AIM Awards Level 1 Award in Managing Personal Finances (QCF)
AIM Awards Level 1 Award in Managing Personal Finances (QCF)
601/5562/0
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Section 1
Qualification Overview
Section One
Qualification Overview

Introduction

Welcome to the AIM Awards Qualification Specification. We want to make your experience of working with AIM Awards as pleasant as possible.

AIM Awards is an Ofqual approved National Awarding Organisation able to submit a wide range of qualifications to the Qualifications Credit Framework (QCF). Our qualifications are learner focused, flexible and promote both progression and employability. We aim to provide outstanding customer service and have invested in our systems to bring you cutting edge services. Our values and ethos support our belief in rewarding learning and promoting progression, with success as the focus of what we know makes a difference.

This Qualification Specification contains everything you need to know about this qualification/qualification suite and should be used by everyone involved with planning, delivery and assessment.

The Qualification Description (Summary) (see Appendix 2) gives an overview of the qualification/qualification suite including rules of combination and unit titles.

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

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

This Qualification Specification is mapped to the Ofqual General Conditions of Recognition with references cited for each section as appropriate and the whole document is mapped to Ofqual General Conditions of Recognition C2.5 and E3.2.
About the Qualification

The AIM Awards Level 1 Award in Managing Personal Finances (QCF) is designed to give learners the knowledge and understanding of the basic principles of personal finance including sources and balancing of income and expenditure, reduction of expenditure, the advantages and disadvantages of borrowing and financial institutions.

This qualification is suitable for learners at any age and no prior qualifications are required in order to take the qualification.

Learners may progress onto the next stage in their learning journey, for example:
- Level 2 qualifications e.g. Skills for Employment and Further Learning

<table>
<thead>
<tr>
<th>Qualification</th>
<th>AIM Awards Level 1 Award in Managing Personal Finances (QCF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Internally assessed and externally moderated assessment evidence</td>
</tr>
<tr>
<td>Grading</td>
<td>Assessment is competent / not competent. There is no grading</td>
</tr>
<tr>
<td>Operational Start Date</td>
<td>01-Feb-2015</td>
</tr>
<tr>
<td>Last Registration Date</td>
<td>31-July-2019</td>
</tr>
<tr>
<td>Sector</td>
<td>14.1 Foundations For Learning and Life</td>
</tr>
<tr>
<td>Qualification Accreditation Number</td>
<td>601/5562/0</td>
</tr>
<tr>
<td>Learning Aim Reference</td>
<td>60155620</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Guided Learning Hours</td>
<td>20</td>
</tr>
<tr>
<td>Learner Age Range</td>
<td>Pre-16; 16-18; 19+</td>
</tr>
<tr>
<td>Rules of Combination</td>
<td>Learners must achieve 3 credits from the single mandatory unit to achieve this qualification.</td>
</tr>
</tbody>
</table>

Entry Guidance

There are no specific entry requirements for this qualification.

The End of the Accreditation Period

We review qualifications that are near the end of their accreditation period, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments.

We will post information relating to changes or extensions to qualifications on our website and centres approved to offer the qualification will be kept updated.
Certificate End Date
The final date that certificates can be issued for this qualification is three years from the Last Registration Date.

| AIM Awards Level 1 Award in Managing Personal Finances (QCF) | 31-July-2022 |

Resource Requirements
There are no specific resource requirements for these qualifications. Centres must ensure that they have the appropriate resources in place to deliver the unit in this qualification.
Section 2
Structure and Content
Section Two
Structure and Content
Mapped to Ofqual General Conditions of Recognition E3.3a/b

Qualification Structure and Unit Content
Mapped to Ofqual General Conditions of Recognition: E3.2d /e/f/g/h/j

Please select the unit title to view the individual unit content and assessment guidance.

