

# AIM Qualifications Level 2 Certificate in Counselling Skills Specification

**603/3985/8**

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# Document version history

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# Contents

<b>About us.....</b>	<b>1</b>
Qualification specification for Level 2 Certificate in Counselling Skills.....	1
About this qualification specification .....	1
Offering this qualification.....	1
<b>Section 1 – Qualification overview.....</b>	<b>2</b>
Purpose of this qualification.....	3
Qualification details .....	4
Regulated Qualification Framework (RQF).....	4
Total Qualification Time (TQT) and Guided Learning Hours (GLH).....	4
Progression opportunities .....	5
Entry requirements .....	5
Resource requirements .....	5
Requirements to deliver this Qualification .....	5
<b>Section 2 – Qualification structure.....</b>	<b>7</b>
Qualification structure and components .....	8
Level descriptors .....	8
<b>Section 3 – Assessment.....</b>	<b>9</b>
How this qualification is assessed.....	10
Assessment: Written assignment - The Key Fundamental Concepts of Counselling .....	12
Assessment: Role play.....	13
Assessment: Professional discussion - Confidentiality and Safeguarding in Counselling.....	16
Assessment: Written examination - Introduction to Counselling Theory .....	17
Assessment: Journal.....	18
Recognition of Prior Learning (RPL) .....	19
Reasonable adjustment and special considerations.....	19
Invigilation ( <i>Externally assessed components only</i> ).....	19
<b>Section 4 – Operational guidance .....</b>	<b>21</b>
Offering this qualification.....	22

## Level 2 Certificate in Counselling Skills

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Approval to offer qualifications .....	22
Registration and certification .....	22
Externally marked examinations .....	23
<b>Section 5 – Appendices and links .....</b>	<b>25</b>
Link 1 - AIM Centre handbooks and forms .....	26
Link 2 - AIM Qualifications: Assessment Handbook .....	26
Link 3 - Fees and Charges .....	26
Link 4 - Qualification Search .....	26
Command verbs .....	27

# About us

## Qualification specification for Level 2 Certificate in Counselling Skills

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](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**

## Purpose of this qualification

The AIM Qualifications Level 2 Certificate in Counselling Skills is designed to provide learners with a comprehensive introduction to a range of counselling skills. Learners will develop their knowledge of the counselling profession, looking at the role of professional frameworks/codes of conduct and the core personal qualities that enable competent counsellors.

Learners are introduced to the roots of counselling theory and how theory underpins counselling skills. This qualification provides a rudimentary understanding of the three main areas of counselling theory and how they can relate to counselling practice.

Learners will also begin to develop their practical skills in developing, maintaining and concluding a basic counselling session, providing them with the skills, knowledge and understanding of practice within the boundaries of an ethical framework.

Learners have the opportunity to acquire counselling skills in one of a choice of four contexts and are applicable to a wide variety of helping and supporting roles:

- Introduction to Counselling in the Workplace
- Introduction to Working with Trauma
- Introduction to Working with Grief and Loss
- Introduction to Working with Children and Young People

This qualification is aimed at those who may have little or no experience in the subject and it does not lead directly to an employed role. However, it has been designed as a step in the ladder for professional development for aspiring and practising counsellors.

The AIM suite of counselling qualifications are available from Level 2 to Level 6 and are available for learners at different stages of their careers in counselling. The suite has been designed taking into account professional counselling bodies' requirements for the accreditation of counsellors and is structured to ensure their requirements in terms of guided learning hours and practicum are covered.

