



**AIM**QUALIFICATIONS

# Level 4 Certificate for Higher Level Conductor Assistant

Qualification Number: 603/7613/2



## Qualification Overview

**Title:** AIM Qualifications Level 4 Certificate for Higher Level Conductor Assistant

**Qualification Number:** 603/7613/2

**Level:** Level 4

**Credit Value:** 36 credits

**Guided Learning Hours:** 220 hours

**Total Qualification Time:** 360 hours

**Qualification Objective:** This qualification is aimed at those learners currently working in conductive education who have previously completed the Level 3 Certificate in Conductive Education, or who have three years' experience working alongside a qualified Conductor and wish to progress to Higher Level Conductor Assistant status.

It will provide learners with the knowledge and understanding to analyse and meet the challenges that classroom assistants may encounter. Learners will also gain knowledge and skills to work with individuals and groups, gaining insight into supporting learners with special educational needs.

**Progression Routes:** This qualification can be used as a stepping stone to train as a teacher or assessor. Learners may wish to take teacher training qualifications such as:

- Level 3 Award in Education and Training
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training

This qualification also provides a progression route to a BA Honours Degree in Conductive Education for those who wish to become a qualified Conductor, or other sector qualifications.

**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 by a qualified conductor, and a minimum age of 18.

**Assessment method(s):**

Assessment is through a Portfolio of Evidence/Workbook.

## 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 achieve the AIM Qualifications Midlands Level 4 Certificate for Higher Level Conductive Assistant learners must achieve the 36 credits from the Mandatory unit group.

There are no **Optional** units for this qualification.

### Mandatory Group M

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
<a href="#">Child Development and Well-being</a>	4	4	24	40	GA3/4/NQ/001	L/616/8530
<a href="#">Conductive Leading Skills</a>	4	8	54	80	GB3/4/NQ/003	M/618/7619
<a href="#">Development of Higher Level Conductor Assistant Role</a>	4	4	32	40	GB3/4/NQ/004	H/618/7620
<a href="#">Promote Positive Working Relationships</a>	4	4	25	40	AF4/4/NQ/001	D/616/8533
<a href="#">The Role of Observation and Facilitation in Developing Group Work</a>	4	8	56	80	GB3/4/NQ/005	K/618/7621
<a href="#">Working with Individuals and Groups undertaking a Learning Activity</a>	4	8	29	80	GB3/4/NQ/002	M/616/8536

## 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...)
<b>Level 4</b>	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.

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

## Requirements to deliver the qualification

To offer this qualification, centres must ensure that tutors hold one of the following recognised professional qualifications to work as a Conductor as stated by the Professional Conductor Association (PCA):

- BA(Hon) in Conductive Education, **or**
- Diploma in Conductive Education from Pető Institute in Hungary.
- **and**
- Have minimum of 5 years' experience as a Conductor.
- **and**
- Have completed a Tutor Induction course at The National Institute of Conductive Education in Birmingham.

Centres must also ensure that they have in place an Internal Quality Assurance person who:

- Holds or is working towards a Level 4 Award in Internal Quality Assurance of Assessment Processes and Practices or its equivalent
- Has substantial experience of working in or assessing qualifications in Conductive Education
- Is familiar with the assessment requirements of the qualification for which they are the Internal Quality Assurer

## 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.

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*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.*

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