer at key stages of a garden design project	In your written evidence, Orla you have given numerous skills required of the garden designer role, with specific responses on the key stages of the garden design project. This was well presented.	Page 17	Yes
3.3 Outline the purpose and significance of a design brief	Orla has demonstrated and achieved 3.3, outlining the purpose and significance of a given vocation design brief.	Page 18	Yes
4.1 Identify information from a range of sources about garden design and the role of the designer	Orla has successfully identified information from a range of sources about garden design and the role of the designer. She explored various books, articles, online resources, and case studies to gain a broad understanding of garden design principles, historical trends, and modern practices. Orla also examined the responsibilities and influence of garden designers.	Page 19-22	Yes
4.2 Evaluate the suitability of information for specific purposes	Well done, Orla, you have successfully evaluated the suitability of the information given and found within this assignment.	Page 23-24	Yes
4.3 Explain how information can be used to meet specific intentions	You have given various examples in your explanations, with sound reasoning. You have demonstrated 4.3 very well.	Page 25	Yes

4.4 Use referencing methods to accredit the work of others	Orla has successfully used referencing methods to accredit the work of others in her studies. She has demonstrated a clear understanding of how to correctly cite sources, whether using books, articles, or online materials, to support her research on garden design.	Page 26-27	Yes
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Summative Feedback

Orla, you have worked exceptionally hard throughout this assignment. You have regularly taken part in group discussions, executed the necessary research and tasks to successfully achieve Unit: Garden Design and the Role of the Designer L2. Throughout the whole assignment you have shown creativity and flare in your ideas and work. To enhance this assignment further, you could have incorporated one more design brief to show range and variation, however, this was not essential as you did meet the assignment demands, it would have just further expanded your creativity ability and skill set. Your presentation has consistently been well considered; you have taken great pride in your work. It was clear you had done extensive research into the garden periods and the design layout in your evidence was very creative too. It is clear in your work that a prominent trend is favoured and inspires your work.

Continue with this level of detail in your next assignment. Well done again Orla, you should be very pleased with your efforts.

Learner Submission Declaration

I declare that this is an original piece of work and that all of the work is my own unless referenced.

Assessor Declaration

I confirm that this learner's work fully meets all the assessment requirements listed above at the correct level and that any specified evidence requirements have been addressed.

Learner's Signature - *O. Olden*

Assessor's Signature – *L. Carter*

IQA's Signature - *P. Jrehan*

(if sampled)

Date unit completed **15.08.2025**

Exemplar Tutor Observation Record

Guidance notes: This form must only be used to identify an individual learner's activity against the assessment requirements. The contents should not be copied and pasted for other learners even if others completed the same activity.

Qualification	Building and Construction		
Component	Joinery Skills L1 (T/616/2835)	Assessment criteria targeted	3.a, 3.b, 3.c, 3.d
Assessor name	Bobby Harris		
Name of learner	Declan Green		

Task overview

- What did the learner do?
- The evidence provided
- The questions asked / the responses provided

Declan Green was involved in two joinery products during this assignment. He has produced a wooden vacuum form mould and a towel rail. In today's observation I have focussed on his ability to work responsibly with others (Outcome 3). At the end of today's joinery session, a discussion was given on their work environments, how they should be maintaining them day to day, using that area safely, following my instructions on packing away for today and how to work as a team to complete these series of tasks to ensure the workshop is tidy and safe for the next group.

Declan has always worn appropriate PPE for his workshop sessions and today's observation was the same. Declan and the class were given clear instructions on where to store their towel rail (it is not quite complete). Declan swiftly gathered up his equipment and part-built towel rail and placed them into the workshop store cupboard to keep in a safe place. He patiently waited to hang his tools away and asked for support when he was unsure of where to place the chisel as all hooks had been taken. He was polite to the staff member and then instructed another student on where they can place their tool also. During this time Declan kept a steady speed, the pace was at the requirement of swiftly acting upon instructions but not to danger himself or others around him. I asked Declan why it is important to tidy away tools, Declan gave a good response in the importance of safety with tools, out of reach to ensure no accidents occur and about taking pride in your workstation and environment, to allow others to use your space too. It was a very mature response and demonstrates his secure understanding of working safely and respectfully with others. Once Declan had finished all his tasks, he patiently sat at his station to wait for further instructions. Declan then finished the session by completing a worksheet on the ability to work responsibly with others. He handed this into me and was dismissed accordingly for today's session. Declan has been able to achieve 3.a, 3.b, 3.c and 3.d in today's observation. Photographs to be incorporated into his workbook for the end of the assignment.

Assessment decision

This statement, evidences that the learner has met the following assessment requirements: (list criteria below)

- 3.a - Maintain a clean and tidy work environment.
- 3.b - Work responsibly in the work environment.
- 3.c - Follow instructions when working with others.
- 3.d - Communicate with others in order to complete tasks.