Our qualifications to support a career in counselling are:

- AIM Qualifications Level 2 Award in Introduction to Counselling Skills
- AIM Qualifications Level 2 Certificate in Counselling Skills
- AIM Qualifications Level 3 Certificate in Counselling
- AIM Qualifications Level 4 Diploma in Counselling Practice

## Qualification details

AIM Qualifications Level 2 Certificate in Counselling Skills	
Qualification	Professional
Assessment	Externally set, internally marked and externally verified assessment tasks
Grading	Pass/Fail
Geographical coverage	England, Wales and Northern Ireland
Operational start date	1st August 2019
Review date	31st July 2024
Sector	1.3 Health and Social Care
Qualification number	603/3985/8
Guided Learning Hours (GLH)	75
Total Qualification Time (TQT)	122
Minimum learner age	16
Rules of combination	Learners must achieve three mandatory components and a minimum of one optional component 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 has been designed as a step in the ladder for professional development for aspiring and practising counsellors. Learners may progress onto the AIM Qualifications Level 3 Certificate in Counselling.

## Entry requirements

There are no specific learner entry requirements for this qualification.

## Resource requirements

The required and recommended reading lists are detailed on the individual components.

Rooms available for this qualification will be appropriate to the teaching of the individual components and the practising of the developing skills. For the purpose of practising skills in triads, it is expected that rooms will provide the essential privacy needed for such practical sessions.

## Requirements to deliver this Qualification

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 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

### Level 2 Certificate in Counselling Skills

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In addition, Assessors must hold a counselling qualification at Level 2 or above.

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

In addition, Internal Verifiers must hold a counselling qualification at Level 2 or above.



## **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 2 Certificate in Counselling Skills	
Learners must achieve three mandatory components and a minimum of one optional component to achieve this qualification.			
Component code	Component title	Level	GLH
Mandatory			
M/617/4238	<a href="#">The Fundamentals of Counselling</a>	Two	15
R/617/4233	<a href="#">Introduction to Counselling Skills</a>	Two	15
Y/617/4234	<a href="#">Introduction to Counselling Theory</a>	Two	15
Optional			
L/617/4232	<a href="#">Introduction to Counselling in the Workplace</a>	Two	30
D/617/4235	<a href="#">Introduction to Working with Children and Young People</a>	Two	30
H/617/4236	<a href="#">Introduction to Working with Grief and Loss</a>	Two	30
K/617/4237	<a href="#">Introduction to Working with Trauma</a>	Two	30

## 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 2	<p>Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straight-forward problems.</p> <p>Can interpret relevant information and ideas.</p> <p>Is aware of a range of information that is relevant to the area of study or work.</p>	<p>Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems.</p> <p>Identify, gather and use relevant information to inform actions.</p> <p>Identify how effective actions have been.</p>



## **Section 3 – Assessment**



## How this qualification is assessed

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

Assessment method	Overview
Written assignment	<b>Externally set, internally marked, externally verified.</b> Tests the learner's knowledge of the fundamentals of counselling through a written assignment.
Role play	<b>Externally set, internally marked, externally verified.</b> Takes place towards the end of the scheme of work, after the teaching of counselling skills are completed. Learners are trained and assessed in three roles (counsellor, client and observer).
Professional discussion	<b>Externally set, internally marked, externally verified.</b> Gives the learners an opportunity to demonstrate an understanding of confidentiality in counselling and knowledge about safeguarding as applied to counselling practice.
Written examination	<b>Externally set, externally marked written examination.</b> The examination will consist of questions that cover the roots of counselling theory and how theory underpins counselling skills. It examines learners' rudimentary understanding of the three main areas of counselling theory and how they can relate to counselling practice.
Journal	<b>Externally set, internally marked, externally verified.</b> Learners will reflect on content learned in a particular specialist area following on from teaching sessions and role plays with the aim of introducing reflective practice.

This section should be read in parallel with this qualification's assignment briefs and mark schemes which contain in depth information on the planning, delivery and assessment of the assessments.

Internally marked assessments are to be based on the assignment briefs provided by AIM. Where specified on the brief these may be contextualised by the centre, for example centres may choose to incorporate industry set scenarios. Centres must take a best practice approach, where appropriate, to the assessment such that learners are assessed in a real or realistic working environment.

AIM assignment briefs include marking templates for internal assessors to use to support consistent marking, feedback and evidence for quality assurance. All assessment decisions made by a centre will be externally quality assured by AIM.

A full mapping of components to assignments is available below.

