

# AIM Qualifications Level 2 Award in Understanding and Responding to Psychological Trauma Specification

**603/5873/7**

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# About us

## Qualification specification for Level 2 Award in Understanding and Responding to Psychological Trauma

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

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

### About this qualification specification

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

### Offering this qualification

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

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



## **Section 1 – Qualification overview**



## About this qualification

The AIM Qualifications Level 2 Award in Understanding and Responding to Psychological Trauma provides learners with introductory knowledge of trauma and therapeutic practice when working with individuals who have experienced trauma.

The qualification aims to develop therapeutic practice with which learners may adapt and use within their current job roles. It is primarily aimed at staff working within sectors with responsibility for the care and support for vulnerable individuals, for example learning support staff within schools, social workers and family support staff, healthcare assistants within mental health services and play specialists in hospitals. This qualification is highly desirable for people working with roles in education, health and social care, children, young people services, vulnerable adult services, criminal justice support services, foster care and adoption.

This qualification also aims to introduce those with little or no previous experience of the industry to this specialist area.

### **This qualification comprises two mandatory components;**

**Understanding Psychological Trauma** - this theory based component introduces the learner to the impact of trauma and factors which may increase resilience to trauma. Learners will look at the differences between acute, chronic, complex and secondary trauma, and how adverse childhood experiences study has impacted on the understanding and response to psychological trauma today. Learners will also look at how psychological trauma can affect an individual and the possible affects of the brain. Learners will explore the elements that influence the impact of psychological trauma on an individual and also the factors that may protect and enhance resilience.

**Responding to Psychological Trauma** - this component will provide learners with an understanding of the purpose, process and ethical considerations when using a trauma screening tool. Learners will have the opportunity to use a trauma screening tool to evaluate whether an individual would benefit from a trauma recovery plan and also to inform which strategies and activities might be included in the plan.

This qualification complements the AIM suite of Level 2 - Level 6 counselling qualifications, which are designed to develop the necessary skills and knowledge for aspiring and practising counsellors. The Level 2 Award in Understanding and Responding to Physiological Trauma may be completed as either an introduction to the Level 2 and/or Level 3 counselling qualifications, or could be taken alongside these qualifications to further develop the learner's knowledge and therapeutic skills to prepare them for working with individuals who have experienced trauma.

## Qualification details

AIM Qualifications Level 2 Award in Understanding and Responding to Psychological Trauma	
Qualification	Professional
Assessment	Externally set, internally marked and externally verified assessment tasks. See Section 3 for further information
Grading	Pass/Fail
Geographical coverage	England, Wales
Operational start date	01/06/2020
Operational end date	31/10/2025
Certification end date	31/10/2028
Sector	1.3 Health and Social Care
Qualification number	603/5873/7
Guided Learning Hours (GLH)	20
Total Qualification Time (TQT)	40
Minimum learner age	16+
Rules of combination	Learners must achieve the mandatory components to achieve this qualification.

## Regulated Qualification Framework (RQF)

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

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

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

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

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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 is designed to enhance the professional practice of staff in sectors with responsibility for the care and support for vulnerable individuals. The achievement of this qualification aims to add value to professional practise and facilitates a trauma informed approach. It also aims to introduce those with little or no previous experience of the industry to this specialist area.

Learners may progress onto the AIM suite of Level 2 - Level 6 counselling qualifications, designed to develop the necessary skills and knowledge for aspiring and practising counsellors.

## Entry requirements

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

## Resource requirements

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

## Requirements to deliver this Qualification

As an awarding organisation, we require that:

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

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

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

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

In addition, Assessors must hold a counselling and/or relevant practitioner qualification at Level 2 or above.

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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 and/or relevant practitioner 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.

<b>Rules of combination for:</b>		<b>Level 2 Award in Understanding and Responding to Psychological Trauma</b>	
Learners must achieve the mandatory components to achieve this qualification.			
Component code	Component title	Level	GLH
<b>Mandatory</b>			
A/618/1256	<a href="#">Understanding Psychological Trauma</a>	Two	10
F/618/1257	<a href="#">Responding to Psychological Trauma</a>	Two	10

## 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

A summary of the assessment of each component is shown below. 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> This assignment assesses knowledge and understanding of psychological trauma, by recognising the impact of trauma and identifying factors which increase resilience to trauma.
Case study analysis	<b>Externally set, internally marked, externally verified.</b> The case study analysis will enable the learner to assess the purpose of a screen tool and ethical considerations. Learners will then use a screening tool to create a recovery plan, explaining how they have identified the recovery activities.

This section should be read in parallel with this qualification's assignment briefs and mark schemes (in Appendix 2), 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, 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.

## 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.

## Qualification assessment mapping

Component title	Written assignment	Case study analysis
Mandatory Components		
Understanding Psychological Trauma	✓	
Responding to Psychological Trauma		✓

## Assessment: written assignment

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). This assessment may be contextualised to suit their learners. Any adaptations must be approved by the centre's Internal Verifier before use, to ensure the assessment meets the principles of assessment (see Appendix 1: AIM Qualifications: Assessment Handbook).

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 knowledge of the following fundamentals:

- What is meant by psychological trauma
- How psychological trauma can affect an individual

Learners must write an assignment of 1400 words covering the criteria set out in the knowledge and skills section on the full assignment brief.

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

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

## Assessment: case study analysis

*Please contact AIM for the full assessment brief.*

### Overview

This assignment consists of an externally set case study analysis (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 the case study to suit their learners. Any adaptations must be approved by the centre's Internal Verifier before use, to ensure the assessment meets the principles of assessment (see Appendix 1: AIM Qualifications: Assessment Handbook).

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

### Guidance

The case study analysis tests the learner's ability to:

- Know about a trauma screening tool
- Be able to complete an individual plan for trauma recovery

Learners should consider the case study provided and submit a report with a limit of 1500 words, completing the tasks listed on the full assignment brief.

## Marking learner 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.

## 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.

Please refer to the AIM website for more information.



## **Section 4 – Operational guidance**



## Offering this qualification

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

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

## Approval to offer qualifications

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

## Registration and certification

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

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

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



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



## Appendices and links

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

### Useful links

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

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

Link 4 - [Fees and Charges](#)

Link 5 - [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.