Assessor signature	<i>B. Harris</i>	Date	14.08.2025
Learner signature	<i>D. Green</i>	Date	16.08.2025

Sampling Group 1 – Independent Living Skills

Qual ID	Qualification Name	RITS Code
2128527	AIM Qualifications Entry Level Award in Academic English Language Skills (Entry 3)	603/5472/0
2128605	AIM Qualifications Entry Level Award in Developing Independent Living Skills (Entry 3)	603/6329/0
2128607	AIM Qualifications Entry Level Award in Developing Independent Living Skills (Entry 3) (Care Leaver)	603/6329/0
2128608	AIM Qualifications Entry Level Award in Developing Independent Living Skills (Entry 3) (Homeless Person)	603/6329/0
2128606	AIM Qualifications Entry Level Award in Developing Independent Living Skills (Entry 3) (Refugee/Asylum Seeker)	603/6329/0
2128748	AIM Qualifications Entry Level Award in Living Independently (Entry 1)	603/6276/5
2128751	AIM Qualifications Entry Level Award in Living Independently (Entry 2)	603/6279/0
2128754	AIM Qualifications Entry Level Award in Living Independently (Entry 3)	603/6281/9
126873	AIM Qualifications Entry Level Certificate in Independent Living - Living in the Community (Entry 2)	600/5947/3
126875	AIM Qualifications Entry Level Certificate in Independent Living - Looking After Yourself and Your Home (Entry 1)	600/5916/3
126876	AIM Qualifications Entry Level Certificate in Independent Living - Looking After Yourself and Your Home (Entry 2)	600/5917/5
126877	AIM Qualifications Entry Level Certificate in Independent Living - Looking After Yourself and Your Home (Entry 3)	600/5918/7
2128749	AIM Qualifications Entry Level Certificate in Living Independently (Entry 1)	603/6277/7
2128752	AIM Qualifications Entry Level Certificate in Living Independently (Entry 2)	603/6280/7
2128755	AIM Qualifications Entry Level Certificate in Living Independently (Entry 3)	603/6282/0
126878	AIM Qualifications Entry Level Diploma in Independent Living (Entry 1)	600/5919/9
126880	AIM Qualifications Entry Level Diploma in Independent Living (Entry 3)	600/5921/7
2128750	AIM Qualifications Entry Level Diploma in Living Independently (Entry 1)	603/6278/9
2128753	AIM Qualifications Entry Level Diploma in Living Independently (Entry 2)	603/6302/2
2128756	AIM Qualifications Entry Level Diploma in Living Independently (Entry 3)	603/6303/4
126854	AIM Qualifications Entry Level Award in Independent Living - Accessing Community Facilities (Entry 1)	600/5896/1
126859	AIM Qualifications Entry Level Award in Independent Living - Household Skills (Entry 3)	600/5902/3

Sampling Group 2 – Skills for Work

Qual ID	Qualification Name	RITS Code
128002	AIM Qualifications Entry 1 Award in Skills for Working in Creative and Design Industries	603/1707/3
128007	AIM Qualifications Entry 2 Award in Skills for Working in Creative and Design Industries	603/1712/7
127966	AIM Qualifications Entry 3 Award in Skills for Working in Animal Care Industries	603/1543/X
128135	AIM Qualifications Entry 3 Award in Skills for Working in Business, Administration and Customer Service Industries	603/1580/5
127991	AIM Qualifications Entry 3 Award in Skills for Working in Catering and Hospitality Industries	603/1632/9
128052	AIM Qualifications Entry 3 Award in Skills for Working in Construction and Building Industries	603/1685/8
128022	AIM Qualifications Entry 3 Award in Skills for Working in Creative and Design Industries	603/1718/8
128362	AIM Qualifications Entry 3 Award in Skills for Working in Digital Technology Industries	603/1744/9
128306	AIM Qualifications Entry 3 Award in Skills for Working in Engineering and Manufacturing Industries	603/1774/7
128090	AIM Qualifications Entry 3 Award in Skills for Working in Hair and Beauty Industries	603/1800/4
128295	AIM Qualifications Entry 3 Award in Skills for Working in Health, Lifestyle and Science Industries	603/1826/0
128028	AIM Qualifications Entry 3 Award in Skills for Working in Horticulture Industries	603/1852/1
128186	AIM Qualifications Entry 3 Award in Skills for Working in Transport and Logistics Industries	603/1885/5
127964	AIM Qualifications Entry 3 Certificate in Skills for Working in Animal Care Industries	603/1545/3
128132	AIM Qualifications Entry 3 Certificate in Skills for Working in Business, Administration and Customer Service Industries	603/1582/9
127989	AIM Qualifications Entry 3 Certificate in Skills for Working in Catering and Hospitality Industries	603/1634/2
128050	AIM Qualifications Entry 3 Certificate in Skills for Working in Construction and Building Industries	603/1687/1
128018	AIM Qualifications Entry 3 Certificate in Skills for Working in Creative and Design Industries	603/1721/8
128299	AIM Qualifications Entry 3 Certificate in Skills for Working in Health, Lifestyle and Science Industries	603/1828/4
128026	AIM Qualifications Entry 3 Certificate in Skills for Working in Horticulture Industries	603/1854/5
128188	AIM Qualifications Entry 3 Certificate in Skills for Working in Transport and Logistics Industries	603/1887/9
127962	AIM Qualifications Entry 3 Diploma in Skills for Working in Animal Care Industries	603/1547/7
128125	AIM Qualifications Entry 3 Diploma in Skills for Working in Business, Administration and Customer Service Industries	603/1584/2
127987	AIM Qualifications Entry 3 Diploma in Skills for Working in Catering and Hospitality Industries	603/1636/6