Component title	Written assignment	Role play	Professional discussion	Written examination	Journal
<b>Mandatory</b>					
The Fundamentals of Counselling	Y				
Introduction to Counselling Skills		Y	Y		
Introduction to Counselling Theory				Y	
<b>Optional</b>					
Introduction to Counselling in the Workplace					Y
Introduction to Working with Children and Young People					Y
Introduction to Working with Grief and Loss					Y
Introduction to Working with Trauma					Y

## Assessment: Written assignment - The Key Fundamental Concepts of Counselling

*Please contact AIM for the full assessment brief.*

### Overview:

This assignment consists of externally set tasks (based on our brief), is internally marked, quality assured by centres and subject to external verification by AIM.

Centres must use the assignment brief and mark scheme set by AIM (see Appendix 2) and may contextualise it and set tasks to suit their learners.

Assessors should provide learners with constructive and useful feedback on the finished submission and this must be recorded on the mark sheet.

### Guidance:

The written assignment tests the learner's understanding of key fundamental concepts of counselling:

- What is counselling?
- The personal qualities of a counsellor
- Professional frameworks and codes of conduct
- Ethical use of counselling skills

The written assignments must be written in a formal style appropriate to the brief with:

- an introduction
- the main body of text
- a conclusion
- a list of references used



## Assessment: Role play

*Please contact AIM for the full assessment brief.*

### Overview:

This assignment consists of an externally set role play (based on our brief), is internally marked, quality assured by centres and subject to external verification by AIM.

Centres must use the assignment brief and mark scheme set by AIM (in Appendix 2) and may contextualise it and set tasks to suit their learners.

Assessors should provide learners with constructive and useful feedback on the finished submission and this must be recorded on the mark sheet.

### Guidance for assessment:

Learners will work in groups of three (triads) and will each be assessed in all three triad roles:

1. Counsellor
2. Client
3. Observer

This summative assessment should take place towards the end of the scheme of work, after the teaching of counselling skills are completed. Learners must be trained in the three roles and know the system well before any attempt is made to assess them. It is recommended that tutors/assessors carry out ongoing formative assessments to check progress made. The learner's ability to play roles is likely to vary considerably from learner to learner and it is important to keep in mind the objective is to assess counselling skills and not the learner's ability to act out a role.

### Role play guidelines

1. Sessions are organised in triads – counsellor, client and observer.
2. Each session should last 30 minutes in total. This is made up of 20 minutes of the actual role play “counselling” session and the feedback session which should last 10 minutes.
3. In the feedback session, the observer is the first to provide feedback on what they thought about the session; the beginning, middle, ending, timing, orientation, skills and therapeutic alliance.
4. Following this the counsellor offers their views of the role play – again with the help of the Tutor/ Assessor. Finally, the client (client) offers their views as they are the expert on what they have said.
5. The Tutor/Assessor will need to de-role at the conclusion of the session.

The feedback process is important as sometimes a learner may have underperformed in the session but can make up for this by their own awareness of this in the feedback session.

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### Level 2 Certificate in Counselling Skills

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### The recommended practical skills assessment procedure

1. Learners should be notified at least two weeks in advance of the dates and times when they will be required to attend the formal practical assessment
2. The centre will provide a number of alternative fictitious role briefs to be available on the day
3. The learners are assigned roles and their role responsibilities are explained
4. The learner with the client role chooses an appropriate role brief and is given at least 10 minutes to prepare before the session begins. The client must not communicate with the other two participants during this period. Learners are to be given the choice of at least two different scenarios to reduce the likelihood of them having to face personal issues
5. The observer learner plays no part in the simulated session other than to observe it from an appropriate unobtrusive position out of the line of sight of both client and counsellor, but from where both can be clearly seen and heard
6. The time boundary for the skills session is 20 minutes
7. The Assessor leads the 10 minute feedback session in which:
  - a. Firstly, the observer gives a verbal report to the counsellor
  - b. Secondly, the counsellor summarises the session
  - c. Thirdly, the client describes the experience
  - d. Finally, the Assessor formally de-roles each member of the triad
  - e. The Assessor completes the role play observation report for each learner, and completes the mark sheet for each learner.

