



AIM Qualifications

Level 5 Diploma in Psychotherapeutic Counselling (603/3988/3)

“

I felt it was a well-structured and detailed qualification with a good mixture of theory, background and practical work. As well as learning about well-established theories and models, we also spent time looking at more recent research and statistics.

I liked the combination of journals, essays and examinations as it was a good mixture of making sure we were self-aware, carrying out research and revising.

I now feel ready to start thinking about paid employment.”

AIM Level 4 Counselling Learner

Document Version History

Version Number	Date	Description
2	20/05/2019	Geographical coverage updated to include Wales and Northern Ireland (page 8)
3	08/07/2019	Deadline submission dates for externally marked coursework amended to 14th January and 14th June (page 32)
4	September 2019	Rebrand - 'AIM Awards' changed to 'AIM Qualifications' Qualification family added to qualification details grid (page 8)
5	December 2019	Information on how to access mandatory assignments briefs added (page 34).
6	October 2020	Added 'Extended ERF Adaptation - Counselling' to Appendix (page 34) Added information about adapted qualifications to 'About this Qualification' section (page 9)
7	May 2021	Removed 'Extended ERF Adaptation' and replaced with VCRF adaptation/guidance (page 9) (page 34)
8	October 2022	Removed 'VCRF adaptation/guidance' (from page 9 and 34)



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Introduction

Welcome to the AIM Qualifications Level 5 Diploma in Psychotherapeutic Counselling qualification handbook. This handbook contains everything you need to know about this qualification and is intended for tutors, assessors, internal verifiers and other staff involved with the planning, delivery and assessment.

This is a live document and as such will be updated when required. You will be informed via email when changes are made and it is your responsibility to ensure the most up-to-date version of the Qualification Handbook is in use.

About us

AIM is a national and international Awarding Organisation. We offer a large number of regulated qualifications at different levels and in a wide range of subject areas, Access to Higher Education Diplomas and End Point Assessments.

Our products are flexible enough to be delivered in a range of settings, from small providers to large colleges and in the workplace both nationally and internationally.

We pride ourselves on offering the best possible customer service, and are always on hand to help if you have any questions. Our organisational structure and business processes enable us to be able to respond quickly to the needs of customers to develop new products that meet their specific needs.

Section one

Qualification overview



About 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

Qualification	
AIM Qualifications Level 5 Diploma in Psychotherapeutic Counselling	
Qualification Family	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
Learning aim reference	60339883
Guided Learning Hours (GLH)	270
Total Qualification Time (TQT)	570
Minimum learner age	19
Rules of combination	Learners must achieve five mandatory components to achieve this qualification.

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 guidance

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.

Qualification dates

The qualification review date is the date by which we will have carried out a review of the qualification. We work with industry representatives to make any changes necessary to meet industry needs and to reflect recent developments. In most cases, we'll extend the qualification and set a new review date. If we make a decision to withdraw a qualification, we'll set an operational end date.

We will post information relating to changes or extensions to qualifications on our website and centres approved to offer the qualification will be kept updated. The certification end date will be three years from the operational end date.

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).

Qualification structure and components



Qualification structure and components

This section details the rules of combinations for this qualification. Select the component titles to view the component details.

Rules of combination for: AIM Qualifications Level 5 Diploma in Psychotherapeutic Counselling			
Learners must achieve five mandatory components to achieve this qualification.			
Component code	Component title	Level	GLH
Mandatory Components			
F/617/4244	Supervised Practice in Counselling	Four	40
A/617/4260	Counselling Supervision	Five	60
F/617/4261	Professional Standards in Counselling	Five	40
L/617/4263	Setting up Practice	Five	80
J/617/4262	Research in Counselling	Five	50

Assessment

Section three



Centre staff requirements

As an awarding organisation, we require that:

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

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

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

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

In addition, Assessors must hold a counselling qualification at Level 5 or above.