128048	AIM Qualifications Entry 3 Diploma in Skills for Working in Construction and Building Industries	603/1690/1
128008	AIM Qualifications Entry 3 Diploma in Skills for Working in Creative and Design Industries	603/1723/1
128086	AIM Qualifications Entry 3 Diploma in Skills for Working in Hair and Beauty Industries	603/1804/1
128023	AIM Qualifications Entry 3 Diploma in Skills for Working in Horticulture Industries	603/1856/9
2127188	AIM Qualifications Entry Level Award in Skills for Living and Work (Entry 1)	601/6937/0
2128758	AIM Qualifications Entry Level Award in Skills for Living and Work (Entry 1)	603/6267/4
2128761	AIM Qualifications Entry Level Award in Skills for Living and Work (Entry 1) (Arts and Crafts Skills)	603/6267/4
2128762	AIM Qualifications Entry Level Award in Skills for Living and Work (Entry 1) (Food and Drink Skills)	603/6267/4
2128763	AIM Qualifications Entry Level Award in Skills for Living and Work (Entry 1) (Land and Environment Skills)	603/6267/4
2128759	AIM Qualifications Entry Level Award in Skills for Living and Work (Entry 1) (Personal Development Skills)	603/6267/4
2128760	AIM Qualifications Entry Level Award in Skills for Living and Work (Entry 1) (Work Skills)	603/6267/4
2127189	AIM Qualifications Entry Level Award in Skills for Living and Work (Entry 2)	601/6940/0
2128776	AIM Qualifications Entry Level Award in Skills for Living and Work (Entry 2)	603/6269/8
2128779	AIM Qualifications Entry Level Award in Skills for Living and Work (Entry 2) (Arts and Crafts Skills)	603/6269/8
2128780	AIM Qualifications Entry Level Award in Skills for Living and Work (Entry 2) (Food and Drink Skills)	603/6269/8
2128781	AIM Qualifications Entry Level Award in Skills for Living and Work (Entry 2) (Land and Environment Skills)	603/6269/8
2128777	AIM Qualifications Entry Level Award in Skills for Living and Work (Entry 2) (Personal Development Skills)	603/6269/8
2128778	AIM Qualifications Entry Level Award in Skills for Living and Work (Entry 2) (Work Skills)	603/6269/8
2128790	AIM Qualifications Entry Level Award in Skills for Living and Work (Entry 3)	603/6271/6
2128793	AIM Qualifications Entry Level Award in Skills for Living and Work (Entry 3) (Arts and Crafts Skills)	603/6271/6
2128794	AIM Qualifications Entry Level Award in Skills for Living and Work (Entry 3) (Food and Drink Skills)	603/6271/6
2128795	AIM Qualifications Entry Level Award in Skills for Living and Work (Entry 3) (Land and Environment Skills)	603/6271/6
2128791	AIM Qualifications Entry Level Award in Skills for Living and Work (Entry 3) (Personal Development Skills)	603/6271/6
2128792	AIM Qualifications Entry Level Award in Skills for Living and Work (Entry 3) (Work Skills)	603/6271/6
2128764	AIM Qualifications Entry Level Certificate in Skills for Living and Work (Entry 1)	603/6268/6
2128767	AIM Qualifications Entry Level Certificate in Skills for Living and Work (Entry 1) (Arts and Crafts Skills)	603/6268/6
2128768	AIM Qualifications Entry Level Certificate in Skills for Living and Work (Entry 1) (Food and Drink Skills)	603/6268/6

2128769	AIM Qualifications Entry Level Certificate in Skills for Living and Work (Entry 1) (Land and Environment Skills)	603/6268/6
2128765	AIM Qualifications Entry Level Certificate in Skills for Living and Work (Entry 1) (Personal Development Skills)	603/6268/6
2128766	AIM Qualifications Entry Level Certificate in Skills for Living and Work (Entry 1) (Work Skills)	603/6268/6
2128783	AIM Qualifications Entry Level Certificate in Skills for Living and Work (Entry 2)	603/6270/4
2128786	AIM Qualifications Entry Level Certificate in Skills for Living and Work (Entry 2) (Arts and Crafts Skills)	603/6270/4
2128787	AIM Qualifications Entry Level Certificate in Skills for Living and Work (Entry 2) (Food and Drink Skills)	603/6270/4
2128788	AIM Qualifications Entry Level Certificate in Skills for Living and Work (Entry 2) (Land and Environment Skills)	603/6270/4
2128784	AIM Qualifications Entry Level Certificate in Skills for Living and Work (Entry 2) (Personal Development Skills)	603/6270/4
2128785	AIM Qualifications Entry Level Certificate in Skills for Living and Work (Entry 2) (Work Skills)	603/6270/4
2127199	AIM Qualifications Entry Level Certificate in Skills for Living and Work (Entry 3)	601/7172/8
2128796	AIM Qualifications Entry Level Certificate in Skills for Living and Work (Entry 3)	603/6325/3
2128799	AIM Qualifications Entry Level Certificate in Skills for Living and Work (Entry 3) (Arts and Crafts Skills)	603/6325/3
2128800	AIM Qualifications Entry Level Certificate in Skills for Living and Work (Entry 3) (Food and Drink Skills)	603/6325/3
2128801	AIM Qualifications Entry Level Certificate in Skills for Living and Work (Entry 3) (Land and Environment Skills)	603/6325/3
2128797	AIM Qualifications Entry Level Certificate in Skills for Living and Work (Entry 3) (Personal Development Skills)	603/6325/3
2128798	AIM Qualifications Entry Level Certificate in Skills for Living and Work (Entry 3) (Work Skills)	603/6325/3
2128770	AIM Qualifications Entry Level Diploma in Skills for Living and Work (Entry 1)	603/6297/2
2128773	AIM Qualifications Entry Level Diploma in Skills for Living and Work (Entry 1) (Arts and Crafts Skills)	603/6297/2
2128774	AIM Qualifications Entry Level Diploma in Skills for Living and Work (Entry 1) (Food and Drink Skills)	603/6297/2
2128775	AIM Qualifications Entry Level Diploma in Skills for Living and Work (Entry 1) (Land and Environment Skills)	603/6297/2
2128771	AIM Qualifications Entry Level Diploma in Skills for Living and Work (Entry 1) (Personal Development Skills)	603/6297/2
2128772	AIM Qualifications Entry Level Diploma in Skills for Living and Work (Entry 1) (Work Skills)	603/6297/2
2127196	AIM Qualifications Entry Level Diploma in Skills for Living and Work (Entry 2)	601/7123/6
2128789	AIM Qualifications Entry Level Diploma in Skills for Living and Work (Entry 2)	603/6298/4
2128835	AIM Qualifications Entry Level Diploma in Skills for Living and Work (Entry 2) (Arts and Crafts Skills)	603/6298/4
2128836	AIM Qualifications Entry Level Diploma in Skills for Living and Work (Entry 2) (Land and Environment Skills)	603/6298/4
2128833	AIM Qualifications Entry Level Diploma in Skills for Living and Work (Entry 2) (Personal Development Skills)	603/6298/4