### Guidance for assessors

The assessment methods outlined here are based on the assumptions that the learners being assessed have completed a course of study for the unit and:

- are experienced in the role play method and in all of the roles
- know by name the ethical principles that underpin counselling
- have been instructed in the management of risk to the health and safety of counsellors and clients
- can identify by name the specified range of basic counselling skills
- are able to explain the purpose of using each skill in a helping interaction.

Assessors may be observed by Internal Verifiers from the centre and/or AIM External Verifiers to confirm that assessment decisions are being reached appropriately.

## Guidance for learners participating in the practical assessment

To successfully complete and pass the practical assessment at Level 2, learners should have demonstrated a broad and developing knowledge of counselling skills and know how they should be used within a framework of ethical counselling. However, learners at Level 2 are not learners or trainees of counselling but only learners of counselling skills; therefore, no more than an emerging and basic level of competence to use counselling skills will be judged in the assessment process.

### Counsellor role

In this role, we expect learners:

- to make a reasonable attempt at demonstrating three key skills for rapport building
- to respond appropriately and ethically to the client's behaviour and apparent needs
- during the course of the session the client must show some awareness of the progress made towards establishing a helping relationship
- establish and keep within agreed boundaries
- make a conscious choice of counselling skills which are appropriate.

### Observer role

Observer learners are required to recognise key events during the process and provide feedback on the quality of the exchange between counsellor and client by identifying, and commenting on, the use of counselling

skills and to comment on the listener – client relationship. They will also be expected to identify the model of counselling being used, if any, and to comment on the beginning, middle and ending part of the session.

### Client role

The Assessor/Centre will provide the role play scenarios for the learner. The client must make every effort to play the role with honesty and integrity and to the best of his or her ability. The client will be consistent throughout and co-operate with the counsellor. The client must be referred in this role if he or she sets out to make the role more complex than is realistically expected, or if they seek to disrupt or mislead the counsellor.

## Assessment: Professional discussion - Confidentiality and Safeguarding in Counselling

*Please contact AIM for the full assessment brief.*

### Overview:

This discussion consists of externally set tasks (based on our brief), is internally marked, quality assured by centres and subject to external verification by AIM.

Centres must use the assignment brief and mark scheme set by AIM (in Appendix 2) and may contextualise it and set tasks to suit their learners.

Assessors should provide learners with constructive and useful feedback on the finished submission and this must be recorded on the mark sheet.

### Guidance:

The professional discussion will give learner's the opportunity to demonstrate their:

- Understanding of confidentiality in counselling
- Knowledge about safeguarding as applied to counselling practice

The professional discussion will be a 10-20 minute assessment to enable the learner to demonstrate their knowledge and understanding about confidentiality and safeguarding in counselling.

A professional discussion is a structured conversation. It is a two-way process and should feel open, fluid and dynamic so that the learner can offer insights, knowledge and input that is unprompted, but still captured by the Tutor/Assessor as an outcome of the discussion.

## Assessment: Written examination - Introduction to Counselling Theory

Type of assessment	Externally set and externally marked written examination. The examination will consist of questions that cover the roots of counselling theory and how theory underpins counselling skills. It examines learners' rudimentary understanding of the three main areas of counselling theory and how they can relate to counselling practice.
Availability (booking)	Two series: January, June. See the AIM website for specific dates and times.
Controls	Tasks are devised by AIM. The examination must take place under controlled examination conditions.  The examination is marked by AIM and results issued to centres.
Duration	1 hour
Component covered	Introduction to Counselling Theory
Sample assessment	Please contact AIM for the sample assessment.

## Assessment: Journal

*Please contact AIM for the full assessment brief.*

### Overview:

This assignment consists of an externally set journal (based on our brief), is internally marked, quality assured by centres and subject to external verification by AIM. Learners must complete a journal consisting of one entry per taught session which reflects on the content learned and introduces the concept of reflective practice.

