

AIM Qualifications Level 5 Diploma in Psychotherapeutic Counselling Specification

603/3988/3

VERSION 3 MARCH 2025



Document version history

Version number	Date	Description
1	September 2024	<ul style="list-style-type: none">▪ Document created
2	February 2025	<ul style="list-style-type: none">▪ Page 5 – the requirements to deliver the qualification have been updated▪ Page 6 - ‘Access to suitable placements’ has been added▪ Pages 10, 13 and 18 – information added for external assessment – independent working.▪ Page 20 - reasonable adjustments time scale updated▪ Page 24 – coursework information upload updated▪ Page 24 – information added for retaking externally marked coursework
3	March 2025	<ul style="list-style-type: none">▪ Information regarding AI has been added to pages 10, 13, 19 and 20.

Contents

About us.....	1
Qualification specification for Level 5 Diploma in Psychotherapeutic Counselling	1
About this qualification specification	1
Offering this qualification.....	1
Section 1 – Qualification overview.....	2
Purpose of 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	4
Requirements to deliver this Qualification	5
Access to suitable placements.....	5
Section 2 – Qualification structure.....	6
Qualification structure and components	7
Level descriptors	7
Section 3 – Assessment.....	8
How this qualification is assessed.....	9
Qualification assessment mapping	10
Contribution of assessment to the overall qualification grade.....	11
Assessment: Study of Supervised Practice	12
Assessment: Essay 1 - The Value of Counselling Supervision	14
Assessment: Action Plan	15
Assessment: Essay 2 - Professional Standards in Counselling.....	16
Assessment: Business Plan	17
Assessment: Research Proposal	18
Internally marked assessment regulations	19

Reasonable adjustment and special considerations.....	20
Recognition of Prior Learning (RPL)	21
Section 4 – Operational guidance	23
Offering this qualification.....	24
Approval to offer qualifications	24
Registration and certification	24
Externally marked coursework	25
Internally marked assessments	25
Re-taking externally marked coursework	25
Section 5 – Appendices and links	26
Link 1 - AIM Centre handbooks and forms.....	27
Link 2 - AIM Qualifications: Assessment Handbook	27
Link 3 - Fees and Charges	27
Link 4 - Qualification Search	27
Command verbs	28

About us

Qualification specification for Level 5 Diploma in Psychotherapeutic Counselling

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 5 Diploma in Psychotherapeutic Counselling provides opportunities for critical self-reflection and enables learners to work towards the production of a research proposal. The proposal will cover the field of counselling research and the methodological approaches to enquiry to assess and evaluate the practice of counselling and/or a topic relevant to the field.

Learners will embark on practice working within an ethical framework and will develop an understanding of the need for and value of supervision in counselling practice. Learners are also required to undertake research and develop a business plan required to establish, develop and maintain a private counselling practice.

This qualification is aimed at learners whose qualification goal is to achieve professional status in counselling. It may also be appropriate for those working in roles where counselling skills are needed: for example, nursing, teaching, social work, voluntary sector, the police and armed forces.

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
- AIM Qualifications Level 5 Diploma in Psychotherapeutic Counselling
- AIM Qualifications Level 6 Diploma in Psychotherapeutic Counselling (Informed by Research)

Qualification details

AIM Qualifications Level 5 Diploma in Psychotherapeutic Counselling	
Qualification	Professional
Assessment	See Section 3 for further information
Grading	Fail, Pass, High Pass, Merit, High Merit, Distinction
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	603/3988/3
Guided Learning Hours (GLH)	270
Total Qualification Time (TQT)	570
Minimum learner age	19
Rules of combination	Learners must achieve the mandatory components to achieve this qualification.

Level 5 Diploma in Psychotherapeutic Counselling

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 has been designed as a step in the ladder for professional development for aspiring and practising counsellors.

Entry requirements

It is recommended that learners have Level 2 literacy skills, or English GCSE or equivalent. It is also recommended that learners have achieved the AIM Qualifications Level 4 Diploma in Counselling Practice or equivalent before commencing this qualification. This will equip the learner with the prerequisite level of knowledge, skills and understanding necessary to embark on a course at this level.

Learners will be expected to demonstrate a critical appreciation of theoretical concepts, legal and ethical issues in all their written work. At level 5, learners should be practitioners who have sufficient experience to evaluate how useful theoretical concepts are proving to be in their own client work.

Resource requirements

Please see the individual components for specific resource requirements.