2128834	AIM Qualifications Entry Level Diploma in Skills for Living and Work (Entry 2) (Work Skills)	603/6298/4
2128802	AIM Qualifications Entry Level Diploma in Skills for Living and Work (Entry 3)	603/6299/6
2128805	AIM Qualifications Entry Level Diploma in Skills for Living and Work (Entry 3) (Arts and Crafts Skills)	603/6299/6
2128806	AIM Qualifications Entry Level Diploma in Skills for Living and Work (Entry 3) (Food and Drink Skills)	603/6299/6
2128807	AIM Qualifications Entry Level Diploma in Skills for Living and Work (Entry 3) (Land and Environment Skills)	603/6299/6
2128803	AIM Qualifications Entry Level Diploma in Skills for Living and Work (Entry 3) (Personal Development Skills)	603/6299/6
2128804	AIM Qualifications Entry Level Diploma in Skills for Living and Work (Entry 3) (Work Skills)	603/6299/6
127971	AIM Qualifications Level 1 Award in Skills for Working in Animal Care Industries	603/1548/9
2128603	AIM Qualifications Level 1 Award in Work Ready Skills	603/6109/8
2128811	AIM Qualifications Level 1 Award in Skills for Living and Work	603/6272/8
2127198	AIM Qualifications Level 1 Certificate in Skills for Living and Work	601/7164/9
2128818	AIM Qualifications Level 1 Certificate in Skills for Living and Work	603/6273/X
2128820	AIM Qualifications Level 1 Certificate in Skills for Living and Work (Work Skills)	603/6273/X
2128604	AIM Qualifications Level 1 Certificate in Work Ready Skills	603/6110/4
2128825	AIM Qualifications Level 1 Diploma in Skills for Living and Work	603/6300/9
2128831	AIM Qualifications Level 2 Award in Skills for Living and Work	603/6274/1
2128837	AIM Qualifications Level 2 Award in Skills for Living and Work (Work Skills)	603/6274/1
2128842	AIM Qualifications Level 2 Certificate in Skills for Living and Work	603/6275/3
2128814	AIM Qualifications Level 1 Award in Skills for Living and Work (Arts and Photography Skills)	603/6272/8
2128815	AIM Qualifications Level 1 Award in Skills for Living and Work (Craft Skills)	603/6272/8
2128816	AIM Qualifications Level 1 Award in Skills for Living and Work (Food and Drink Skills)	603/6272/8
2128817	AIM Qualifications Level 1 Award in Skills for Living and Work (Land and Environment Skills)	603/6272/8
2128812	AIM Qualifications Level 1 Award in Skills for Living and Work (Personal Development Skills)	603/6272/8
2128813	AIM Qualifications Level 1 Award in Skills for Living and Work (Work Skills)	603/6272/8
2128821	AIM Qualifications Level 1 Certificate in Skills for Living and Work (Arts and Photography Skills)	603/6273/X
2128822	AIM Qualifications Level 1 Certificate in Skills for Living and Work (Craft Skills)	603/6273/X
2128823	AIM Qualifications Level 1 Certificate in Skills for Living and Work (Food and Drink Skills)	603/6273/X

2128824	AIM Qualifications Level 1 Certificate in Skills for Living and Work (Land and Environment Skills)	603/6273/X
2128819	AIM Qualifications Level 1 Certificate in Skills for Living and Work (Personal Development Skills)	603/6273/X
2128828	AIM Qualifications Level 1 Diploma in Skills for Living and Work (Arts and Photography Skills)	603/6300/9
2128829	AIM Qualifications Level 1 Diploma in Skills for Living and Work (Craft Skills)	603/6300/9
2128830	AIM Qualifications Level 1 Diploma in Skills for Living and Work (Land and Environment Skills)	603/6300/9
2128826	AIM Qualifications Level 1 Diploma in Skills for Living and Work (Personal Development Skills)	603/6300/9
2128827	AIM Qualifications Level 1 Diploma in Skills for Living and Work (Work Skills)	603/6300/9
2128838	AIM Qualifications Level 2 Award in Skills for Living and Work (Arts and Photography Skills)	603/6274/1
2128839	AIM Qualifications Level 2 Award in Skills for Living and Work (Craft Skills)	603/6274/1
2128840	AIM Qualifications Level 2 Award in Skills for Living and Work (Food and Drink Skills)	603/6274/1
2128841	AIM Qualifications Level 2 Award in Skills for Living and Work (Land and Environment Skills)	603/6274/1
2128832	AIM Qualifications Level 2 Award in Skills for Living and Work (Personal Development Skills)	603/6274/1
2128845	AIM Qualifications Level 2 Certificate in Skills for Living and Work (Arts and Photography Skills)	603/6275/3
2128846	AIM Qualifications Level 2 Certificate in Skills for Living and Work (Craft Skills)	603/6275/3
2128847	AIM Qualifications Level 2 Certificate in Skills for Living and Work (Food and Drink Skills)	603/6275/3
2128848	AIM Qualifications Level 2 Certificate in Skills for Living and Work (Land and Environment Skills)	603/6275/3
2128843	AIM Qualifications Level 2 Certificate in Skills for Living and Work (Personal Development Skills)	603/6275/3
2128844	AIM Qualifications Level 2 Certificate in Skills for Living and Work (Work Skills)	603/6275/3
2128849	AIM Qualifications Level 2 Diploma in Skills for Living and Work	603/6301/0
2128871	AIM Qualifications Level 2 Diploma in Skills for Living and Work (Arts and Photography Skills)	603/6301/0
2128872	AIM Qualifications Level 2 Diploma in Skills for Living and Work (Craft Skills)	603/6301/0
2128873	AIM Qualifications Level 2 Diploma in Skills for Living and Work (Land and Environment Skills)	603/6301/0
2128852	AIM Qualifications Level 2 Diploma in Skills for Living and Work (Personal Development Skills)	603/6301/0
2128853	AIM Qualifications Level 2 Diploma in Skills for Living and Work (Work Skills)	603/6301/0

