

# AIM Qualifications Level 1 Award in Behaviour Change Specification

**600/2592/X**

VERSION 4 MAY 2022



## Document version history

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# Contents

<b>About us</b> .....	<b>1</b>
Qualification specification for Level 1 Award in Behaviour Change.....	1
About this qualification specification .....	1
Offering this qualification.....	1
<b>Section 1 – Qualification overview</b> .....	<b>2</b>
About this qualification .....	3
Qualification details .....	3
Regulated Qualification Framework (RQF).....	4
Total Qualification Time (TQT) and Guided Learning Hours (GLH).....	4
Progression opportunities .....	4
Entry requirements .....	4
Resource requirements .....	5
Requirements to deliver this Qualification .....	5
<b>Section 2 – Qualification structure</b> .....	<b>6</b>
Qualification structure and components .....	7
Level descriptors .....	7
<b>Section 3 – Assessment</b> .....	<b>8</b>
How this qualification is assessed.....	9
Reasonable adjustment and special considerations.....	9
<b>Section 4 – Operational guidance</b> .....	<b>10</b>
Offering this qualification.....	11
Approval to offer qualifications .....	11
Registration and certification .....	11
<b>Section 5 – Appendices and links</b> .....	<b>12</b>
Link 1 - AIM Centre handbooks and forms.....	13
Link 2 - AIM Qualifications: Assessment Handbook .....	13

Link 3 - Fees and Charges .....13  
Link 4 - Qualification Search .....13  
Command verbs .....14

# About us

## Qualification specification for Level 1 Award in Behaviour Change

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

AIM qualifications cover a range of academic levels from Entry Level to Level 6 across a wide range of subject areas. All our UK Level 3 qualifications carry UCAS tariff points which can count towards university entry requirements.

## About this qualification specification

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

## Offering this qualification

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

You can arrange a meeting by emailing [businessdevelopment@aimgroup.org.uk](mailto:businessdevelopment@aimgroup.org.uk) or calling [0333 034 8833](tel:03330348833). More information can be found on: [www.aim-group.org.uk/newcentre](http://www.aim-group.org.uk/newcentre)



**Section 1 – Qualification overview**



## About this qualification

The AIM Qualifications Level 1 Award in Behaviour Change is primarily aimed at learners who have displayed or those in danger of displaying anti-social and/or criminal behaviour.

Learners will be required to reflect on their past to try and understand and begin to change their behaviours. They will develop an understanding of the effect that crimes have on the victims, including physical, psychological and behavioural. Learners will also look at the characteristics of a bully and those being bullied, and how bullying can become a crime.

The flexible nature of the qualification allows personalised programmes to be put together to fit the needs of a wide range of learners. The optional components allows learners to reflect on the impact or cause of their crimes and to become aware of the potential hurdles they will need to overcome in order to change their lifestyles and to reduce the potential of re-offending. Learners will have the opportunity to look at ways to manage anger and aggression, the consequences of drug trafficking and their own relationships and health in order to set personal goals.

## Qualification details

AIM Qualifications Level 1 Award in Behaviour Change	
Qualification	Foundation
Assessment	Internally set, internally marked and externally verified portfolio of evidence
Grading	There is no grading for this qualification
Geographical coverage	England, Wales, Northern Ireland
Operational start date	01/08/2011
Review date	31/12/2023
Sector	14.1 Foundations for Learning and Life
Qualification number	600/2592/X
Guided Learning Hours (GLH)	54
Total Qualification Time (TQT)	60
Minimum learner age	16+
Rules of combination	Learners must achieve the mandatory component and one of the chosen components.

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### Level 1 Award in Behaviour Change

[www.aimgroup.org.uk/qualifications](http://www.aimgroup.org.uk/qualifications)  
0333 034 8833

## Regulated Qualification Framework (RQF)

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

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

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

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

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

## Progression opportunities

This qualification provides learners with the knowledge and skills in order to change their lifestyles and to reduce the potential of offending and/or re-offending. On completion of the qualification, learners are therefore better placed to take up employment opportunities or to progress onto vocational qualifications within a learning environment.

## Entry requirements

It is recommended that learners have a minimum of Level 2 literacy and numeracy skills or Grade 4/C GCSE English and Maths, or equivalent.

## Resource requirements

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

## Requirements to deliver this Qualification

As an Awarding Organisation, we require that:

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

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

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

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

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

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



## **Section 2 – Qualification structure**



## Qualification structure and components

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

Rules of combination for:		Level 1 Award in Behaviour Change	
Learners must achieve the mandatory component and one of the chosen components.			
Component code	Component title	Level	GLH
<b>Mandatory</b>			
Y/503/3945	<a href="#">Behaviour Change: Understanding the Victim</a>	One	27
<b>Optional</b>			
L/503/3943	<a href="#">Behaviour Change: Understanding the Consequences of Drug Trafficking</a>	One	27
R/503/3944	<a href="#">Behaviour Change: Understanding and Managing Anger and Aggression</a>	One	27
J/503/3942	<a href="#">Behaviour Change through Creating Music with Others</a>	One	27
F/503/3941	<a href="#">Behaviour Change: Drugs Awareness through Sports</a>	One	27
H/504/3345	<a href="#">Behaviour Change: Understanding Self</a>	One	27

## Level descriptors

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

Level	Knowledge descriptor	Skills descriptor
Level 1	Has basic factual knowledge of a subject and/or knowledge of facts, procedures and ideas to complete well-defined routine tasks and address simple problems; and Is aware of aspects of information relevant to the area of study or work.	Use basic cognitive and practical skills to complete well-defined routine tasks. Select and use relevant information. Identify whether actions have been effective.



## **Section 3 – Assessment**



## How this qualification is assessed

A summary of the assessment of each component is shown below. Guidance on our expectations is available in the [AIM Qualifications: Assessment Handbook](#).

## Reasonable adjustment and special considerations

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



## **Section 4 – Operational guidance**



## Offering this qualification

Centres wishing to offer this qualification must be an AIM recognised centre. New centres can apply to become a centre using the centre recognition application process on our website: [www.aim-group.org.uk](http://www.aim-group.org.uk).

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

## Approval to offer qualifications

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

## Registration and certification

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

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

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



## **Section 5 – Appendices and links**



## Appendices and links

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

### Useful links

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

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

Link 3 - [Fees and Charges](#)

Link 4 - [Qualification Search](#)

## Command verbs

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

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