Rules of Combination for: AIM Awards Level 1 Award in Managing Personal Finances (QCF)
Learners must achieve 3 credits from the single mandatory unit (M) to achieve this qualification

<table>
<thead>
<tr>
<th>Unit Reference Number</th>
<th>Unit Title</th>
<th>Group</th>
<th>Level</th>
<th>Credit Value</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y/506/9831</td>
<td>Managing Personal Finances</td>
<td>M</td>
<td>One</td>
<td>3</td>
<td>20</td>
</tr>
</tbody>
</table>

Credits from Unit Equivalences
Please contact AIM Awards to request unit equivalences.
Section 3
Assessment and Quality Assurance
Section 3  
Assessment and Quality Assurance

Centre Staff Requirements

As an Awarding Organisation, we require that:

- Tutors have relevant teaching experience and/or a qualification, and experience and/or a qualification in the relevant subject area. Suitable teaching qualifications include:
  - Level 3 or 4 Preparing to Teach in the Lifelong Learning Sector (PTLLS) (QCF) or above
  - Level 3 Education and Training (QCF) or above
  - Diploma or Certificate in Education
  - Bachelors or Masters Degree in Education

- Assessors should have an assessor qualification or evidence of recent relevant experience. Suitable assessor qualifications include:
  - Level 3 Award in Assessing Competence in the Work Environment (QCF)
  - Level 3 Certificate in Assessing Vocational Achievement (QCF)
  - 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) should 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 (QCF)
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)
  - V1 Conduct Internal Quality Assurance of the Assessment Process
  - D34 Internally Verify the Assessment Process

How the Qualification is Assessed

Mapped to Ofqual General Conditions of Recognition: E3.2i

To be awarded the qualification, learners must provide evidence of achievement of all the assessment criteria for all the units specified in the rules of combination (see Section 2 for guidance on rules of combination). The assessment process is as follows:

- Suitable assessment tasks are internally set at your centre that allow learners to be able to provide evidence of achievement of the assessment criteria of the unit(s)
- All assessment tasks must be scrutinised by the Internal Verifier before they are delivered to your learners to ensure that they are fit for purpose
- Learners are assessed at the centre, using the IV approved assessment tasks
- The resulting assessed evidence is internally verified by an IV at the centre
- The assessed evidence is scrutinised by an AIM Awards appointed External Verifier (EV) to ensure reliability and validity of assessment
A range of sample assessment materials are available on our website.

For more detailed guidance on working with AIM Awards qualifications, refer to the **Being an AIM Awards Centre** document available on our website.

### Methods of Assessment

All internally set assessment tasks should be transparent, fair, inclusive, reliable, rigorous, relevant and sufficient and allow learners to produce work that is authentic. Learners must be assessed in English in England, English or Welsh in Wales and English or Irish in Northern Ireland (unless the qualification is specifically about learning a foreign language).

Assessment tasks must allow all learners to generate evidence of their achievement of all of the unit criteria in a manner that is appropriate for the assessment criteria, type of unit and learner:

**Written tasks**

Where the tasks require learners to produce written work, this may be handwritten or typed. The language of the task must be based on the assessment verb(s) - please refer to Appendix 3 ‘Glossary of Assessment Terms’ for further explanation. The quality and quantity of written evidence provided will depend on the level and context of the unit.

**Practical ability**

You must provide evidence of the learners **individually and actively completing** tasks that demonstrate achievement of the assessment criteria. Evidence must consist of at least two of the following:

- annotated photographs
- detailed witness statements
- video (with narration or written log)
- learner log/evaluation
- peer observation report

**N.B** Where photographs/videos are used you must clearly identify each individual learner.

**Oral question and answer**

Evidence must include the questions asked as well as a transcript of the learner’s exact responses. This could be written or an audio or video recording.

**Group discussion**

You must provide details of the topic/task set. Evidence of each learner achieving each assessment criteria covered by the group discussion task(s) must be provided. Evidence must include at least two of the following:

- transcript or video of learners’ responses
- learner log/evaluation
- peer observation
- report
• detailed witness statement explaining what each learner contributed and how they behaved during the discussion(s).