Sampling Group 3 – Employability

Qual ID	Qualification Name	RITS Code
127877	AIM Qualifications Entry 1 Award in Employability Skills	603/1471/0
127878	AIM Qualifications Entry 1 Certificate in Employability Skills	603/1473/4
127880	AIM Qualifications Entry 1 Extended Award in Employability Skills	603/1472/2
127881	AIM Qualifications Entry 1 Extended Certificate in Employability Skills	603/1474/6
127882	AIM Qualifications Entry 2 Award in Employability Skills	603/1476/X
127883	AIM Qualifications Entry 2 Certificate in Employability Skills	603/1478/3
127884	AIM Qualifications Entry 2 Diploma in Employability Skills	603/1481/3
127885	AIM Qualifications Entry 2 Extended Award in Employability Skills	603/1477/1
127886	AIM Qualifications Entry 2 Extended Certificate in Employability Skills	603/1479/5
127887	AIM Qualifications Entry 3 Award in Employability Skills	603/1483/7
127888	AIM Qualifications Entry 3 Certificate in Employability Skills	603/1485/0
127889	AIM Qualifications Entry 3 Diploma in Employability Skills	603/1487/4
127890	AIM Qualifications Entry 3 Extended Award in Employability Skills	603/1484/9
127891	AIM Qualifications Entry 3 Extended Certificate in Employability Skills	603/1486/2
2128609	AIM Qualifications Entry Level Award in Employability and Development Skills (Entry 3)	603/6258/3
2128611	AIM Qualifications Entry Level Award in Employability and Development Skills (Entry 3) (Animal Care)	603/6258/3
2128612	AIM Qualifications Entry Level Award in Employability and Development Skills (Entry 3) (Building and Construction)	603/6258/3
2128613	AIM Qualifications Entry Level Award in Employability and Development Skills (Entry 3) (Childcare)	603/6258/3
2128614	AIM Qualifications Entry Level Award in Employability and Development Skills (Entry 3) (Computers and Software)	603/6258/3
2128615	AIM Qualifications Entry Level Award in Employability and Development Skills (Entry 3) (Employability)	603/6258/3
2128616	AIM Qualifications Entry Level Award in Employability and Development Skills (Entry 3) (Hair and Beauty)	603/6258/3
2128617	AIM Qualifications Entry Level Award in Employability and Development Skills (Entry 3) (Horticulture)	603/6258/3
2128618	AIM Qualifications Entry Level Award in Employability and Development Skills (Entry 3) (Hospitality and Catering)	603/6258/3

2128619	AIM Qualifications Entry Level Award in Employability and Development Skills (Entry 3) (Motor Vehicles)	603/6258/3
2128620	AIM Qualifications Entry Level Award in Employability and Development Skills (Entry 3) (Performing Arts)	603/6258/3
2128610	AIM Qualifications Entry Level Award in Employability and Development Skills (Entry 3) (Personal Development)	603/6258/3
2128621	AIM Qualifications Entry Level Award in Employability and Development Skills (Entry 3) (Retail Skills)	603/6258/3
2128622	AIM Qualifications Entry Level Award in Employability and Development Skills (Entry 3) (Sport and Leisure)	603/6258/3
2128623	AIM Qualifications Entry Level Certificate in Employability and Development Skills (Entry 3)	603/6259/5
2128625	AIM Qualifications Entry Level Certificate in Employability and Development Skills (Entry 3) (Animal Care)	603/6259/5
2128626	AIM Qualifications Entry Level Certificate in Employability and Development Skills (Entry 3) (Building and Construction)	603/6259/5
2128627	AIM Qualifications Entry Level Certificate in Employability and Development Skills (Entry 3) (Childcare)	603/6259/5
2128628	AIM Qualifications Entry Level Certificate in Employability and Development Skills (Entry 3) (Computers and Software)	603/6259/5
2128629	AIM Qualifications Entry Level Certificate in Employability and Development Skills (Entry 3) (Employability)	603/6259/5
2128630	AIM Qualifications Entry Level Certificate in Employability and Development Skills (Entry 3) (Hair and Beauty)	603/6259/5
2128631	AIM Qualifications Entry Level Certificate in Employability and Development Skills (Entry 3) (Horticulture)	603/6259/5
2128632	AIM Qualifications Entry Level Certificate in Employability and Development Skills (Entry 3) (Hospitality and Catering)	603/6259/5
2128633	AIM Qualifications Entry Level Certificate in Employability and Development Skills (Entry 3) (Motor Vehicles)	603/6259/5
2128634	AIM Qualifications Entry Level Certificate in Employability and Development Skills (Entry 3) (Performing Arts)	603/6259/5
2128624	AIM Qualifications Entry Level Certificate in Employability and Development Skills (Entry 3) (Personal Development)	603/6259/5
2128635	AIM Qualifications Entry Level Certificate in Employability and Development Skills (Entry 3) (Retail Skills)	603/6259/5
2128636	AIM Qualifications Entry Level Certificate in Employability and Development Skills (Entry 3) (Sport and Leisure)	603/6259/5
2128669	AIM Qualifications Entry Level Diploma in Employability and Development Skills (Entry 3)	603/6260/1
2128671	AIM Qualifications Entry Level Diploma in Employability and Development Skills (Entry 3) (Building and Construction)	603/6260/1
2128672	AIM Qualifications Entry Level Diploma in Employability and Development Skills (Entry 3) (Childcare)	603/6260/1
2128673	AIM Qualifications Entry Level Diploma in Employability and Development Skills (Entry 3) (Hair and Beauty)	603/6260/1
2128674	AIM Qualifications Entry Level Diploma in Employability and Development Skills (Entry 3) (Horticulture)	603/6260/1
2128675	AIM Qualifications Entry Level Diploma in Employability and Development Skills (Entry 3) (Performing Arts)	603/6260/1
2128670	AIM Qualifications Entry Level Diploma in Employability and Development Skills (Entry 3) (Personal Development)	603/6260/1
2128676	AIM Qualifications Entry Level Diploma in Employability and Development Skills (Entry 3) (Retail Skills)	603/6260/1