Centres must use the assignment brief and mark scheme set by AIM (in Appendix 2) and may contextualise it and set tasks to suit their learners.

Assessors should provide learners with constructive and useful feedback on the finished submission and this must be recorded on the mark sheet.

### Guidance:

The journal is an important part of the learning and assessment process of this qualification as both a document recording what has been learned from teaching sessions and an introduction to reflective practice for the learner.

The requirement of writing word-limited reflective journal entries after every course session is good practice for counselling learners. At Level 2, it encourages them to work with a number of essential counselling related skills, such as active listening, observing and giving attention, self-awareness and summarising. In higher level courses, it demonstrates how they are beginning to practise the process of counselling – i.e. establishing

the therapeutic alliance, how they work through the ‘client’s presenting story’, and how they prepare for appropriate and meaningful endings. Journal writing also helps the learners to take more of the responsibility for their learning. It is important, therefore, that both learners and Tutors/Assessors understand that the journal is an important integrative part of the course.

For the purpose of assessment, the journal provides permanent and reliable records of each learner’s unique progress and achievement throughout the learning programme. It is, therefore, an ideal means of both formative and summative assessment.

### Marking learner work (internally marked work)

Learners must achieve the requisite number of components as specified in the rules of combination.

Summative feedback should be provided to learners and the completed mark sheets must be presented alongside the learner marked work for internal and external verification. If opportunities for Recognition of Prior Learning (RPL) have been identified, then the evidence to support the claim for RPL must be submitted along with a completed RPL form to the external verifier. This is available on the AIM website.

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## Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is a process of assessing and validating learning or achievement that has not been certificated or accredited previously towards the qualification being studied. The tutor or assessor should carry out an effective interview and initial assessment of learners to establish their previous qualifications and experience. Funding may be affected if a learner achieves more than 50% of the assessment through RPL.

Opportunities for recognition of prior learning can only be considered against internally assessed elements of this qualification.

Please refer to the AIM website for more information.

## 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.

## Invigilation

*(Externally assessed components only)*

Centres are responsible for appointing invigilators according to the 'Invigilation Guidance for AIM External Assessments' in Appendix 3. Centres must ensure that there are no conflicts of interest between the invigilator and learners by checking in advance of the examination (e.g. a relative of a learner, a teacher who has prepared learners for the examination being taken or there is a personal interest in the outcome of the assessment).

There must be at least one invigilator present per thirty learners. Where there are less than thirty learners and a sole invigilator, assistance must be available for the invigilator without them having to leave the room or disturb the learners.

All learners in the room must be able to be seen by an invigilator at all times.

In accordance with JCQ guidance, centres in the UK are allowed to start examinations by up to 30 minutes earlier than, or later than, the publishing starting time for the session, without the need to complete any paperwork.

Prior permission from an awarding body is not required. Where this policy is followed, to avoid any possible breach of security, late arriving candidates or early departing candidates must be supervised as if the specified starting time had been in place.

Invigilators must follow the instructions in Appendix 3 and have a copy of these instructions to hand at all times during the examination.

Invigilators must confirm and be satisfied with the identity of all learners sitting the examination. By signing the assessment cover sheet (see section 4 for further information), the invigilator/head of centre takes responsibility for confirmation of learner attendance at the examination and that there are no conflicts of interest between themselves and learners. Examination scripts and assessment cover sheets must be packed by the invigilator and sealed securely.

Should a conflict of interest be identified at the start of or during the invigilation of an examination, the procedures below must be followed:

Where there is a known potential conflict of interest, the invigilator/assessor must complete and submit a conflict of interest declaration form (available on the AIM website) declaring the potential conflicts of interest prior to invigilating an examination.

AIM will consider all declarations and inform the examination centre of one of the following possible outcomes:

1. The invigilator is accepted to manage the examination/assessor approved to assess
2. Further information is required to demonstrate suitability
3. Further appropriate steps agreed to have the invigilation or assessment subject to scrutiny by another person
4. The invigilator/assessor has a conflict of interest and the application has been rejected.

