

# AIM Qualifications Level 3 Award for Professionals Working in the Sexual Violence Sector Specification

**601/6148/6**

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## Document version history

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## Level 3 Award for Professionals Working in the Sexual Violence Sector

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

0333 034 8833

# About us

## Qualification specification for Level 3 Award for Professionals Working in the Sexual Violence Sector

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:0333 034 8833). 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

Level 3 Award for professionals Working in the Sexual Violence Sector equips staff and volunteers working in the sexual violence sector to work with clients requiring support after experiencing rape or sexual violence. This qualification is designed to enable individuals to increase knowledge of issues related to working with survivors of rape and sexual abuse; gain practical skills to support clients by telephone and face-to-face; learn about the legal system and how it relates to rape and sexual violence; consider equality and diversity issues relating to survivors of sexual violence; develop an awareness of coping strategies developed by survivors of sexual abuse.

## Qualification details

AIM Qualifications Level 3 Award in Professionals Working in the Sexual Violence Sector	
Qualification	Technical
Assessment	Portfolio of Evidence/Workbook.
Grading	Pass/Fail
Geographical coverage	England
Operational start date	01/05/2015
Review date	31/05/2027
Sector	1.3 Health and Social Care
Qualification number	601/6148/6
Guided Learning Hours (GLH)	63
Total Qualification Time (TQT)	70
Minimum learner age	18+
Rules of combination	Learners must achieve 7 credits from the unit list below. A maximum of 2 credits at level 2 may be achieved

## 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

On achievement of this qualification, learners may progress to jobs and careers in the sexual violence sector, as support workers or helpline workers in rape crisis centres or a centre supporting clients who have been sexually abused. Learners may progress onto further qualifications for Professionals Working in the Sexual Violence Sector offered by AIM Qualifications.

## 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.

Learners must be 18 or older to take this qualification.

## Requirements to deliver this Qualification

To offer this qualification, centres must ensure that tutors:

- Have completed the Rape Crisis England and Wales Train the Trainer programme and
- Hold a UK recognised teaching and/or assessing qualification and
- Have experience of working in the sexual violence sector.

Centres must also ensure that they have in place an Internal Quality Assurance person who:

- Holds or is working towards a Level 4 Award in Internal Quality Assurance of Assessment Processes and Practices or its equivalent
- Has substantial experience of working in or assessing qualifications in the Sexual Violence Sector

- Is familiar with the assessment requirements of the qualification for which they are the Internal Quality Assurer





## **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 3 Award for Professionals Working in the Sexual Violence Sector		
Learners must achieve 7 credits from the unit list below. A maximum of 2 credits at level 2 may be achieved				
Component code	Component title	Level	Credit	GLH
Optional				
F/507/3663	<a href="#">Advocacy Skills</a>	3	2	14
A/507/1877	<a href="#">Coping Strategies for Surviving Sexual Violence</a>	3	1	7
T/507/8567	<a href="#">Defining “Honour -based Violence” against Women and Girls</a>	3	1	7
F/507/1878	<a href="#">Demystifying Child Sexual Exploitation</a>	3	1	7
T/507/1893	<a href="#">Emotional and Societal Responses to Rape and Sexual Violence</a>	3	1	7
Y/507/3667	<a href="#">Engaging with Broadcast Media on Issues Relating to Rape and Sexual Violence</a>	3	1	7
H/507/3669	<a href="#">Feminist Theory in Practice</a>	3	1	7
M/507/3674	<a href="#">Health and Safety in the Workplace</a>	3	2	14
K/507/1891	<a href="#">Impact of Childhood Sexual Abuse</a>	3	1	7
H/507/1890	<a href="#">Listening and Response Skills for Supporting Survivors of Rape and Sexual Violence</a>	3	2	14
F/507/3677	<a href="#">Media Issues around Rape and Sexual Violence</a>	3	2	14
T/507/8570	<a href="#">Objectification of Women</a>	3	1	7
F/507/3680	<a href="#">Peer Mentoring Skills for Rape Crisis Professionals</a>	3	2	14
A/507/8571	<a href="#">Rape and Sexual Violence as a Weapon of War</a>	3	2	14
M/507/1889	<a href="#">Rape and the Legal System</a>	3	1	7
M/507/3688	<a href="#">Rape Crisis England and Wales Approved Trainer Training</a>	3	4	32
R/507/8558	<a href="#">Reflective Practice</a>	3	1	7
A/507/3693	<a href="#">Responding to a Disclosure of Rape and Sexual Violence</a>	3	2	14
Y/507/3698	<a href="#">Selecting and Recruiting for Rape Crisis England and Wales</a>	3	2	14
Y/507/8559	<a href="#">Self-Care for Stress Management</a>	3	1	7
R/507/3702	<a href="#">Sexual Violence against Men and Boys</a>	3	1	7
L/507/1897	<a href="#">Sexual Violence Against Women and the Role of the Rape Crisis Movement</a>	3	1	7