2128677	AIM Qualifications Entry Level Diploma in Employability and Development Skills (Entry 3) (Sport and Leisure)	603/6260/1
2126720	AIM Qualifications Level 1 Award in Developing Skills for Employment	600/9136/8
2128637	AIM Qualifications Level 1 Award in Employability and Development Skills	603/6261/3
2128639	AIM Qualifications Level 1 Award in Employability and Development Skills (Animal Care)	603/6261/3
2128640	AIM Qualifications Level 1 Award in Employability and Development Skills (Building and Construction)	603/6261/3
2128651	AIM Qualifications Level 1 Award in Employability and Development Skills (Carpentry and Joinery)	603/6261/3
2128641	AIM Qualifications Level 1 Award in Employability and Development Skills (Childcare)	603/6261/3
2128642	AIM Qualifications Level 1 Award in Employability and Development Skills (Computers and Software)	603/6261/3
2128643	AIM Qualifications Level 1 Award in Employability and Development Skills (Employability)	603/6261/3
2128644	AIM Qualifications Level 1 Award in Employability and Development Skills (Hair and Beauty)	603/6261/3
2128652	AIM Qualifications Level 1 Award in Employability and Development Skills (Health and Social Care)	603/6261/3
2128645	AIM Qualifications Level 1 Award in Employability and Development Skills (Horticulture)	603/6261/3
2128646	AIM Qualifications Level 1 Award in Employability and Development Skills (Hospitality and Catering)	603/6261/3
2128647	AIM Qualifications Level 1 Award in Employability and Development Skills (Motor Vehicles)	603/6261/3
2128648	AIM Qualifications Level 1 Award in Employability and Development Skills (Performing Arts)	603/6261/3
2128638	AIM Qualifications Level 1 Award in Employability and Development Skills (Personal Development)	603/6261/3
2128649	AIM Qualifications Level 1 Award in Employability and Development Skills (Retail Skills)	603/6261/3
2128650	AIM Qualifications Level 1 Award in Employability and Development Skills (Sport and Leisure)	603/6261/3
127892	AIM Qualifications Level 1 Award in Employability Skills	603/1488/6
2128653	AIM Qualifications Level 1 Certificate in Employability and Development Skills	603/6262/5
2128655	AIM Qualifications Level 1 Certificate in Employability and Development Skills (Animal Care)	603/6262/5
2128656	AIM Qualifications Level 1 Certificate in Employability and Development Skills (Building and Construction)	603/6262/5
2128667	AIM Qualifications Level 1 Certificate in Employability and Development Skills (Carpentry and Joinery)	603/6262/5
2128657	AIM Qualifications Level 1 Certificate in Employability and Development Skills (Childcare)	603/6262/5
2128658	AIM Qualifications Level 1 Certificate in Employability and Development Skills (Computers and Software)	603/6262/5
2128659	AIM Qualifications Level 1 Certificate in Employability and Development Skills (Employability)	603/6262/5
2128660	AIM Qualifications Level 1 Certificate in Employability and Development Skills (Hair and Beauty)	603/6262/5

