

Please note these qualifications have expired, we are not accepting any new learner registrations. Please contact AIM Awards for further information on

01332 341822.



# AIM Awards Suite of Personal Well-Being Qualifications



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**AIM Awards Level 1 Award in Personal Well-Being  
600/6714/7**

**AIM Awards Level 1 Certificate in Personal Well-Being  
600/6718/4**

**AIM Awards Level 2 Award in Personal Well-Being  
600/6719/6**

**AIM Awards Level 2 Certificate in Personal Well-Being  
600/6720/2**

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# Section 1 Qualification Overview

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

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

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

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.

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

Mapped to Ofqual General Conditions of Recognition: E3.2a/E3.3b

The AIM Awards Personal Well-Being Qualifications form part of a suite of Personal Social Health Economic education qualifications which aim to increase learners' knowledge of the society in which they live and work. The qualifications will provide them with the knowledge and skills to make balanced and increasingly independent transitions both now and in later life.

The qualifications will also support the development of knowledge of personal and social development (including personal relationships, values and beliefs, equality and diversity in society, mental and physical well-being), as well as the concept of risk and ways to manage and reduce risk. This will enable learners to make positive and informed choices in their lives.

The qualifications relate specifically to the national programme of study in "Personal Well-Being" as part of the PSHEe curriculum at Key Stage 4 and have been structured to ensure that learning is evidenced across the five key concepts that are set out in the published programme of study:

- Personal Identities
- Healthy Lifestyles
- Relationships
- Risk
- Diversity

The qualifications set into context the personal development learning undertaken by learners at Key Stage 4, which directly supports the Every Child Matters outcomes. They also provide opportunities to develop wider skills including personal learning and thinking skills that can be applied in further learning and/or employment. The qualifications have been structured to allow for the development of personalised learning programmes through a choice of units grouped into the five key concepts thus maintaining a broad learning experience across the programme of study.

Qualification	
AIM Awards Level 1 Award in Personal Well-Being	
Assessment	Internally assessed and externally moderated assessment evidence
Grading	Assessment is competent / not competent. There is no grading
Progression Opportunities	Learners may progress within this suite of qualifications vertically, up through the levels, or horizontally, from the Award to the Certificate at the same level. Learners may also progress onto additional qualifications such as: <ul style="list-style-type: none"> <li>• Key Stage 4 qualifications such as GCSEs and BTECs</li> <li>• Functional Skills in English, Maths and ICT at Level 1 and Level 2</li> <li>• Suite of Economic Well-Being qualifications at Level 1 and Level 2</li> </ul>
Operational Start Date	01-Oct-2012
Review Date	28-Feb-2018
Sector	14.1 Foundations For Learning and Life
Qualification Number	600/6714/7
Learning Aim Reference	60067147
Credit Value	6
Guided Learning Hours (GLH)	50
Learner Age Range	Pre 16; 16-18; 19+
Rules of Combination	Learners must achieve 6 credits in total. One unit must be achieved from each of the key subject groups: Diversity (A), Healthy Lifestyles (B), Personal Identities (C), Relationships (D) and Risk (E). Any remaining credits can be taken from any part of the qualification. Units with the same titles at different levels are barred. A minimum of 4 credits must be achieved at the level of the qualification.



<b>Qualification</b>	
<b>AIM Awards Level 1 Certificate in Personal Well-Being</b>	
<b>Assessment</b>	Internally assessed and externally moderated assessment evidence
<b>Grading</b>	Assessment is competent / not competent. There is no grading
<b>Progression Opportunities</b>	Learners may progress within this suite of qualifications vertically, up through the levels, or horizontally, from the Award to the Certificate at the same level. Learners may also progress onto additional qualifications such as: <ul style="list-style-type: none"> <li>• Key Stage 4 qualifications such as GCSEs and BTECs</li> <li>• Functional Skills in English, Maths and ICT at Level 1 and Level 2</li> <li>• Suite of Economic Well-Being qualifications at Level 1 and Level 2</li> </ul>
<b>Operational Start Date</b>	01-Oct-2012
<b>Review Date</b>	28-Feb-2018
<b>Sector</b>	14.1 Foundations For Learning and Life
<b>Qualification Number</b>	600/6718/4
<b>Learning Aim Reference</b>	60067184
<b>Credit Value</b>	13
<b>Guided Learning Hours (GLH)</b>	110 - 117
<b>Learner Age Range</b>	Pre 16; 16-18; 19+
<b>Rules of Combination</b>	Learners must achieve a minimum of 13 credits. One unit must be achieved from each of the key subject groups: Diversity (A), Healthy Lifestyles (B), Personal Identities (C), Relationships (D) and Risk (E). Any remaining credits can be taken from any part of the qualification. Units with the same titles at different levels are barred. A minimum of 8 credits must be achieved at the level of the qualification.