If an applicant is dissatisfied with the decision, they can appeal to AIM within two weeks of receiving the outcome.

Should a conflict of interest between staff and learner be identified at the start of or during the examination/ assessment, you must:

1. Replace the invigilator/assessor with another suitable member of staff
2. If this is not possible, move the learner to another assessment/examination room
3. If this is not possible, add an additional member of staff to invigilate/assess those learners.
4. If this is not possible and there are no other opportunities for the learner to be examined/assessed, the examination/assessment may take place. Immediately following the examination/assessment, you must complete and submit by email (to the centre's AIM customer support officer) the conflict of interest: change in circumstance form (available on the AIM website here) explaining this. Any examinations that have taken place where a conflict of interest: change in circumstance form has been submitted will be moderated to ensure that no unfair advantage has been given to those learners.





## **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.

## Externally marked examinations

Externally marked assessments are available in two series: January and June of each year. Centres must schedule learners onto an externally marked examination through the AIM Portal by the deadline, (full details can be found in the Portal Guidance on the AIM website). An email invitation will be sent to all centres when the scheduling window opens for each series.

AIM will publish all examination dates one academic year before they are due on the AIM website.

Centres must check whether any reasonable adjustments are required for any learners and seek approval from AIM no less than 14 working days before the intended examination.

Examination papers will be dispatched for each examination series to centres in sealed packages/boxes. Centres normally receive papers and assessment cover sheets 72 hours before the examination date.

Examination packages should be checked on receipt for the following:

- Examination paper packets match up to the requirements
- Damage to any packet contents
- Any apparent breach of security e.g. tampering with sealed packages

Once received, centres must keep the examination papers in the sealed package in which they are received and store them securely. Access to papers must be restricted to designated personnel in the centre and papers must be issued to learners only at the time of the examination. Where satellite sites have delegated responsibility, they must store and distribute the papers according to the satellite agreement(s).

Centres which fail to meet these deadlines will be charged late entry fees in accordance with the late entry charging policy.

At the end of the examination:

- Completed papers must be collected at the end of the examination session, checked to ensure they match the assessment cover sheet and collated by learner number. Fully completed assessment cover sheets must be enclosed in the package containing the learner examination papers. Each centre should also keep a copy of the assessment cover sheets. Completed assessment papers must be kept in a secure location on site as above in a sealed package and sent to the paper printing company within 24 hours of the examination by registered post using the details provided in the package. The centre must retain the tracking details.
- Centres must inform AIM immediately of any threat to the confidentiality of examination papers.
- AIM examiners will mark the completed examinations. All examiners are trained and their work in quality assured by AIM lead examiners.
- The results of examinations are issued to the centre on the published results date for each series.
- All enquiries must be made within 25 working days of the issuing of results and it is therefore vital for centres to pass on the results to learners straight away.
- Results released dates are published alongside the dates of the examinations, all are available on our website.

- AIM will issue certificates of achievement to the centre within 10 working days of the results being issued.

## Internally marked assessments

Once internally marked work has been completed:

- AIM External Verifiers (EV) will verify the assessment of learner work and internal verification practice following standard AIM quality assurance procedures. The EV will electronically verify to confirm achievement of the learners once they have completed their verification.
- Once the claims have been submitted and verified, certificates and a summary of 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 components achieved within 10 working days (2 weeks) of the completed verification process. Learners that have not achieved a qualification will be issued with a component certificate with details of the components achieved.

## Re-taking externally marked examinations

Learners who fail to achieve the required pass mark may undertake an examination in the next series. These must take place in the main examination series (January and June) to allow for further teaching and learning activities to take place at the centre.

Centres must schedule learners onto an externally marked examination through the AIM Portal by the deadline (full details can be found in the Portal Guidance on the AIM website). An email invitation will be sent to all centres when the scheduling window opens for each series.



## **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.

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