Learners studying towards the AIM Qualifications Level 5 Diploma in Psychotherapeutic Counselling must complete at least 100 hours of supervised counselling placement (see Section 3 for placement guidance).

Requirements to deliver this Qualification

Tutors and Internal Verifiers must have a recognised regulated Counselling qualification either at or above the level of the qualification or and experience of working as a counsellor.

They should also have or be working towards a teaching qualification.

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

Internal Verifiers should also have a good understanding of the qualification and the requirements of assessment.

Access to suitable placements

Learners are required to complete a 100 hour placement so there must be suitable placements available. It is important that these are counselling placements and not other psychotherapies such as Art therapy, Music therapy, or Hypnotherapy and which meet the requirements below:

- carried out with genuine clients.
- in an appropriate setting with appropriate clients. Counselling services are an ideal setting. Any remote placement hours must be with adults only and in an environment suitable for remote delivery.
- Placement hours should not be through private practice or with client groups that have not been pre-assessed as suitable - such as children and young people or those with complex mental health needs where additional skills and experience are required. It is expected that anyone counselling children or young people will have completed the relevant component.
- Counselling in placement must be delivered mostly face to face. Some hours can be delivered online or via a combination of online and phone supervised. AIM support the BACP recommendation of a ratio of one hour's supervision to eight hours counselling in the same mode of delivery as your placement hours. We also recommend you see your supervisor fortnightly



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 5 Diploma in Psychotherapeutic Counselling	
Learners must achieve the mandatory components to achieve this qualification.			
Component code	Component title	Level	GLH
Mandatory			
F/617/4244	Supervised Practice in Counselling	4	40
A/617/4260	Counselling Supervision	5	60
F/617/4261	Professional Standards in Counselling	5	40
L/617/4263	Setting up Practice	5	80
J/617/4262	Research in Counselling	5	50

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	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. Can analyse, interpret and evaluate relevant information and ideas. Is aware of the nature of approximate scope of the area of study or work.	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. Review the effectiveness and appropriateness of methods, actions and results.
Level 5	Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts. Can analyse, interpret and evaluate relevant information, concepts and ideas. Is aware of the nature and scope of the area of study or work. Understands different perspectives, approaches or schools of thought and the reasoning behind them.	Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems. Use relevant research or development to inform actions. Evaluate actions, methods and results.



Section 3 – Assessment



How this qualification is assessed

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

Assessment method	Overview
Study of Supervised Practice	<p>Externally set, externally marked coursework. Graded: Fail/Pass/Merit/Distinction</p> <p>Through attending regular counselling supervisions and considering sessions, learners will reflect on their work with clients, their use of your chosen approach- es and the key professional issues that have arisen.</p> <p>Once learners have started the external assessment they must work independently and without feedback on how to improve their work prior to submitting to AIM for marking.</p> <p>Learners must complete 100 hours of supervised practice and submit a supervisor's report. The use of Artificial Intelligence (AI) tools is permitted for reference purposes only. Learners are advised to use the same checks for validity and reliability of sources as they would with any other references used. The final work submitted must be their own original and independent work. Any AI generated material quoted as a reference must follow the referencing protocol below:</p> <p>Learners must clearly reference their use by including the following information:</p> <ul style="list-style-type: none"> ▪ The name of the AI tool used ▪ The date the content was generated ▪ A brief explanation of how the AI tool was used ▪ A saved screenshot showing the prompts/questions submitted and the responses received <p>Please note: Learners must ensure that the final product is written in their own words and not directly copied or closely paraphrased from AI-generated content or any other source. The submitted work must reflect the learner's own knowledge, skills and understanding.</p>
Essay 1	<p>Externally set, internally marked, externally verified. Graded: Fail/Pass/Merit/Distinction</p> <p>Learners will complete an essay where they will review the value of counselling supervision. In order to be able to complete this assessment, learners must be practicing as a counsellor (this could be a formally organised placement) and re-receiving regular supervision.</p>
Action Plan	<p>Externally set, internally marked, externally verified. Graded: Fail/Pass/Merit/Distinction</p> <p>Learners will complete an action plan for personal improvements as a result of supervision.</p>
Essay 2	<p>Externally set, internally marked, externally verified. Graded: Fail/Pass/Merit/Distinction</p> <p>Learners will complete an essay where they will review the usefulness of professional standards to their own client work. In order to be able to complete this assessment, learners must be practicing as a counsellor (this could be a formally organised placement).</p>
Business Plan	<p>Externally set, internally marked, externally verified. Graded: Fail/Pass/Merit/Distinction</p> <p>Learners will create a business plan for a private counselling practice.</p>
Research Proposal	<p>Externally set and externally marked coursework. Graded: Fail/Pass/Merit/Distinction</p> <p>Learners will produce a research proposal where they will define the topic that they are interested in studying, as well as providing an indication that they have begun to identify and develop an interesting and original research question (or questions) in relation to that topic.</p>

Once learners have started the external assessment they must work independently and without feedback on how to improve their work prior to submitting to AIM for marking.