<b>Qualification</b>	
<b>AIM Awards Level 2 Award in Personal Well-Being</b>	
<b>Assessment</b>	Internally assessed and externally moderated assessment evidence
<b>Grading</b>	Assessment is competent / not competent. There is no grading
<b>Progression Opportunities</b>	Learners may progress within this suite of qualifications vertically, up through the levels, or horizontally, from the Award to the Certificate at the same level. Learners may also progress onto additional qualifications such as: <ul style="list-style-type: none"> <li>• Key Stage 4 qualifications such as GCSEs and BTECs</li> <li>• Functional Skills in English, Maths and ICT at Level 1 and Level 2</li> <li>• Suite of Economic Well-Being qualifications at Level 1 and Level 2</li> </ul>
<b>Operational Start Date</b>	01-Oct-2012
<b>Review Date</b>	28-Feb-2018
<b>Sector</b>	14.1 Foundations For Learning and Life
<b>Qualification Number</b>	600/6719/6
<b>Learning Aim Reference</b>	60067196
<b>Credit Value</b>	6
<b>Guided Learning Hours (GLH)</b>	48 - 50
<b>Learner Age Range</b>	Pre 16; 16-18; 19+
<b>Rules of Combination</b>	Learners must achieve 6 credits in total. One unit must be achieved from each of the key subject groups: Diversity (A), Healthy Lifestyles (B), Personal Identities (C), Relationships (D) and Risk (E). Any remaining credits can be taken from any part of the qualification. Units with the same titles at different levels are barred. A minimum of 4 credits must be achieved at the level of the qualification.

<b>Qualification</b>	
<b>AIM Awards Level 2 Certificate in Personal Well-Being</b>	
<b>Assessment</b>	Internally assessed and externally moderated assessment evidence
<b>Grading</b>	Assessment is competent / not competent. There is no grading
<b>Progression Opportunities</b>	Learners may progress within this suite of qualifications vertically, up through the levels, or horizontally, from the Award to the Certificate at the same level. Learners may also progress onto additional qualifications such as: <ul style="list-style-type: none"> <li>• Key Stage 4 qualifications such as GCSEs and BTECs</li> <li>• Functional Skills in English, Maths and ICT at Level 1 and Level 2</li> <li>• Suite of Economic Well-Being qualifications at Level 1 and Level 2</li> </ul>
<b>Operational Start Date</b>	01-Oct-2012
<b>Review Date</b>	28-Feb-2018
<b>Sector</b>	14.1 Foundations For Learning and Life
<b>Qualification Number</b>	600/6720/2
<b>Learning Aim Reference</b>	60067202
<b>Credit Value</b>	13
<b>Guided Learning Hours (GLH)</b>	104 - 109
<b>Learner Age Range</b>	Pre 16; 16-18; 19+
<b>Rules of Combination</b>	Learners must achieve a minimum of 13 credits. One unit must be achieved from each of the key subject groups: Diversity (A), Healthy Lifestyles (B), Personal Identities (C), Relationships (D) and Risk (E). Any remaining credits can be taken from any part of the qualification. Units with the same titles at different levels are barred. A minimum of 8 credits must be achieved at the level of the qualification.

## Entry Guidance

Mapped to Ofqual General Conditions of Recognition: E3.2b/c

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.

## Certification End Date

The final date that certificates can be issued for these qualifications is three years from the Review Date.

AIM Awards Level 1 Award in Personal Well-Being	28-Feb-2021
AIM Awards Level 1 Certificate in Personal Well-Being	28-Feb-2021
AIM Awards Level 2 Award in Personal Well-Being	28-Feb-2021
AIM Awards Level 2 Certificate in Personal Well-Being	28-Feb-2021

## Resource Requirements

There are no specific resource requirements for these qualifications. You must ensure that your centre has appropriate resources in place to deliver the unit(s) 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

##### Rules of Combination for: AIM Awards Level 1 Award in Personal Well-Being

Learners must achieve 6 credits in total. One unit must be achieved from each of the key subject groups: Diversity (**A**), Healthy Lifestyles (**B**), Personal Identities (**C**), Relationships (**D**) and Risk (**E**). Any remaining credits can be taken from any part of the qualification. Units with the same titles at different levels are barred. A minimum of 4 credits must be achieved at the level of the qualification.