Artefact/Product
Where the unit requires learners to produce an artefact or physical product, the artefact or product must be provided for the Internal and External Verifier unless this is impractical (for example if the product is consumable), in which case several annotated photographs, audio or video recordings of the artefact are acceptable evidence.

Learner evidence must include:
• details of the tasks set for learners to complete, mapped against the assessment criteria of the units addressed
• a learner declaration that all work produced is their own
• summative learner generated assessment evidence - teaching materials must not be included as evidence

Template assessment forms and exemplars are available on our website.

Marking Tasks
Mapped to Ofqual General Conditions of Recognition: H5.1/H5.2/H5.3/H5.4
Once learners have completed work against the assessment tasks the Assessor must mark the work against the assessment criteria to ensure that it is at the correct level for the unit and is sufficient, appropriate, and authentic. Please refer to Appendix 4: ‘QCF Level Descriptors’ for guidance. You must ensure that evidence generated by individual learners in an assessment is generated by that learner, i.e. that plagiarism does not occur.

Assessors must judge and mark whether each assessment criteria is either achieved or not achieved. Units are only achieved when all assessment criteria have been achieved. All reasonable steps must be taken to avoid any part of the assessment of a Learner (including Verification) being undertaken by any person who has a personal interest in the result of the assessment.

Recording Achievement
Assessors must make it clear to the Internal and External Verifiers where achievement of each assessment criteria has been evidenced. Once the work has been marked and signed off as meeting the assessment criteria by the Assessor final feedback should be provided to the learner. The Assessor must tick the RAC to indicate which unit(s) each learner has achieved and then sign to confirm the certification.

The completed marked work should be presented to the Internal Verifier for sampling according to the internal verification plan. Once this process has been completed the Internal Verifier must sign the RAC.

External Verification
Once the learner work has been completed, assessed and internally verified according to your IV plan, it should be presented for external verification. The EV will expect to be able
to look at all completed and assessed learner work that is being claimed for on the RAC(s). The EV will want to review records of assessment, IV documentation, feedback to learners, any reasonable adjustments applied. The completed RACs must also be available for the EV to review. If the EV is satisfied with the standards of assessment and verification they will approve the RACs by signing them and learners will then be certificated.

**Reasonable Adjustments**

Reasonable Adjustments are adjustments made to an assessment for a qualification so as to enable a learner to demonstrate their knowledge, skills and understanding. The nature of any reasonable adjustments depends on the particular requirements as well as on the qualification and assessment methods. Reasonable adjustments are generally not appropriate where the learner’s particular difficulty directly affects performance in the actual attributes to be assessed.

The Internal Verifier may give permission for reasonable adjustments for a learner without having to apply to AIM Awards for approval, provided that such arrangements do not confer an unfair advantage. The Internal Verifier must approve and record the details of all reasonable adjustments made at the discretion of the centre and must make this available for external verification. Further details are provided in our *Reasonable Adjustments and Special Considerations* document available on our website.

**Special Considerations**

Special Consideration is consideration to be given to a learner who has temporarily experienced an illness or injury, or some other event outside of their control which has had or is reasonably likely to have had an effect on their ability to take an assessment or on their level of attainment in an assessment. Special consideration is not appropriate for a minor illness or a minor disturbance. It may not be possible to apply special consideration where an assessment requires the learner to demonstrate practical competence. In some circumstances it may be more appropriate to offer the learner an opportunity to take the assessment at a later date rather than apply special considerations.

A *Request for Special Consideration* form (available on our website) should be completed for each learner requesting special consideration with supporting evidence, which may include medical/psychological evidence or a statement from the invigilator/verifier.

Further details are provided in our *Reasonable Adjustments and Special Considerations* document available on our website.

**AIM Awards Qualification Standardisation**

Centres will be required to provide samples of assessment tasks for AIM Awards qualification standardisation activity. Qualification standardisation is a process that promotes consistency in the understanding and application of standards and provides us with important information for our qualification review process.
It is a requirement of the Centre Agreement that each centre offering the units from the qualification must contribute assessment materials and learners’ evidence for standardisation if requested. We will write to you to request samples if necessary.