Internal Verifiers (IV) have an internal verification qualification or evidence of recent relevant experience. Suitable internal verification qualifications include:

- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process

In addition, Internal Verifiers must hold a counselling qualification at Level 5 or above.

How the qualification is assessed

Assessment method	Overview
Study of Supervised Practice	Externally set, externally marked coursework. Graded: Fail/Pass/Merit/Distinction Through attending regular counselling supervisions and considering sessions, learners will reflect on their work with clients, their use of your chosen approaches and the key professional issues that have arisen. Learners must complete 100 hours of supervised practice and submit a supervisor's report.
Essay 1	Externally set, internally marked, externally verified. Graded: Fail/Pass/Merit/Distinction 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 receiving regular supervision.
Action Plan	Externally set, internally marked, externally verified. Graded: Fail/Pass/Merit/Distinction Learners will complete an action plan for personal improvements as a result of supervision.
Essay 2	Externally set, internally marked, externally verified. Graded: Fail/Pass/Merit/Distinction 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).
Business Plan	Externally set, internally marked, externally verified. Graded: Fail/Pass/Merit/Distinction Learners will create a business plan for a private counselling practice.
Research Proposal	Externally set and externally marked coursework. Graded: Fail/Pass/Merit/Distinction 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.

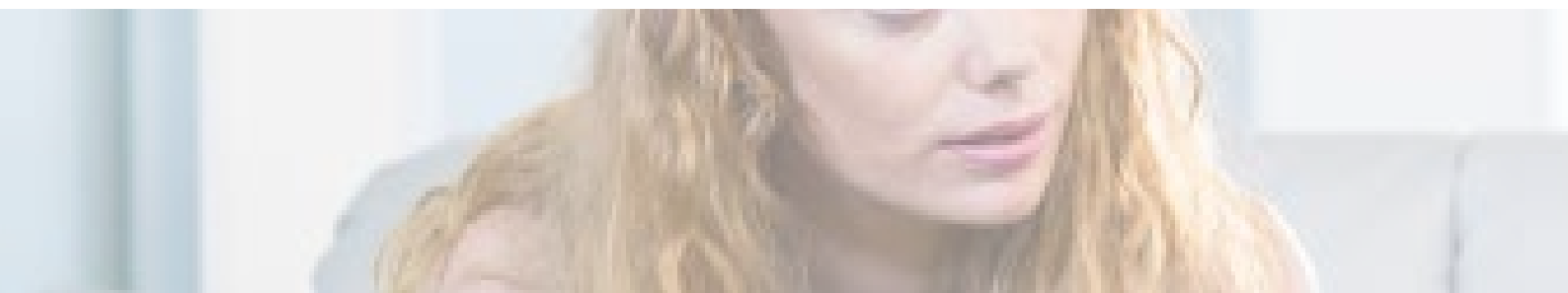


This section should be read in parallel with this qualification's assignment briefs and mark schemes (in Appendix 2), which contain in depth information on the planning, delivery and assessment of the assessments.

Internally marked assessments are to be based on the assignment briefs provided by AIM. Where specified 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.

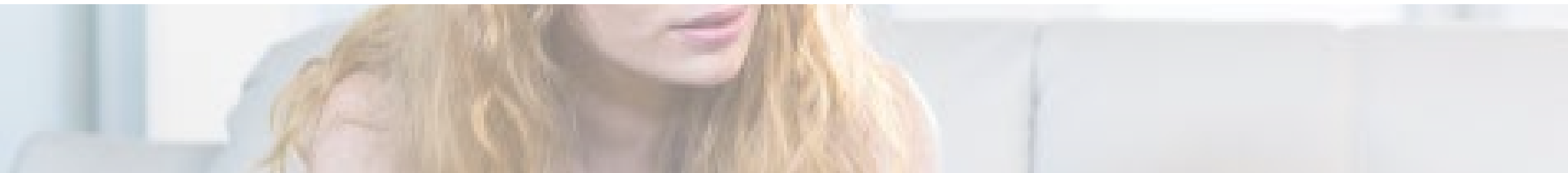
AIM assignment briefs include marking templates for internal assessors to use to support consistent marking, feedback and evidence for quality assurance. All assessment decisions made by a centre will be externally quality assured by AIM.