### Level 3 Award for Professionals Working in the Sexual Violence Sector

[www.aimgroup.org.uk/qualifications](http://www.aimgroup.org.uk/qualifications)  
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**Rules of combination for:****Level 3 Award for Professionals Working in the Sexual Violence Sector**

Learners must achieve 7 credits from the unit list below. A maximum of 2 credits at level 2 may be achieved

Component code	Component title	Level	Credit	GLH
F/507/8572	<u>Sexual Violence against Young People and Adolescents</u>	3	1	7
J/507/8587	<u>Sexual Violence and Prostitution</u>	3	1	7
K/507/8565	<u>Supporting Black, Asian, Minority Ethnic and Refugee Women and Girls who are Survivors of Sexual Violence</u>	3	1	7
R/507/8589	<u>Supporting Disabled Survivors of Sexual Violence</u>	3	1	7
J/507/8590	<u>Supporting Lesbian, Gay, Bisexual and Queer Women Survivors of Sexual Violence</u>	3	1	7
L/507/1883	<u>Supporting Survivors of Rape and Sexual Violence</u>	3	2	14
Y/507/3703	<u>Supporting Survivors of Sexual Violence via Email</u>	3	1	7
Y/507/8593	<u>Supporting Survivors to Explore Suicidal Feelings</u>	3	1	7
D/507/8594	<u>Supporting Trans and Non- binary Survivors of Sexual Violence</u>	3	1	7
L/507/8591	<u>Supporting Women and Girls affected by Female Genital Mutilation (FGM)</u>	3	1	7
R/507/8592	<u>Supporting Women and Girls affected by Forced Marriage</u>	3	1	7
L/507/8588	<u>Supporting Women who are Refugee and Asylum-Seeking Survivors of Sexual Violence</u>	3	1	7
M/507/8597	<u>Understanding Violence against Women and Girls</u>	3	1	7
J/507/1882	<u>Working with Survivors of Abuse Related to Faith or Belief</u>	3	1	7
K/507/1888	<u>Safeguarding Adults</u>	2	2	16
Y/507/1885	<u>Safeguarding Children</u>	2	2	16

## 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 3	<p>Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks that while well-defined, may be complex and non-routine.</p> <p>Can interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of the area of study or work.</p> <p>Is aware of different perspectives or approaches within the area of study or work.</p>	<p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>



## **Section 3 – Assessment**



## How this qualification is assessed

### Internal Assessment by Portfolio of Evidence

Where the assessment method for the qualification is by internally set assessments (Portfolio of Evidence), then centres are free to devise their own assessments for the qualification/unit.

- All assessments should be designed in such a way as to minimise the requirement for Reasonable Adjustments to be made.
- Centre devised assessments must allow learners to meet all of the requirements of the assessment criteria for each unit. Assessments must not require learners to produce evidence above and beyond that stipulated in the Assessment Criteria.
- Centres must then have these assessments approved by their IQA.

When devising assessments, centres may choose from a range of assessment methods but where assessment guidance is provided within a unit this must be adhered to unless otherwise agreed with Aim Qualifications.

Assessment methods must be valid, fair, reliable and safe leading to authentic, sufficient and current evidence produced by the candidate.

Holistic assessment is good practice wherever possible and permitted by the assessment strategy for the qualification if this exists.

Other guidance and sample documentation is available to recognised centres covering: planning assessment; recording achievement; planning, carrying out and documenting IQA.

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 2	
<b>Assess</b>	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something and come to a conclusion where needed.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase or process.
<b>Demonstrate</b>	Apply skills in a practical situation.
<b>Describe</b>	Write or speak about the topic or activity giving information. Statements in the response need to be developed as they are often linked but do not need to include a justification or reason.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge or experience.
<b>Explain</b>	Make clear. Give reasons for. An explanation requires a justification/exemplification of a point. The answer must contain some element of reasoning/justification, this can include mathematical/logical explanations.
<b>Evaluate</b>	Examine strengths and weaknesses. Make points for and against.
<b>Give (an example of...)</b>	Provide relevant examples for the topic.
<b>Identify</b>	Provide brief information about a subject, specific process, or activity.
<b>Illustrate</b>	Give clear information or descriptions with examples (e.g. spoken, written, pictures, diagrams etc).
<b>Order</b>	Place information in a logical sequence.
<b>Outline</b>	Identify or briefly describe the main points.
<b>State</b>	Give the main points in brief, clear sentences.
<b>Summarise</b>	Briefly present an abstract of the main points.

### Level 3

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

### All levels

#### Calculate

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