Outcomes from qualification standardisation will be made available to those centres using that qualification.
AIM Awards Level 1 Award in Managing Personal Finances (QCF)

Section 4
Operational Guidance
Section 4
Operational Guidance

Offering the Qualification

Centres wishing to offer this qualification must be an AIM Awards recognised centre. New centres can get details of the Centre Recognition Application process either by visiting our website or contacting the AIM Awards office.

We can advise centres on the best and most efficient methods for offering this qualification. All procedures for the use of this qualification, including approval, registration of learners, verification and certification will be completed through AIM Awards and all centres will have an allocated Customer Support Officer to support them.

Approval to Offer the Qualification

Centres wishing to offer this qualification must complete and submit a Qualification Approval Form (QAF) (available on the AIM Awards website) to their allocated Customer Support Officer. Some qualifications require that centres have specific resources in place and/or that their Assessors/ Internal Verifiers hold certain qualifications. Specialist requirements such as these will be identified on the Qualification Approval Form. Where this is the case, centres must provide evidence of resources/staff qualifications when submitting the completed form.

Fees and Charges

The AIM Awards Fees and Charges Brochure includes all qualification charges and is available on our website. Please note that registrations will not be processed until the annual centre recognition fee has been paid.

Registration and Certification

Once centres have approval to offer a qualification, they will be able to register learners via the AIM Awards Online Portal. Learners must be registered onto the correct programme via the Portal (a programme is the centre’s chosen set of units from their approved qualification). Centres should also check that the correct units are listed. All learner registrations must be checked carefully in order to avoid Maladministration and Malpractice.

A Recommendation for the Award of Credit (RAC) form will be produced for each programme once learners are registered. Centres will be able to download their RAC forms within four weeks of receipt of correctly submitted registrations. The RAC is used to claim the learners’ achievements at the end of the course and details must be checked carefully as these will appear on any certificates issued.

Once the RAC has been correctly completed and has been received by AIM Awards, certificates and a summary of credit achievement will be produced and issued. Learners that have achieved a qualification will be issued with a qualification certificate with details of the qualification and units achieved. Learners that have not achieved a qualification will be issued with a unit certificate with details of the units and credits achieved.
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APPENDIX 1

AIM AWARDS QUALIFICATION APPROVAL FORM (QAF)
Qualification Approval Form

1 CENTRE DETAILS

Centre name: ____________________________  Centre Number: __________
Centre Curriculum ____________________________  Contact: ____________________________
Position: ____________________________  Contact Details: ____________________________

Centre has Direct Claims Status (DCS) [ ] Yes / No

Application for DCS to be extended to this qualification [ ] Yes / No

If you are applying for DCS to be extended to this qualification, enter name of the allocated Approved Internal Verifier below. If not, leave this box blank:

2 QUALIFICATION APPROVAL DETAILS

The centre requests approval to run the following qualification(s):

AIM Awards Level 1 Award in Managing Personal Finances (QCF)

Intended target learner group/age: ____________________________  Intended number of learners: __________

3 RULES OF COMBINATION

Please refer to the AIM Awards Level 1 Award in Managing Personal Finances (QCF) Qualification Specification
## 4 SPECIALIST REQUIREMENTS

<table>
<thead>
<tr>
<th>Specialist resources required (taken from qualification specification):</th>
<th>Centre confirmation of required resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialist staffing qualifications required (taken from qualification specification):</th>
<th>Centre confirmation of required staff qualifications:</th>
<th>I have attached proof of qualifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessors should have an Assessor qualification or evidence of recent relevant experience.</td>
<td>(Please confirm here)</td>
<td>Yes/No</td>
</tr>
<tr>
<td>Internal Verifiers should have an Internal Verification qualification or evidence of recent relevant experience.</td>
<td>(Please confirm here)</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>

## 5 CONFIRMATION & APPROVAL

I confirm that the course has been internally approved and will be delivered in accordance with the information contained within this document, the qualification specification and in accordance with the terms and conditions agreed in the centre agreement.