2128668	AIM Qualifications Level 1 Certificate in Employability and Development Skills (Health and Social Care)	603/6262/5
2128661	AIM Qualifications Level 1 Certificate in Employability and Development Skills (Horticulture)	603/6262/5
2128662	AIM Qualifications Level 1 Certificate in Employability and Development Skills (Hospitality and Catering)	603/6262/5
2128663	AIM Qualifications Level 1 Certificate in Employability and Development Skills (Motor Vehicles)	603/6262/5
2128664	AIM Qualifications Level 1 Certificate in Employability and Development Skills (Performing Arts)	603/6262/5
2128654	AIM Qualifications Level 1 Certificate in Employability and Development Skills (Personal Development)	603/6262/5
2128665	AIM Qualifications Level 1 Certificate in Employability and Development Skills (Retail Skills)	603/6262/5
2128666	AIM Qualifications Level 1 Certificate in Employability and Development Skills (Sport and Leisure)	603/6262/5
128339	AIM Qualifications Level 1 Certificate in Employability Skills	603/1490/4
2128678	AIM Qualifications Level 1 Diploma in Employability and Development Skills	603/6263/7
2128680	AIM Qualifications Level 1 Diploma in Employability and Development Skills (Animal Care)	603/6263/7
2128681	AIM Qualifications Level 1 Diploma in Employability and Development Skills (Building and Construction)	603/6263/7
2128682	AIM Qualifications Level 1 Diploma in Employability and Development Skills (Carpentry and Joinery)	603/6263/7
2128683	AIM Qualifications Level 1 Diploma in Employability and Development Skills (Childcare)	603/6263/7
2128684	AIM Qualifications Level 1 Diploma in Employability and Development Skills (Computers and Software)	603/6263/7
2128685	AIM Qualifications Level 1 Diploma in Employability and Development Skills (Employability)	603/6263/7
2128686	AIM Qualifications Level 1 Diploma in Employability and Development Skills (Hair and Beauty)	603/6263/7
2128687	AIM Qualifications Level 1 Diploma in Employability and Development Skills (Health and Social Care)	603/6263/7
2128688	AIM Qualifications Level 1 Diploma in Employability and Development Skills (Horticulture)	603/6263/7
2128689	AIM Qualifications Level 1 Diploma in Employability and Development Skills (Hospitality and Catering)	603/6263/7
2128690	AIM Qualifications Level 1 Diploma in Employability and Development Skills (Performing Arts)	603/6263/7
2128679	AIM Qualifications Level 1 Diploma in Employability and Development Skills (Personal Development)	603/6263/7
2128691	AIM Qualifications Level 1 Diploma in Employability and Development Skills (Retail Skills)	603/6263/7
2128692	AIM Qualifications Level 1 Diploma in Employability and Development Skills (Sport and Leisure)	603/6263/7
128341	AIM Qualifications Level 1 Diploma in Employability Skills	603/1493/X
128338	AIM Qualifications Level 1 Extended Award in Employability Skills	603/1489/8
128340	AIM Qualifications Level 1 Extended Certificate in Employability Skills	603/1492/8

2126778	AIM Qualifications Level 2 Award in Employability	601/0728/5
2128693	AIM Qualifications Level 2 Award in Employability and Development Skills	603/6264/9
2128695	AIM Qualifications Level 2 Award in Employability and Development Skills (Animal Care)	603/6264/9
2128696	AIM Qualifications Level 2 Award in Employability and Development Skills (Building and Construction)	603/6264/9
2128708	AIM Qualifications Level 2 Award in Employability and Development Skills (Business Administration)	603/6264/9
2128709	AIM Qualifications Level 2 Award in Employability and Development Skills (Business Skills)	603/6264/9
2128706	AIM Qualifications Level 2 Award in Employability and Development Skills (Carpentry and Joinery)	603/6264/9
2128697	AIM Qualifications Level 2 Award in Employability and Development Skills (Childcare)	603/6264/9
2128698	AIM Qualifications Level 2 Award in Employability and Development Skills (Computers and Software)	603/6264/9
2128699	AIM Qualifications Level 2 Award in Employability and Development Skills (Employability)	603/6264/9
2128700	AIM Qualifications Level 2 Award in Employability and Development Skills (Hair and Beauty)	603/6264/9
2128707	AIM Qualifications Level 2 Award in Employability and Development Skills (Health and Social Care)	603/6264/9
2128701	AIM Qualifications Level 2 Award in Employability and Development Skills (Horticulture and Land-based Studies)	603/6264/9
2128702	AIM Qualifications Level 2 Award in Employability and Development Skills (Hospitality and Catering)	603/6264/9
2128703	AIM Qualifications Level 2 Award in Employability and Development Skills (Performing Arts)	603/6264/9
2128694	AIM Qualifications Level 2 Award in Employability and Development Skills (Personal Development)	603/6264/9
2128704	AIM Qualifications Level 2 Award in Employability and Development Skills (Retail Skills)	603/6264/9
2128705	AIM Qualifications Level 2 Award in Employability and Development Skills (Sport and Leisure)	603/6264/9
2128710	AIM Qualifications Level 2 Award in Employability and Development Skills (Travel, Tourism and Hospitality)	603/6264/9
128347	AIM Qualifications Level 2 Award in Employability Skills	603/1494/1
2128711	AIM Qualifications Level 2 Certificate in Employability and Development Skills	603/6265/0
2128713	AIM Qualifications Level 2 Certificate in Employability and Development Skills (Animal Care)	603/6265/0
2128714	AIM Qualifications Level 2 Certificate in Employability and Development Skills (Building and Construction)	603/6265/0
2128727	AIM Qualifications Level 2 Certificate in Employability and Development Skills (Business Administration)	603/6265/0
2128728	AIM Qualifications Level 2 Certificate in Employability and Development Skills (Business Skills)	603/6265/0
2128724	AIM Qualifications Level 2 Certificate in Employability and Development Skills (Carpentry and Joinery)	603/6265/0
2128715	AIM Qualifications Level 2 Certificate in Employability and Development Skills (Childcare)	603/6265/0

