



AIMQUALIFICATIONS

Level 3 Certificate in Conductive Education

Qualification Number: 600/7058/4



Qualification Overview

Title:	AIM Qualifications Level 3 Certificate in Conductive Education
Qualification Number:	600/7058/4
Level:	Level 3
Credit Value:	24 credits
Guided Learning Hours:	168 hours
Total Qualification Time:	240 hours
Qualification Objective:	<p>Aim Qualifications Level 3 Certificate in Conductive Education can be used flexibly to meet learner needs. Depending on the context of the learning and the needs of each individual learner, the qualification can:</p>

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

This qualification has been designed to enable learners to:

- develop knowledge and practice in Conductive Education;
- work with children and young people with additional requirements to meet their personal support needs;
- support individuals during Conductive Education sessions;
- support individuals in their daily living activities;
- support individuals to retain, regain and develop the skills to manage their own lives and environment;
- plan, agree and implement development activities to meet individual needs;
- help individuals to develop mobility skills.

Progression Routes: This qualification is designed to enhance the professional development of support staff within Conductive Education and work towards improving the quality of service delivery in the UK.

Entry requirements:

Learners should be working in a Conductive Education setting. It is expected that potential learners will receive appropriate guidance and advice regarding the suitability of the qualification. This qualification requires workplace assessment which will need to be monitored for health and safety. The minimum age for access to this qualification is 18 years.

Assessment method(s):

All of the assessment criteria in a unit must be met before the unit is deemed to be achieved. The unit achievement is not graded: units are either achieved or not achieved. You must record the learner's achievement of each unit on an appropriate form(s). You should record the learner's achievement against the specific unit's assessment criteria evidenced by the task.

How is the qualification assessed?

The assessment process is as follows:

Internal Assessment by Portfolio of Evidence

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

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

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

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

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

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

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 size

About the 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).

Guided Learning Hours (GLH)

GLH are defined as the time a learner spends being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training. This includes guidance or supervision time:

- a) With the simultaneous physical presence of the learner and that person, or
- b) Remotely by means of simultaneous electronic communication.

It does not include the number of hours a learner spends in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Qualification Time (TQT)

TQT is comprised of the following two elements:

- a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- b) An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or other form of participation in education or training, including assessment, which takes place as directed by – but unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Rules of Combination and level for this qualification

To be awarded the Aim Qualifications Level 3 Certificate in Conductive Education, learners must achieve 24 credits from 8 mandatory units:

Mandatory Group M

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Conductive Education	3	3	21	30	PA9/3/NQ/010	J/504/5444
Conductive Facilitation	3	3	21	30	PA9/3/NQ/009	A/504/5439
Conductive Observation	3	3	21	30	PA9/3/NQ/011	A/504/5442
Self-care Skills for Children with Cerebral Palsy	3	3	21	30	PA9/3/NQ/012	F/504/5443
The Effects of Cerebral Palsy on Learning	3	3	21	30	PA9/3/NQ/013	T/504/5438
The Purpose of the Task Series in Conductive Education	3	3	21	30	PA9/3/NQ/014	M/504/5440
The Role of the Daily Routine in Conductive Education	3	3	21	30	PA9/3/NQ/015	T/504/5441
Transferring Skills for Individuals with Motor Disorders	3	3	21	30	PA9/3/NQ/016	M/504/5437

Level Descriptors

Units are assigned a level based on current RQF guidance issued by Ofqual.

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

Extracted from 'After the QCF A New Qualification Framework' October 2015

Requirements to deliver the qualification

Centres wishing to deliver this qualification will need to demonstrate the ability to adhere to quality assurance and assessment regulations.

Support for centres

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

Centre responsibilities

Each centre should identify a centre contact who will be responsible for:

- ensuring that the centre meets all the AIM Qualifications requirements for centre recognition and adheres to all [policies and procedures](#).
- AIM Qualifications provision within the centre
- ensuring all procedures relating to the delivery of the qualification operate effectively in the centre
- ensuring all relevant AIM Qualifications documentation is distributed as required within the centre and that the security requirements for external assessment are adhered to, where applicable.

The information provided in this qualification specification is accurate at the time of publication but is subject to change. AIM Qualifications will occasionally update qualification information, so please refer to the 'AIM Qualifications' page of our website to view any updates, including qualification end dates and the latest versions of our qualification specifications.

AIM Qualifications
Aldersley House
Overstrand
Pendeford Business Park
Wolverhampton
WV9 5HA
Tel: (01902) 624230

Office Hours:
Monday to Thursday - 9.00 am to 5.00 pm
Friday - 9.00 am to 4.00 pm

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