<table>
<thead>
<tr>
<th>Centre Curriculum Contact Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Admin confirmation of AIM Awards QR and CDM approval</th>
<th>Date</th>
</tr>
</thead>
</table>

| Confirmation of extension of DCS to this qualification: | Yes/No |
APPENDIX 2

QUALIFICATION DESCRIPTION (SUMMARY)
AIM Awards Level 1 Award in Managing Personal Finances (QCF)

Qualification Overview

The AIM Awards Level 1 Award in Managing Personal Finances (QCF) is designed to give learners the knowledge and understanding of the basic principles of personal finance including sources and balancing of income and expenditure, reduction of expenditure, the advantages and disadvantages of borrowing and financial institutions.

This qualification is suitable for learners at any age and no prior qualifications are required in order to take the qualification.

Learners may progress onto the next stage in their learning journey, for example:
• Level 2 qualifications e.g. Skills for Employment and Further Learning

Qualification Details

<table>
<thead>
<tr>
<th>Qualification Title</th>
<th>AIM Awards Level 1 Award in Managing Personal Finances (QCF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ofqual Qualification Number</td>
<td>601/5562/0</td>
</tr>
<tr>
<td>Guided Learning Hours</td>
<td>20</td>
</tr>
<tr>
<td>Total Credits required</td>
<td>3</td>
</tr>
<tr>
<td>Mandatory Credits required</td>
<td>3</td>
</tr>
<tr>
<td>Minimum Age</td>
<td>N/A</td>
</tr>
<tr>
<td>Qualification Start Date</td>
<td>01-Feb-2015</td>
</tr>
<tr>
<td>Charge per learner</td>
<td>£16</td>
</tr>
</tbody>
</table>
Qualification Content

Learners must achieve 3 credits from the single mandatory unit (M) to achieve this qualification.

<table>
<thead>
<tr>
<th>Unit Reference Number</th>
<th>Unit Title</th>
<th>Group</th>
<th>Level</th>
<th>Credit Value</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y/506/9831</td>
<td>Managing Personal Finances</td>
<td>M</td>
<td>One</td>
<td>3</td>
<td>20</td>
</tr>
</tbody>
</table>
APPENDIX 3
GLOSSARY OF ASSESSMENT TERMS
Glossary of Assessment Terms

There are two main types of assessment: summative and formative. The key to good assessment practice is for Assessors to understand what each method contributes and to build their practice to maximise the effectiveness of each.

**Assessment Criteria:** descriptions by which the Assessor determines whether a learner has demonstrated achievement of the intended learning outcomes for a particular level.

**Formative Assessment:** designed to provide learners with feedback on progress and inform development.

**Summative Assessment:** provides a measure of achievement in respect of a learner’s performance in relation to the intended learning outcomes. It contributes to the overall result of achieved/not achieved.