A full mapping of components to assignments is available below.



Qualification assessment mapping

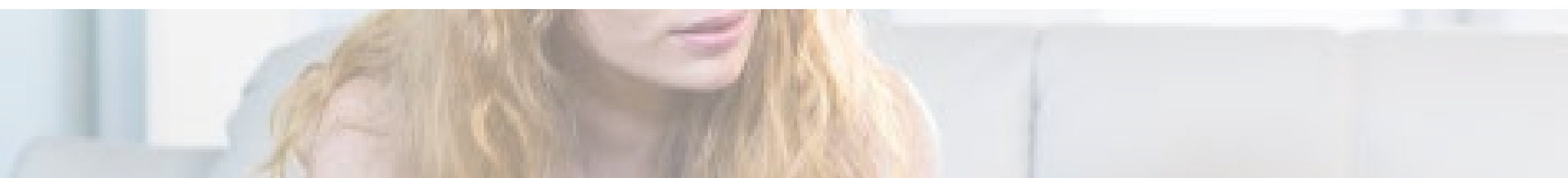
Component title	Study of supervised practice	Essay 1	Action plan	Essay 2	Business plan	Research proposal
Mandatory components						
Supervised Practice in Counselling	✓					
Counselling Supervision		✓	✓			
Professional Standards in Counselling				✓		
Setting up Practice					✓	
Research in Counselling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



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

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.

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.

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 (see Appendix 2) and may contextualise it and set tasks to suit their learners.

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

Guidance:

The 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 (see Appendix 2) and may contextualise it and set tasks to suit their learners.

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

Guidance:

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 (see Appendix 2) and may contextualise it and set tasks to suit their learners.

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

Guidance:

The 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 (see Appendix 2) and may contextualise it and set tasks to suit their learners.

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

Guidance:

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



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.

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 adjustments

Reasonable adjustments are adjustments made to an assessment for a qualification so as to enable a learner to demonstrate their knowledge, skills and understanding. The nature of any reasonable adjustments depends on the particular requirements as well as on the qualification and assessment methods. Reasonable adjustments are generally not appropriate where the learner's particular difficulty directly affects performance in the actual attributes to be assessed.

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 14 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.



Special considerations

Special consideration is consideration to be given to a learner who has temporarily experienced:

- an illness or injury, or
- some other event outside of their control

which has had or is reasonably likely to have had an effect on their ability to take an assessment or on their level of attainment in an assessment. Special consideration is not appropriate for a minor illness or a minor disturbance.

It may not be possible to apply special consideration where an assessment requires the learner to demonstrate practical competence. In some circumstances it may be more appropriate to offer the learner an opportunity to take the assessment at a later date rather than apply special considerations.

In the case of externally marked coursework:

1. The head of centre should complete and submit a request for special consideration form for each learner requesting special consideration with supporting evidence, which may include medical/psychological evidence or a statement from the invigilator/verifier to AIM no later than 24 hours after the submission date
2. AIM will confirm receipt of the form within 2 working days

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. A template detailing the points allocated for each grade and for recording these grades is provided in Appendix 3 - Learner Grade Record.



Section four

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 the qualification

Centres wishing to offer this qualification must complete and submit a Qualification Approval request (found on the AIM website). 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 using the AIM portal. Learners must be registered onto the correct qualification via the portal. Centres then select their chosen components.

For all registration and certification processes, please refer to the portal guidance document which can be downloaded from our website (www.aim-group.org.uk). Details of assessment, internal verification and external verification can be found in Appendix 1 - A guide to assessing AIM qualifications of this 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.

Fees and charges

The AIM Fees and Charges brochure includes all qualification charges and is available on our website. Please note that registrations will not be processed if centre fees have not been paid.