The use of Artificial Intelligence (AI) tools is permitted for reference purposes only. Learners are advised to use the same checks for validity and reliability of sources as they would with any other references used. The final work submitted must be their own original and independent work. Any AI generated material quoted as a reference must follow the referencing protocol below:

Learners must clearly reference their use by including the following information:

- The name of the AI tool used
- The date the content was generated
- A brief explanation of how the AI tool was used
- A saved screenshot showing the prompts/questions submitted and the responses received

Please note: Learners must ensure that the final product is written in their own words and not directly copied or closely paraphrased from AI-generated content or any other source. The submitted work must reflect the learner's own knowledge, skills and understanding.

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.

Qualification assessment mapping

Component title	Study of supervised practice	Essay 1	Action plan	Essay 2	Business plan	Research proposal
Mandatory components						
Supervised Practice in Counselling	Y					
Counselling Supervision		Y	Y			
Professional Standards in Counselling				Y		
Setting up Practice					Y	
Research in Counselling						Y

Contribution of assessment to the overall qualification grade

All assessments contribute to the overall contribution graded, as set out in the table below:

Assessment task	Grading model	% of overall qualification grade
Mandatory assessments		
Study of supervised practice	Fail/Pass/Merit/Distinction	26%
Essay 1	Fail/Pass/Merit/Distinction	6%
Action plan	Fail/Pass/Merit/Distinction	13%
Essay 2	Fail/Pass/Merit/Distinction	13%
Business plan	Fail/Pass/Merit/Distinction	26%
Research proposal	Fail/Pass/Merit/Distinction	16%

Assessment: Study of Supervised Practice

Please contact AIM for the full assessment brief.

Overview:

This assignment consists of an externally set study of supervised practice (based on our brief) and is externally marked by AIM examiners. Learners must complete an academic study, in essay form, about eight one-to-one clinically supervised counselling sessions with the same client which will have been completed within their placement setting.

Centres must use the template provided by AIM.

Learners must log the 100 hours using the Log of Counselling Practice form provided by AIM.

In addition, a Supervisor's Report must be completed by the learner's supervisor as confirmation that the learner has met the mandatory requirement for 100 hours of supervised practice.

Guidance for placement:

AIM learners are required to accept and abide by the house rules of any counselling agency they may be placed with. In addition, AIM specifies the following placement criteria guidance for centres and learners:

- That the counselling service works to a recognised code of practice for counselling, e.g. The BACP Ethical Framework, or a similarly valid code of conduct
- The counselling service assesses its clients to ensure that, as far as it is reasonable to do so, they are safe for counsellor learners to work with before referring them
- Learner counsellors must have formal arrangements in place for counselling supervision, to cover all client work, prior to starting work with clients. Centres should note that individual registration and/or accreditation by professional bodies, e.g. BACP, NCS may have different requirements and are advised to alert learners to these requirements via the websites of the respective organisations
- AIM recognises that, at the beginning, practice demands a lot from the new counsellor.
- Centres may wish to consider a ratio of one hour of supervision per four hours of client work in the early stages of a placement. We would, however, strongly recommend that the ratio of supervision to client work does not exceed one hour of supervision to eight hours of client work. However, we will support any particular requirements of the placement provider
- All client work must take place in an appropriate setting and be one-to-one, not group work
- The clients that are referred to AIM learners must be real clients, e.g. people genuinely seeking help from a counsellor (specifically, they must not be other learners on counsellor training programmes)
- The counselling is subject to an appropriate counselling contract
- If asked, clients must be told that the counsellor is in training
- Someone in the organisation must take a line management responsibility for the learner i.e. to ensure that the learner is aware of health and safety regulations in the setting and discuss how appointment arrangements, cancellations and room availability will be managed
- It is recommended that learners submit Supervisor's reports using the template in this document approximately 3 months into the placement and again at the end. These reports will enable Tutors to monitor the learners' progress and address any areas for development.