**Assessment Terms**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse</td>
<td>Identify separate factors, show how they are related and how each one contributes to the whole</td>
</tr>
<tr>
<td>Appraise</td>
<td>Consider the positive and negative points and give a reasoned judgement</td>
</tr>
<tr>
<td>Assess</td>
<td>Give consideration to all the factors or events that apply and then make a careful and valued judgement as to which are the most important or relevant</td>
</tr>
<tr>
<td>Comment critically</td>
<td>Give a view after consideration of all the evidence. In particular decide the importance of all the relevant positive and negative aspects</td>
</tr>
<tr>
<td>Compare/Contrast</td>
<td>Using the main factors that apply in two or more situations unpick the similarities and differences or advantages and disadvantages</td>
</tr>
<tr>
<td>Define</td>
<td>Make clear what a particular term means and give an example, if appropriate, to show what is meant</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Show by example</td>
</tr>
<tr>
<td>Describe</td>
<td>Give a clear overview that includes all the relevant features – ‘painting a picture with words’</td>
</tr>
<tr>
<td>Design</td>
<td>Create a plan, proposal or brief to illustrate a concept or idea</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Discuss</td>
<td>Take part in a conversation about a topic</td>
</tr>
<tr>
<td>Draw conclusions</td>
<td>Use the evidence provided to reach a reasoned judgement</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Decide the degree to which a statement is true or the importance or value of something by reviewing the information.</td>
</tr>
<tr>
<td>Explain</td>
<td>Set out in detail the meaning of something, with reasons. More complex than describe or list, so it can help to give an example to show what is meant. Introduce the topic then give the ‘how’ or ‘why’</td>
</tr>
<tr>
<td>Identify</td>
<td>Pin point or choose the right one or give a list of the main features</td>
</tr>
<tr>
<td>Illustrate</td>
<td>Include examples, a diagram, pictures or photographs to show what is meant</td>
</tr>
<tr>
<td>Interpret</td>
<td>Give the meaning of something</td>
</tr>
<tr>
<td>List</td>
<td>Provide the information in a list, rather than in continuous writing</td>
</tr>
<tr>
<td>Outline</td>
<td>Give a brief overview</td>
</tr>
<tr>
<td>Plan</td>
<td>Work out and decide how to carry out a task or activity</td>
</tr>
<tr>
<td>Select</td>
<td>Choose from a given range</td>
</tr>
<tr>
<td>State</td>
<td>Give a clear but brief account</td>
</tr>
<tr>
<td>Summarise</td>
<td>Write or articulate briefly the main points or essential features</td>
</tr>
</tbody>
</table>
APPENDIX 4

QCF LEVEL DESCRIPTORS

Ref: Annex E of the Regulatory arrangements for the Qualifications and Credit Framework
<table>
<thead>
<tr>
<th>Summary</th>
<th>Knowledge and Understanding</th>
<th>Application and action</th>
<th>Autonomy and accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry 1 Level</td>
<td>Entry 1 recognises progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills, knowledge or understanding that relate to the immediate environment</td>
<td>Use knowledge or understanding to carry out simple, familiar activities</td>
<td>Carry out simple, familiar tasks and activities</td>
</tr>
<tr>
<td></td>
<td>Achievement at Entry 2 reflects the ability to make use of skills, knowledge and understanding to carry out simple, familiar tasks and activities with guidance.</td>
<td>Know the steps needed to complete simple activities</td>
<td>Follow instructions or use rehearsed steps to complete tasks and activities</td>
</tr>
<tr>
<td></td>
<td>Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance where needed</td>
<td>Use knowledge or understanding to carry out structured tasks and activities in familiar contexts</td>
<td>Carry out structured tasks and activities in familiar contexts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Know and understand the steps needed to complete structured tasks and activities in familiar contexts</td>
<td>Be aware of the consequences of actions for self and others</td>
</tr>
<tr>
<td>Summary</td>
<td>Knowledge and Understanding</td>
<td>Application and action</td>
<td>Autonomy and accountability</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------</td>
<td>-----------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
<td>Achievement at level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.</td>
<td>Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks. Be aware of information relevant to the area of study or work</td>
<td>Complete well-defined routine tasks. Use relevant skills and procedures Select and use relevant information Identify whether actions have been effective.</td>
</tr>
<tr>
<td>Summary</td>
<td>Knowledge and Understanding</td>
<td>Application and action</td>
<td>Autonomy and accountability</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------</td>
<td>------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>Achievement at level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.</td>
<td>Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems. Interpret relevant information and ideas. Be aware of the types of information that are relevant to the area of study or work.</td>
<td>Complete well-defined, generally routine tasks and address straightforward problems. Select and use relevant skills and procedures. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.</td>
</tr>
</tbody>
</table>

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For any queries, please contact AIM Awards:

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Newmarket Drive
Off Ascot Drive
Derby
DE24 8NW

01332 861999

enquiries@aimawards.org.uk