##### Rules of Combination for: AIM Awards Level 1 Certificate in Personal Well-Being

Learners must achieve a minimum of 13 credits. One unit must be achieved from each of the key subject groups: Diversity (**A**), Healthy Lifestyles (**B**), Personal Identities (**C**), Relationships (**D**) and Risk (**E**). Any remaining credits can be taken from any part of the qualification. Units with the same titles at different levels are barred. A minimum of 8 credits must be achieved at the level of the qualification.

##### Rules of Combination for: AIM Awards Level 2 Award in Personal Well-Being

Learners must achieve 6 credits in total. One unit must be achieved from each of the key subject groups: Diversity (**A**), Healthy Lifestyles (**B**), Personal Identities (**C**), Relationships (**D**) and Risk (**E**). Any remaining credits can be taken from any part of the qualification. Units with the same titles at different levels are barred. A minimum of 4 credits must be achieved at the level of the qualification.

##### Rules of Combination for: AIM Awards Level 2 Certificate in Personal Well-Being

Learners must achieve a minimum of 13 credits. One unit must be achieved from each of the key subject groups: Diversity (**A**), Healthy Lifestyles (**B**), Personal Identities (**C**), Relationships (**D**) and Risk (**E**). Any remaining credits can be taken from any part of the qualification. Units with the same titles at different levels are barred. A minimum of 8 credits must be achieved at the level of the qualification.

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

Unit Reference Number	Unit Title		Level	Credit Value	GLH
L/503/0962	<a href="#">Beliefs and Values</a>	<b>A</b>	One	1	9
R/503/0963	<a href="#">Beliefs and Values</a>	<b>A</b>	Two	1	8
F/600/7804	<a href="#">Valuing Equality and Diversity</a>	<b>A</b>	One	2	16
L/503/1013	<a href="#">Valuing Equality and Diversity</a>	<b>A</b>	Two	2	16
T/503/0969	<a href="#">Drugs and Substance Misuse</a>	<b>B</b>	One	1	9
K/503/0970	<a href="#">Drugs and Substance Misuse</a>	<b>B</b>	Two	1	8
A/503/0973	<a href="#">Healthy Lifestyles</a>	<b>B</b>	One	2	18
F/503/0974	<a href="#">Healthy Lifestyles</a>	<b>B</b>	Two	2	16
A/503/0990	<a href="#">Sex and Relationships</a>	<b>B</b>	One	2	18
F/503/0991	<a href="#">Sex and Relationships</a>	<b>B</b>	Two	2	16
Y/503/0995	<a href="#">Understanding Body Image</a>	<b>B</b>	One	1	9
D/503/0996	<a href="#">Understanding Body Image</a>	<b>B</b>	Two	1	8
H/503/0997	<a href="#">Understanding Eating Disorders</a>	<b>B</b>	One	1	9
M/503/0999	<a href="#">Understanding Eating Disorders</a>	<b>B</b>	Two	1	8
J/503/1012	<a href="#">Understanding Stress</a>	<b>B</b>	One	1	9
R/503/1546	<a href="#">Understanding Stress</a>	<b>B</b>	Two	1	8
Y/503/0964	<a href="#">Developing Assertiveness</a>	<b>C</b>	One	1	9
H/503/0966	<a href="#">Developing Assertiveness</a>	<b>C</b>	Two	1	8
K/503/0967	<a href="#">Developing Confidence and Self-Esteem</a>	<b>C</b>	One	1	9
M/503/0968	<a href="#">Developing Confidence and Self-Esteem</a>	<b>C</b>	Two	1	8
M/503/0971	<a href="#">Enrichment Activity – Personal Well-Being</a>	<b>C</b>	One	1	9
T/503/0972	<a href="#">Enrichment Activity – Personal Well-Being</a>	<b>C</b>	Two	1	8
Y/503/0978	<a href="#">Interpersonal Communication Skills</a>	<b>C</b>	One	1	9
D/503/0979	<a href="#">Interpersonal Communication Skills</a>	<b>C</b>	Two	1	8
H/503/0983	<a href="#">Personal Identity and Self-Esteem</a>	<b>C</b>	One	1	9
K/503/0984	<a href="#">Personal Identity and Self-Esteem</a>	<b>C</b>	Two	1	8

