

AIM Qualifications Level 4 Award in Work with Parents (Intense Support for Families with Complex Needs) Specification

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Level 4 Award in Work with Parents (Intense Support for Families with Complex Needs)

www.aimgroup.org.uk/qualifications

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About us

Qualification specification for Level 4 Award in Work with Parents (Intense Support for Families with Complex Needs)

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.

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 or calling [0333 034 8833](tel:0333 034 8833). More information can be found on: www.aim-group.org.uk/newcentre



Section 1 – Qualification overview



Purpose of this qualification

The AIM Qualifications Level 4 Award in Work with Parents (Intense Support for Families with Complex needs) provides learners with the knowledge and awareness of issues experienced by families with complex needs. This qualification offers learners the opportunity to gain practical skills to complete assessments, prepare support plans and offer family feedback.

This qualification can be used flexibly to meet learner needs. Depending on the context of the learning and the needs of each individual learner, the qualification can:

- prepare individuals to progress to a qualification in the same subject area but at a higher level or requiring more specific knowledge, skills and understanding;
- prepare learners for employment;
- support a role in the workplace;
- encourage engagement in learning.

This qualification has been designed to enable learners to:

- build relationships with parents;
- know the impact of complex and multiple needs in families;
- know interventions to work with families with multiple and complex needs;
- reduce anti-social behaviour;
- prevent anti-social behaviour.

It is a requirement that assessment of this qualification is conducted in English.

The AIM Qualifications Level 4 Award in Work with Parents (Intense Support for Families with Complex Needs) is accredited by Ofqual.

Qualification details

AIM Qualifications Level 4 Award in Work with Parents (Intense Support for Families with Complex Needs)	
Qualification	Occupational
Assessment	Portfolio of evidence
Grading	Pass/fail
Geographical coverage	England
Operational start date	01/07/2017
Review date	31/05/2027
Sector	1.3 Health and social care
Qualification number	603/1878/8
Guided Learning Hours (GLH)	76
Total Qualification Time (TQT)	120
Minimum learner age	18+
Rules of combination	Learners must achieve the mandatory components to achieve this qualification.

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 can be used flexibly to meet learner needs. Depending on the context of the learning and the needs of each individual learner, the qualification can:

- prepare individuals to progress to a qualification in the same subject area but at a higher level or requiring more specific knowledge, skills and understanding;
- prepare learners for employment;
- support a role in the workplace;
- encourage engagement in learning.

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.

Requirements to deliver this Qualification

AIM Qualifications provide all of our centres with on-going support and advice on the use of AIM Qualifications units and qualifications, including the requirements for assessment.

Each centre should identify a centre contact who will be responsible for AIM Qualifications provision within the centre.

The centre contact must ensure all procedures relating to the delivery of the qualification operate effectively in the centre.

The centre contact is the person responsible for confirming and ensuring that the centre meets all the AIM Qualifications requirements for centre recognition.

The centre contact is responsible for ensuring all relevant AIM Qualifications documentation is distributed as required within the centre and that the security requirements for external assessment are adhered to, where applicable.



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 4 Award in Work with Parents (Intense Support for Families with Complex Needs)		
Learners must achieve the mandatory components to achieve this qualification.				
Component code	Component title	Level	Credit	GLH
Mandatory				
K/615/7521	Build and Maintain Relationships in Work with Parents	4	6	36
R/615/7528	Understand Persistent and Proactive Intervention when Working with Families with Multiple and Complex Needs	4	4	28
R/615/7531	Work with Families with Complex and Multiple Needs to Reduce and Prevent Anti-social Behaviour	4	2	12

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 4	<p>Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.</p> <p>Can analyse, interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of approximate scope of the area of study or work.</p>	<p>Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined.</p> <p>Review the effectiveness and appropriateness of methods, actions and results.</p>



Section 3 – Assessment



How this qualification is assessed

Guidance on our expectations is available in the [AIM Qualifications: Assessment Handbook](#).

This qualification requires achievement of the specified units with no further requirements for additional/summative assessment. Achievement is therefore determined by successful completion of unit assessment. Additional assessment guidance can be found on each unit specification where required under the heading Assessment Guidance. The assessment process is as follows:

- Assessments are internally set against the requirements detailed in the assessment criteria of the unit, and approved by the Internal Quality Assurer (IQA).
- Assessments are internally set and approved at the centre by assessors, against the requirements detailed in the assessment criteria of the unit.
- The learners are assessed internally at the centre, using the assessments set.
- The resulting portfolios of assessed evidence are internally quality assured by an Internal Quality Assurer (IQA) at the centre.

Assessment methods

When delivering AIM Qualifications units and qualifications, centres may choose from a range of assessment methods. It is important that the most effective and appropriate methods are selected. We therefore strongly advise that all those involved in assessment and internal quality assurance of this qualification refer to the AIM Qualifications Centre Handbook and our Assessment Methods publication. These provide guidance on the range of assessment methods available and the types of evidence appropriate for each. These publications are available on our website.

It is important when devising assessments to differentiate between the assessment method (what the learner is asked to do) and the evidence (what the learner produces).

When designing any assessment method, tutors or assessors will need to consider the presentation of the assessment task to the learner to make it fair and accessible. Tutors or assessors may also need to consider arrangements for learners with particular learning difficulties and will need to be aware of AIM Qualifications' policy on reasonable adjustments.

All proposed assessment tasks must be checked and confirmed as appropriate, fair, valid and reliable by an appropriately qualified and experienced Internal Quality Assurer (IQA) before being issued to learners.

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.

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 4	
Analyse	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.
Assess	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.
Critically analyse	As analyse in addition Learners make a judgement about the quality of evidence and include when it can and can't support the argument.
Compare and Contrast	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.
Create	To produce work in response to a brief or to apply skills and techniques to meet an intention.
Demonstrate	Learners' work or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	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.
Discuss	Explore issues, lines of reasoning and situations, articulating different viewpoints.
Estimate	Give an approximate decision or opinion using previous knowledge or experience.
Evaluate	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.
Explain	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.
Justify	Learners are able to give reasons or evidence to support an opinion or prove something right or reasonable.
Outline	Learners provide a general description or plan showing the essential features of something but not the detail.
Summarise	Briefly present an abstract of the main points.
Implement	Learners can put (a decision, plan, agreement, etc.) into effect.

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