AIM Qualifications

Suite of Education and Training Qualifications

Version 10 - October 2022

> "I would like to convey my thanks to you all at AIM for the support and guidance you have provided during our first year as a training centre. I am aware we have asked a lot of questions and sent a lot of emails and you have dealt with every query swiftly and efficiently combined with a lot of patience.
>
> It has been a roller coaster of a year setting up everything from scratch but it has been made easier by having access to you all.
>
> Carol Harmston, AIM Centre "

Document Version History

Version Number	Date	Description
2	19/11/2018	Update to TQT values and credit removed - AIM Qualifications Level 3 Award in Education and Training (page 9) Credits removed - AIM Qualifications Level 3 Award in Education and Training (page 14)
3	08/02/2019	Following review credit applied to AIM Qualifications Level 3 Award in Education and Training (pages 9 and 14). Update to TQT values (pages 9-11)
4	09/05/2019	Following review component D/505/1105 name changed for accuracy (page 16). GLH amended for Developing Teaching, Learning and Assessment in Education and Training, Teaching, Learning and Assessment in Education and Training, Theories, Principles and Models in Education and Training and Wider Professional Practice and Development in Education and Training due to typographical errors (page 17)
5	September 2019	Rebrand - 'AIM Awards' changed to 'AIM Qualifications' Qualification family added to qualification details grid (pages 9-11)
6	October 2020	Added 'Extended ERF Adaptation - Education' to Appendix (page 35) Added information about adapted qualifications to 'About this Qualification' section (pages 7 - 8)
7	May 2021	Removed 'Extended ERF Adaptation' and replaced with VCRF adaptation/guidance (page 8) (page 35)
8	August 2021	Updated Links for components and appendices Updated how training is assessed (pages 22, 24, 28) Added Northern Ireland and Wales to geographical coverage (pages 9 -11)

Version Number	Date	Description
9	May 2022	Review date updated to 31/12/2023 for the following qualifications: 600/9783/8 Level 3 Award in Education and Training 601/0452/1 Level 4 Certificate in Education and Training 601/0462/4 Level 5 Diploma in Education and Training
10	October 2022	Removed 'VCRF adaptation/guidance' (from page 6)

Contents

Introduction

Welcome to the AIM Qualifications Suite of Education and Training Qualifications Handbook. This Handbook contains everything you need to know about these qualifications 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 these Qualifications

The AIM Qualifications suite of teacher training qualifications comprises: Level 3 Award in Education and Training; Level 4 Certificate in Education and Training; Level 5 Diploma in Education and Training.

The **AIM Qualifications Level 3 Award in Education and Training** provides an introduction to teaching. It can meet the needs of a range of trainee teachers; for example, individuals not currently teaching or training, individuals currently teaching or training (including those who have just begun teaching or training), individuals currently working as assessors who wish to achieve a qualification that provides an introduction to teaching.

There are two routes within the Award:

1. Education and Training

2. Learning and Development.

In the Education and Training route, topics include roles and responsibilities, assessment and understanding and using inclusive teaching and learning approaches. There is a requirement to plan and carry out an observed micro-teaching session.

In the Learning and Development route, topics include roles and responsibilities, facilitating learning for individuals and in groups and understanding the principles and practices of assessment. There is a requirement to undertake observed and assessed practice in a real work environment.

This Award is offered at Level 3 only – progression can be to the Level 4 Certificate in Education and Training and the Level 5 Diploma in Education and Training, although achieving the Level 3 Award is not a prerequisite for entry to the Level 4 and Level 5 qualifications.

A resource pack containing assessment guidance will be included with this qualification for centres to use as an option.

The AIM Qualifications suite of teacher training qualifications comprises: Level 3 Award in Education and Training; Level 4 Certificate in Education and Training; Level 5 Diploma in Education and Training.

The **AIM Qualifications Level 4 Certificate in Education and Training** prepares trainee teachers to teach in a wide range of contexts. It requires observation and assessment of performance. It can meet the needs of a range of trainee teachers; for example, individuals not currently teaching or training, individuals currently teaching or training (including those who have just begun teaching or training), individuals currently working as assessors who wish to achieve a teaching qualification. There is a practice requirement of a minimum of 30 hours and there must be a minimum of three observations of practice, totalling a minimum of three hours.

This Certificate is offered at Level 4 only – progression can be to the Level 5 Diploma in Education and Training, although achieving the Level 4 Certificate is not a prerequisite for entry to the Level 5 qualification.

The AIM Qualifications suite of teacher training qualifications comprises: Level 3 Award in Education and Training; Level 4 Certificate in Education and Training; Level 5 Diploma in Education and Training.