K/503/1004	<a href="#">Understanding Motivation</a>	<u>C</u>	One	1	9
M/503/100	<a href="#">Understanding Motivation</a>	<u>C</u>	Two	1	8
J/503/0975	<a href="#">Individual Rights and Responsibilities in Society</a>	<u>D</u>	One	1	9
L/503/0976	<a href="#">Individual Rights and Responsibilities in Society</a>	<u>D</u>	Two	1	8
J/503/0989	<a href="#">Recognising and Dealing with Bullying</a>	<u>D</u>	One	2	18
L/504/8684	<a href="#">Dealing with Bullying</a>	<u>D</u>	Two	2	16
J/503/0992	<a href="#">Teamwork Skills</a>	<u>D</u>	One	2	18
L/503/0993	<a href="#">Teamwork Skills</a>	<u>D</u>	Two	2	16
R/503/1000	<a href="#">Understanding Feelings and Emotions</a>	<u>D</u>	One	1	9
H/503/1003	<a href="#">Understanding Feelings and Emotions</a>	<u>D</u>	Two	1	8
A/503/1007	<a href="#">Understanding Relationships</a>	<u>D</u>	One	2	18
J/503/1009	<a href="#">Understanding Relationships</a>	<u>D</u>	Two	2	16
Y/503/0981	<a href="#">Making Decisions</a>	<u>E</u>	One	1	9
D/503/0982	<a href="#">Making Decisions</a>	<u>E</u>	Two	1	8
A/503/1010	<a href="#">Understanding Risk</a>	<u>E</u>	One	1	9
F/503/1011	<a href="#">Understanding Risk</a>	<u>E</u>	Two	1	8

## Unit Format

### Unit Title

The unit title will appear on the learner's certificate of achievement.

### Unit Credit Value

When a learner achieves a unit, they gain the specified number of credits.

### Unit Level

All units and qualifications within the have a level assigned to them. There are nine levels of achievement, from Entry to Level 8 (see [Appendix 2: Level Descriptors](#)).

### Unit Guided Learning Hours

The number of Tutor-led contact hours required to support learner achievement of the unit.



**Ofqual Unit Reference Number**

Each unit is assigned a unit code that appears with the unit title on Ofqual's Register of Regulated Qualifications.

**Unit Review Date**

The unit will be reviewed by this date. Any amendments will be notified to centres.

**Unit Sector**

This is the subject sector area of the unit.

**Unit Summary**

This gives a summary of what the unit aims to do. It provides a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit.

**Learning Outcomes**

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

**Assessment Criteria**

The assessment criteria specify the standard for which a learner must provide evidence in order to achieve the learning outcome. Additional guidance is available under the 'Assessment Guidance' section of the unit if any part of the Learning Outcomes and Assessment Criteria are in bold.

**Assessment Guidance**

This section provides additional guidance related to the unit to support Tutors and Assessors. This section gives information about the assessment evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.

**Delivery Requirements**

This sets out if there are any specialist resources needed for the delivery of this unit.

**Evidence Requirements**

This sets out if evidence of practical ability must be demonstrated and evidenced for the achievement of this unit.

# Section 3

## Assessment and Quality Assurance

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## 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) or above
  - Level 3 Education and Training 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
  - Level 3 Certificate in Assessing Vocational Achievement
  - A1 Assess Candidate Performance using a Range of Methods
  - D32 Assess Candidate Performance and D33 Assess Candidate using Differing Sources of Evidence
- **Internal Verifiers (IV)** 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
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
  - V1 Conduct Internal Quality Assurance of the Assessment Process
  - D34 Internally Verify the Assessment Process

#### How 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 learners to ensure that they are fit for purpose
- Learners are assessed at your 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, please 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 1 - 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 may be assessed by direct observation of performance and 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, each individual learner must clearly be identified.

### 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

Details of the topic/task must be set and provided. 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 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 2: 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. AIM Awards provide Record of Learner Achievement Forms as Word documents on our website alongside each individual unit. You may use these pre-filled forms or your centre's forms, but the achievement of each assessment criteria must be clearly evidenced and mapped to the assessment criteria of the unit.

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 (see Section 4: Operational Guidance).

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 the internal verification 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, Record of Learner Achievement Forms (or any other mapping documents), feedback to learners and 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

Mapped to Ofqual General Conditions of Recognition H5.2

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.