Level 5 Diploma in Psychotherapeutic Counselling

www.aimgroup.org.uk/qualifications
0333 034 8833

Guidance for assessment:

Learners must complete an academic study, in essay form, about eight one-to-one clinically supervised counselling sessions with the same client which will have been completed within their placement setting. They must write with particular reference to their own experience of supervised counselling and to professional factors and issues which arose.

Once learners have started the external assessment they must work independently and without feedback on how to improve their work prior to submitting to AIM for marking.

The use of Artificial Intelligence (AI) tools is permitted for reference purposes only. Learners are advised to use the same checks for validity and reliability of sources as they would with any other references used. The final work submitted must be their own original and independent work. Any AI generated material quoted as a reference must follow the referencing protocol below:

Learners must clearly reference their use by including the following information:

- The name of the AI tool used
- The date the content was generated
- A brief explanation of how the AI tool was used
- A saved screenshot showing the prompts/questions submitted and the responses received

Please note: Learners must ensure that the final product is written in their own words and not directly copied or closely paraphrased from AI-generated content or any other source. The submitted work must reflect the learner's own knowledge, skills and understanding.

The counselling practice must take place in a formally organised placement. Peer counselling in class or providing counselling to other learners in a centre is not acceptable.

This assessment is externally marked by AIM examiners. Learners must provide the Study of Supervised Practice, Log of Counselling Hours and Supervisor's Report. Please see Section 4: Operational Guidance for information on deadline dates for externally marked coursework.

Presentation guidance:

- Learners must write within the stated word limit of 4000 words. In the event that this is exceeded, the examiner will only consider the first words up to the word limit
- The number of words used must be stated, including quotations but excluding the reference list
- A reference list is to be included as an appendix

Anonymity:

- Ensure that clients and third parties are protected and are neither identified nor identifiable within the text of study
- Use fictitious names "the client, whom I shall call ..." or codes such as "Client A" to ensure that confidentiality is not breached

Assessment: Essay 1 - The Value of Counselling Supervision

Please contact AIM for the full assessment brief.

Overview:

This assignment consists of an externally set essay (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 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 essay enables the learner to review the value of counselling supervision. In order to be able to complete this assessment, learners must be practicing as a counsellor (this could be a formally organised placement) and receiving regular supervision.

Presentation guidance

- Learners must write within the stated word limit of 3000 words. In the event that they exceed this, the marker will only consider the first words up to the word limit
- Learners must state the number of words used, including quotations but excluding the reference list
- A reference list is to be included as an appendix.

Anonymity

- Ensure that clients and third parties are protected and are neither identified nor identifiable within the text of the study
- Use fictitious names "the client, whom I shall call ..." or codes such as "Client A" to ensure that confidentiality is not breached

Good essays should demonstrate:

- Relevance of the submitted material and content to the essay title
- Evidence of critical analysis of reading, and subject content throughout essay
- Logically structured argument throughout essay
- Clarity of structure and organisation of essay
- Conclusions and outcomes of submission are clear and unambiguous
- Correct spelling, grammar and use of the Harvard referencing system

Assessment: Action Plan

Please contact AIM for the full assessment brief.

Overview:

This assignment consists of an externally set action plan (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 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:

This assessment requires the learner completes an action plan for personal improvements as a result of supervision. They must set deadlines for their actions that fall within the time on the course, state when actions have been achieved and importantly reflect on the impact of achieving the action.

Presentation guidance

The action plan should include the following headings:

1. reason for proposed action
2. action to be taken
3. deadline
4. anticipated impact of action
5. date achieved
6. reflection on achievement of action

The action plan must be SMART: Specific, Measurable, Achievable, Realistic, Timebound

Anonymity

- Ensure that clients and third parties are protected and are neither identified nor identifiable within the text of the study
- Use fictitious names "the client, whom I shall call ..." or codes such as "Client A" to ensure that confidentiality is not breached

Assessment: Essay 2 - Professional Standards in Counselling

Please contact AIM for the full assessment brief.

Overview:

This assignment consists of an externally set essay (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 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 essay enables the learner to review the usefulness of professional standards to your own client work. In order to be able to complete this assessment, learners must be practicing as a counsellor (this could be a formally organised placement) and receiving regular supervision.