2128716	AIM Qualifications Level 2 Certificate in Employability and Development Skills (Computers and Software)	603/6265/0
2128717	AIM Qualifications Level 2 Certificate in Employability and Development Skills (Employability)	603/6265/0
2128718	AIM Qualifications Level 2 Certificate in Employability and Development Skills (Hair and Beauty)	603/6265/0
2128725	AIM Qualifications Level 2 Certificate in Employability and Development Skills (Health and Social Care)	603/6265/0
2128719	AIM Qualifications Level 2 Certificate in Employability and Development Skills (Horticulture and Land-based Studies)	603/6265/0
2128720	AIM Qualifications Level 2 Certificate in Employability and Development Skills (Hospitality and Catering)	603/6265/0
2128721	AIM Qualifications Level 2 Certificate in Employability and Development Skills (Performing Arts)	603/6265/0
2128712	AIM Qualifications Level 2 Certificate in Employability and Development Skills (Personal Development)	603/6265/0
2128722	AIM Qualifications Level 2 Certificate in Employability and Development Skills (Retail Skills)	603/6265/0
2128723	AIM Qualifications Level 2 Certificate in Employability and Development Skills (Sport and Leisure)	603/6265/0
2128726	AIM Qualifications Level 2 Certificate in Employability and Development Skills (Travel, Tourism and Hospitality)	603/6265/0
128345	AIM Qualifications Level 2 Certificate in Employability Skills	603/1496/5
2128729	AIM Qualifications Level 2 Diploma in Employability and Development Skills	603/6296/0
2128731	AIM Qualifications Level 2 Diploma in Employability and Development Skills (Animal Care)	603/6296/0
2128732	AIM Qualifications Level 2 Diploma in Employability and Development Skills (Building and Construction)	603/6296/0
2128733	AIM Qualifications Level 2 Diploma in Employability and Development Skills (Business Administration)	603/6296/0
2128734	AIM Qualifications Level 2 Diploma in Employability and Development Skills (Business Skills)	603/6296/0
2128735	AIM Qualifications Level 2 Diploma in Employability and Development Skills (Carpentry and Joinery)	603/6296/0
2128736	AIM Qualifications Level 2 Diploma in Employability and Development Skills (Childcare)	603/6296/0
2128737	AIM Qualifications Level 2 Diploma in Employability and Development Skills (Computers and Software)	603/6296/0
2128739	AIM Qualifications Level 2 Diploma in Employability and Development Skills (Employability)	603/6296/0
2128740	AIM Qualifications Level 2 Diploma in Employability and Development Skills (Hair and Beauty)	603/6296/0
2128741	AIM Qualifications Level 2 Diploma in Employability and Development Skills (Health and Social Care)	603/6296/0
2128742	AIM Qualifications Level 2 Diploma in Employability and Development Skills (Horticulture and Land-based Studies)	603/6296/0
2128743	AIM Qualifications Level 2 Diploma in Employability and Development Skills (Hospitality and Catering)	603/6296/0
2128744	AIM Qualifications Level 2 Diploma in Employability and Development Skills (Performing Arts)	603/6296/0
2128730	AIM Qualifications Level 2 Diploma in Employability and Development Skills (Personal Development)	603/6296/0

2128745	AIM Qualifications Level 2 Diploma in Employability and Development Skills (Retail Skills)	603/6296/0
2128746	AIM Qualifications Level 2 Diploma in Employability and Development Skills (Sport and Leisure)	603/6296/0
2128747	AIM Qualifications Level 2 Diploma in Employability and Development Skills (Travel, Tourism and Hospitality)	603/6296/0
128343	AIM Qualifications Level 2 Diploma in Employability Skills	603/1498/9
128346	AIM Qualifications Level 2 Extended Award in Employability Skills	603/1495/3

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Qual ID	Qualification Name	RITS Code
128067	AIM Qualifications Entry 1 Award in Personal and Social Development Skills	603/1502/7
128065	AIM Qualifications Entry 1 Certificate in Personal and Social Development Skills	603/1504/0
128056	AIM Qualifications Entry 1 Diploma in Personal and Social Development Skills	603/1506/4
128066	AIM Qualifications Entry 1 Extended Award in Personal and Social Development Skills	603/1503/9
128057	AIM Qualifications Entry 1 Extended Certificate in Personal and Social Development Skills	603/1505/2
128093	AIM Qualifications Entry 2 Award in Personal and Social Development Skills	603/1507/6
128084	AIM Qualifications Entry 2 Certificate in Personal and Social Development Skills	603/1509/X
128059	AIM Qualifications Entry 2 Diploma in Personal and Social Development Skills	603/1511/8
128092	AIM Qualifications Entry 2 Extended Award in Personal and Social Development Skills	603/1508/8
128083	AIM Qualifications Entry 2 Extended Certificate in Personal and Social Development Skills	603/1510/6
128118	AIM Qualifications Entry 3 Award in Personal and Social Development Skills	603/1512/X
128114	AIM Qualifications Entry 3 Certificate in Personal and Social Development Skills	603/1514/3
128058	AIM Qualifications Entry 3 Diploma in Personal and Social Development Skills	603/1516/7
128094	AIM Qualifications Entry 3 Extended Award in Personal and Social Development Skills	603/1513/1
128100	AIM Qualifications Entry 3 Extended Certificate in Personal and Social Development Skills	603/1515/5

128081	AIM Qualifications Level 1 Award in Personal and Social Development Skills	603/1517/9
128073	AIM Qualifications Level 1 Certificate in Personal and Social Development Skills	603/1519/2
128060	AIM Qualifications Level 1 Diploma in Personal and Social Development Skills	603/1521/0
128080	AIM Qualifications Level 1 Extended Award in Personal and Social Development Skills	603/1518/0
128074	AIM Qualifications Level 1 Extended Certificate in Personal and Social Development Skills	603/1520/9
128079	AIM Qualifications Level 2 Award in Personal and Social Development Skills	603/1522/2
128076	AIM Qualifications Level 2 Certificate in Personal and Social Development Skills	603/1524/6
128077	AIM Qualifications Level 2 Extended Award in Personal and Social Development Skills	603/1523/4