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# Section 4 Operational Guidance

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## Section 4

### Operational Guidance

#### Offering the Qualification

Centres wishing to offer this qualification must be an AIM Awards recognised centre. New centres can apply to become a centre using the **Centre Recognition Application Process** on our website or by 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 Request on the AIM Awards website. Some qualifications require that centres have specific resources in place and/or that their Assessors/ Internal Verifiers hold certain qualifications. Where this is the case, centres must provide evidence of resources/staff qualifications when completing the Qualification Approval Request.

#### 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 if centre fees have not been paid.

#### Registration and Certification

Once your centre has approval to offer a qualification, you 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.



# Section 5 Appendices

EXPIRED

EXPIRED

# APPENDIX 1

## 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

Analyse	Identify separate factors, show how they are related and how each one contributes to the whole
Appraise	Consider the positive and negative points and give a reasoned judgement
Assess	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
Comment critically	Give a view after consideration of all the evidence. In particular decide the importance of all the relevant positive and negative aspects
Compare/Contrast	Using the main factors that apply in two or more situations unpick the similarities and differences or advantages and disadvantages
Define	Make clear what a particular term means and give an example, if appropriate, to show what is meant
Demonstrate	Show by example
Describe	Give a clear overview that includes all the relevant features – 'painting a picture with words'

Design	Create a plan, proposal or brief to illustrate a concept or idea
Discuss	Take part in a conversation about a topic
Draw conclusions	Use the evidence provided to reach a reasoned judgement
Evaluate	Decide the degree to which a statement is true or the importance or value of something by reviewing the information.
Explain	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'
Identify	Pin point or choose the right one or give a list of the main features
Illustrate	Include examples, a diagram, pictures or photographs to show what is meant
Interpret	Give the meaning of something
List	Provide the information in a list, rather than in continuous writing
Outline	Give a brief overview
Plan	Work out and decide how to carry out a task or activity
Select	Choose from a given range
State	Give a clear but brief account
Summarise	Write or articulate briefly the main points or essential features



# APPENDIX 2

# LEVEL DESCRIPTORS



Ref: Annex E of the Regulatory arrangements for the Qualifications and Credit Framework

## Qualifications and Credit Framework: Level Descriptors

	Summary	Knowledge and Understanding	Application and action	Autonomy and accountability
<b>Entry Level</b>	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			
	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.	Use knowledge or understanding to carry out simple, familiar activities  Know the steps needed to complete simple activities	Carry out simple, familiar tasks and activities  Follow instructions or use rehearsed steps to complete tasks and activities	With appropriate guidance begin to take some responsibility for the out-comes of simple activities  Actively participate in simple and familiar activities
	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	Use knowledge or understanding to carry out structured tasks and activities in familiar contexts.  Know and understand the steps needed to complete structured tasks and activities in familiar contexts	Carry out structured tasks and activities in familiar contexts  Be aware of the consequences of actions for self and others	With appropriate guidance take responsibility for the outcomes of structured activities  Actively participate in activities in familiar contexts



	Summary	Knowledge and Understanding	Application and action	Autonomy and accountability
<b>Level 1</b>	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.	<p>Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks.</p> <p>Be aware of information relevant to the area of study or work</p>	<p>Complete well-defined routine tasks.</p> <p>Use relevant skills and procedures</p> <p>Select and use relevant information</p> <p>Identify whether actions have been effective.</p>	Take responsibility for completing tasks and procedures subject to direction or guidance as needed

	Summary	Knowledge and Understanding	Application and action	Autonomy and accountability
<b>Level 2</b>	Achievement at level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straight-forward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.	<p>Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems</p> <p>Interpret relevant information and ideas.</p> <p>Be aware of the types of information that are relevant to the area of study or work</p>	<p>Complete well-defined, generally routine tasks and address straightforward problems.</p> <p>Select and use relevant skills and procedures.</p> <p>Identify, gather and use relevant information to inform actions.</p> <p>Identify how effective actions have been.</p>	<p>Take responsibility for completing tasks and procedures</p> <p>Exercise autonomy and judgement subject to overall direction or guidance</p>

	Summary	Knowledge and Understanding	Application and action	Autonomy and accountability
<b>Level 3</b>	Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.	<p>Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine</p> <p>Interpret and evaluate relevant information and ideas</p> <p>Be aware of the nature of the area of study or work</p> <p>Have awareness of different perspectives or approaches within the area of study or work</p>	<p>Address problems that, while well defined, may be complex and non-routine</p> <p>Identify, select and use appropriate skills, methods and procedures</p> <p>Use appropriate investigation to inform actions</p> <p>Review how effective methods and actions have been</p>	<p>Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others</p> <p>Exercise autonomy and judgement within limited parameters</p>



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