Presentation guidance

- Learners must write within the stated word limit of 3000 words. In the event that they exceed this, the marker will only consider the first words up to the word limit
- Learners must state the number of words used, including quotations but excluding the reference list
- A reference list is to be included as an appendix.

Anonymity

- Ensure that clients and third parties are protected and are neither identified nor identifiable within the text of the study
- Use fictitious names "the client, whom I shall call ..." or codes such as "Client A" to ensure that confidentiality is not breached

Assessment: Business Plan

Please contact AIM for the full assessment brief.

Overview:

This assignment consists of an externally set business plan (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 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:

This assessment requires the learner creates a business plan for a private counselling practice. In order to do this they will undertake research into the legal, ethical and practical issues that may arise. They must review the local market and make a reasoned decision about how to position their proposed business.

Presentation guidance

The business plan should be written in formal language that the audience will understand and should be succinct and clear. They must include accurate financial information evidenced by research (in their appendices).

Assessment: Research Proposal

Please contact AIM for the full assessment brief.

Overview:

This assignment consists of an externally set research proposal (based on our brief), is externally marked by AIM examiners.

Centres must use the assignment brief and learners must use the provided template.

Guidance:

Learners are required to produce a research proposal where they will define the topic that they are interested in studying, as well as providing an indication that they have begun to identify and develop an interesting and original research question (or questions) in relation to that topic.

In the proposal, learners therefore need to demonstrate that:

- they understand the area in which they plan to undertake research
- they are able to identify an interesting and original research question(s)
- they have some understanding of how to conduct research

Once learners have started the external assessment they must work independently and without feedback on how to improve their work prior to submitting to AIM for marking.

The use of Artificial Intelligence (AI) tools is permitted for reference purposes only. Learners are advised to use the same checks for validity and reliability of sources as they would with any other references used.

The final work submitted must be their own original and independent work. Any AI generated material quoted as a reference must follow the referencing protocol below:

Learners must clearly reference their use by including the following information:

- The name of the AI tool used
- The date the content was generated
- A brief explanation of how the AI tool was used
- A saved screenshot showing the prompts/questions submitted and the responses received

Please note: Learners must ensure that the final product is written in their own words and not directly copied or closely paraphrased from AI-generated content or any other source. The submitted work must reflect the learner's own knowledge, skills and understanding.

Internally marked assessment regulations

Deadlines

Deadlines for internally marked tasks may be set by the centre and must be clearly communicated to learners on the assessment tasks.

Late submissions

A late submission is capped at a pass unless an extension was agreed as outlined below. All first submissions must be made before the end of the course.

Extensions

Tutors may agree an extension period of up to two weeks by negotiation and where genuine reasons can be evidenced. In exceptional circumstances, the learner may be granted longer than two weeks to submit, however that would need to be supported by the personal tutor/course leader. The personal tutor will be notified of extensions and will monitor these in order to ensure that the learner is coping with the demands of their qualification.

Artificial Intelligence (AI) referencing

The use of Artificial Intelligence (AI) tools is permitted for reference purposes only. Learners are advised to use the same checks for validity and reliability of sources as they would with any other references used. The final work submitted must be their own original and independent work. Any AI generated material quoted as a reference must follow the referencing protocol below:

Learners must clearly reference their use by including the following information:

- The name of the AI tool used
- The date the content was generated
- A brief explanation of how the AI tool was used
- A saved screenshot showing the prompts/questions submitted and the responses received

Please note: Learners must ensure that the final product is written in their own words and not directly copied or closely paraphrased from AI-generated content or any other source. The submitted work must reflect the learner's own knowledge, skills and understanding.

Resubmission

A first submission that fails to meet the Pass criteria may be returned to the learner (with feedback) for resubmission. Feedback must relate to the pass criteria and Standards. Resubmission should be within a few days (no longer than a week) and be proportionate to the degree of non-achievement. A timely resubmission that meets all the pass criteria is considered for further grading.

Referral

A learner whose resubmission (submission 2) fails to meet the pass criteria may request a referral i.e. the opportunity to make a second resubmission (submission 3). The request is made of the assessor and internal verifier (IV) who collate evidence and subsequently convey the request to the external verifier (EV). Even if the assessor and IV believe the situation doesn't warrant a referral, it should still be referred to the EV for confirmation or challenge. The EV informs the IV and the assessor of the decision. If approved, conditions of referral are set by the EV and conveyed to the centre. Decisions about referrals made by the EV must include:

- whether or not a second resubmission opportunity should be offered
- the nature and extent of the requirements for second resubmission
- compliance with the relevant requirements for first resubmissions.