Externally marked coursework

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

Once externally marked work has been completed:

Externally marked coursework must be submitted to enquiries@aim-group.org.uk 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

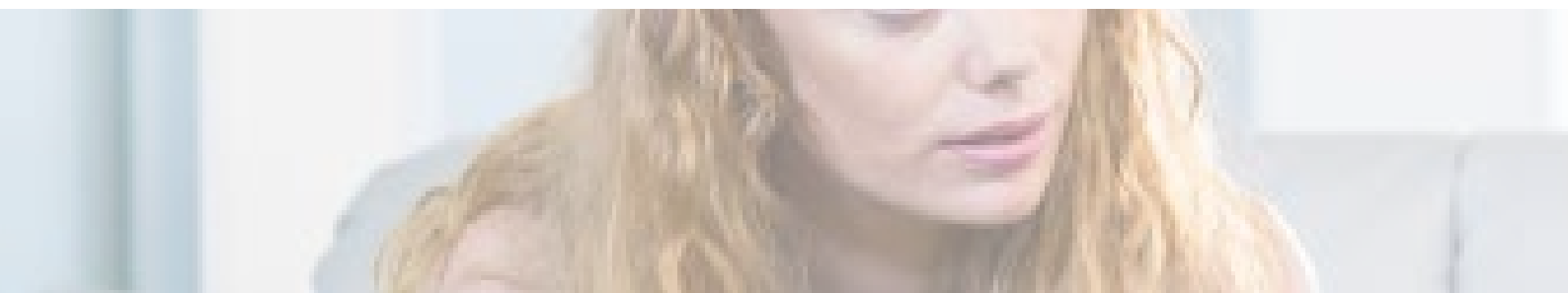
- For the January series, coursework must be submitted by **14th January**
- For the June series, coursework must be submitted by **14th June**

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, certificates and a summary of achievement will be produced and issued. Learners that have achieved a qualification will be issued with a qualification certificate with details of the qualification and components achieved within 10 working days (2 weeks) of the completed verification process. Learners that have not achieved a qualification will be issued with a component certificate with details of the components achieved.



Section five

Appendices

Appendices and links

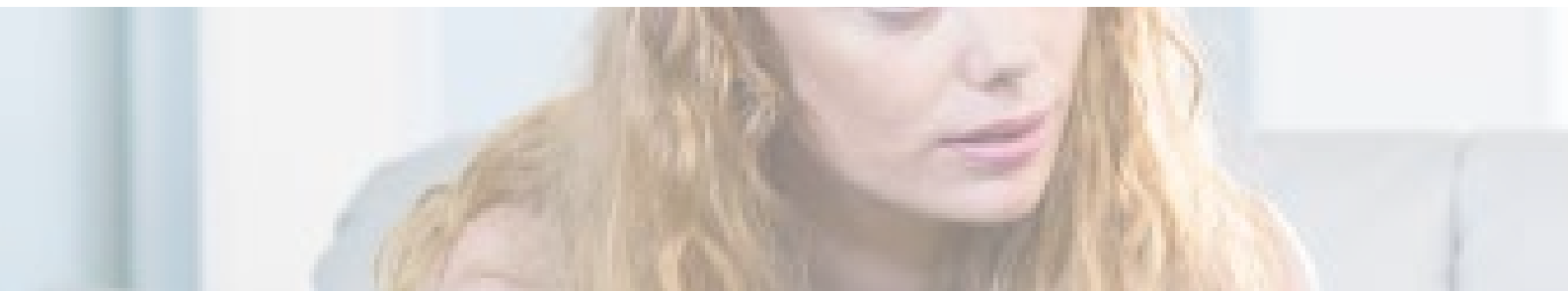
Appendix title

Please click on the below links to access the appendices.

A Guide to Assessing AIM Qualifications

Assignment briefs (*available to assigned counselling contact via secure portal, please contact AIM for further information*)

Learner grade record (*available to assigned counselling contact via secure portal, please contact AIM for further information*)





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