Referrals undergo assessment by the assessor, internal verification and external verification. If the pass criteria are not met, the result is a fail.

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.

For internally marked learner work:

The Internal Verifier may give permission for reasonable adjustments for a learner without having to apply to AIM for approval, provided that such arrangements do not confer an unfair advantage. The Internal Verifier

(IV) 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.

For externally marked coursework:

If reasonable adjustments are required for learners undertaking coursework, the centre must gain approval from AIM prior to the date of the submission:

1. The tutor should complete and submit a 'Request for Reasonable Adjustments Form' for each learner with supporting evidence to AIM at least 25 days before the planned assessment submission date
2. AIM will confirm receipt of the form within 2 working days

3. AIM will consider the application and give a decision within 10 working days of receipt. AIM will inform the centre if we will be unable to reach a decision in this timescale.

Types of evidence acceptable:

- Psychologist's report – must be current/valid within two years of the date of the submission
- Specialist teachers assessment report - must be current/valid within two years of the date of the submission
- Medical letter – must be specific AND recommend, in detail, the support being requested. For a long term physical/medical condition which is not going to change i.e. hearing/visual impairment – a letter from a doctor/optician or hospital report is acceptable in most cases. A condition which is not permanent, but will not go away, will require a new letter confirming the diagnosis each academic year.

Further details are provided in our reasonable adjustments and special considerations document available on the AIM website.

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.

Marking and grading marked assessments

Learners must achieve the requisite number of components as specified in the rules of combination. Learners must achieve a pass grade or higher in all assessments. Each internally marked assessment task is graded pass, merit or distinction using the provided criteria. Learners are also issued grades based on their performance in the external coursework.

Assessors must judge learner performance against specified criteria and award a grade of fail, pass, merit or distinction:

- to achieve a pass, learners must have satisfied all pass criteria
- to achieve a merit, learners must have satisfied all pass and merit criteria
- to achieve a distinction, learners must have satisfied all pass, merit and distinction criteria Learners who do not satisfy all pass criteria are given a fail grade.

Summative feedback should be provided to learners with feed-forward guidance for how to complete future submissions. 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.

Each assessment task carries a weighting towards the qualification grade and some tasks are worth more than others. For each assessment task, a number of points are allocated to pass, merit and distinction grades.

Once all tasks are achieved, these points are totalled to arrive at the overall qualification grade. AIM calculates the overall qualification grade at the point of certification.



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.

Externally marked coursework

This information relates to the Study of Supervised Practice and Research Proposal assessments.

Centres must check whether any reasonable adjustments are required for any learners and seek approval from AIM no less than 25 working days before the intended submission date.

Once externally marked work has been completed:

AIM Qualifications and Assessment Group will provide a secure SharePoint link for the completed learner work to be uploaded directly. Once learners are scheduled, AIM will confirm who requires access to the folder and the link will be sent directly to nominated colleagues. Externally marked coursework must be submitted via secure SharePoint link on or before the deadline dates below, with the file saved in Microsoft Word on the correct templates (downloadable from our website) with the naming convention – Centre name – Learner name – Run ID

- For the January series, coursework must be submitted by 14th January
- For the June series, coursework must be submitted by 14th June

Results of achievement for the externally marked coursework will be confirmed at the same time as confirmation of the externally marked examination results.

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, results will be uploaded onto our systems. 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 full qualification can be issued with a component certificate with details of the components achieved upon request if relevant.

Re-taking externally marked coursework

Learners may attempt the Study of Supervised Practice and/or Research Proposal assessment again in the next available series. This must be during the main series (January or June). Each attempt will be treated as a new piece of work and assessed in its entirety.

Once learners have started the external assessment they must work independently and without feedback on how to improve their work prior to submitting to AIM for marking.

Centres are responsible for ensuring all learners are scheduled for any externally marked assessments via the AIM Portal by the specified deadline. Full details are available in the Portal Guidance on the AIM website. Centres will receive an email notification 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 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.

Level 5	
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	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.
Compare and Contrast	As analyse with the addition that learners make a judgement about the quality of evidence and include when it can and can't support the argument.
Create	To produce work in response to a brief or to apply skills and techniques to meet an intention.
Demonstrate	To produce work in response to a brief or to meet an intention.
Describe	Learners' work or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.
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	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.
Justify	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.
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.