The **AIM Qualifications Level 5 Diploma in Education and Training** prepares trainee teachers to teach in a wide range of contexts. It requires observation and assessment of performance. It can meet the needs of a range of trainee teachers who can meet the practice requirements; for example, individuals currently teaching or training (including those who have just begun teaching or training), individuals currently working as assessors who wish to achieve a teaching qualification. There is a practice requirement of a minimum of 100 hours and there must be a minimum of eight observations of practice, totalling a minimum of eight hours.

This Diploma is offered at Level 5 only. A resource pack containing assessment guidance will be included with this qualification for centres to use as an option.

Qualification Details

Qualification	
AIM Qualifications Level 3 Award in Education and Training	
Qualification Family	Professional
Assessment	Internally assessed and externally moderated portfolio of evidence
Grading	Assessment is achieved / not achieved. There is no grading
Progression Opportunities	To the L4 Certificate in Education and Training; To the L5 Diploma in Education and Training; To the suite of Assessor and Verifier qualifications
Geographical Coverage	England, Wales, Northern Ireland
Operational Start Date	01/07/2013
Review Date	31/12/2023
Sector	13.1 Teaching and Lecturing
Qualification Number	600/9783/8
Learning Aim Reference	60097838
Credits	12
Guided Learning Hours (GLH)	48
Total Qualification Time (TQT)	120
Learner Age	19+
Rules of Combination	To achieve this qualification learners must complete the essential component from group **A**, one of the chosen components from group **B** and one of the chosen components from group **C.**

Qualification	
AIM Qualifications Level 4 Certificate in Education and Training	
Qualification Family	Professional
Assessment	Internally assessed and externally moderated assessment evidence
Grading	Assessment is competent / not competent. There is no grading
Progression Opportunities	To the L5 Diploma in Education and Training; To the suite of Assessor and Verifier qualifications
Geographical Coverage	England, Wales, Northern Ireland
Operational Start Date	01/08/2013
Review Date	31/12/2023
Sector	13.1 Teaching and Lecturing
Qualification Accreditation Number	601/0452/1
Learning Aim Reference	60104521
Credits	36
Guided Learning Hours (GLH)	140
Total Qualification Time (TQT)	360
Learner Age	19+
Rules of Combination	Learners must achieve 36 credits in total. 21 credits must be achieved from Group (A) and a minimum of 15 credits must be achieved from Group (B). A maximum of 15 credits may be achieved at Level 3.

Qualification	
AIM Qualifications Level 5 Diploma in Education and Training	
Qualification Family	Professional
Assessment	Internally assessed and externally moderated assessment evidence
Grading	Assessment is competent / not competent. There is no grading
Progression Opportunities	To the suite of Assessor and Verifier qualifications and/or to employment
Geographical Coverage	England, Wales, Northern Ireland
Operational Start Date	01/08/2013
Review Date	31/12/2023
Sector	13.1 Teaching and Lecturing
Qualification Accreditation Number	601/0462/4
Learning Aim Reference	60104624
Credits	120
Guided Learning Hours (GLH)	360
Total Qualification Time (TQT)	1200
Learner Age	19+
Rules of Combination	Learners must achieve 120 credits in total. 75 credits must be achieved from Group A and a minimum of 45 credits must be achieved from Group B. A maximum of 59 credits may be achieved at Level 4.

Total Qualification Time and Guided Learning Hours

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

From the L3 Award in Education in Training learners may progress into the L4 Certificate in Education and Training; To the L5 Diploma in Education and Training; To the suite of Assessor and Verifier qualifications

Entry Guidance

All trainee teachers joining this qualification should undertake an initial assessment of skills in English, mathematics and ICT. They should record their development needs and, where applicable, agree an action plan to address them. If trainee teachers join the qualification programme having already undertaken an initial assessment of their English, mathematics and ICT skills, their record of development needs and any previous actions taken to address them should be reviewed and updated as required. There are no other nationally agreed entry requirements.

Qualification Dates

The qualification review date is the date by which we will have carried out a review of the qualification. We work with sector representatives to make any changes necessary to meet sector 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

Centres must ensure that they have the appropriate resources in place to deliver the unit in this qualification. Learners should have access to classrooms equipped with teaching aids for the micro-teaching sessions. Learners should also have access to learning resources such as text books, online resources and journals.

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 3 Award in Education and Training					
To achieve this qualification learners must complete the essential component from group **A**, one of the chosen components from group **B** and one of the chosen components from group **C.**					
Group	Component Code	Component Title	Level	GLH	Credits
Group A					
A	H/505/0053	Understanding Roles, Responsibilities and Relationships in Education and Training	Three	12	3
Group B					
B	J/502/9549	Facilitate Learning and Development for Individuals	Three	25	6
B	F/502/9548	Facilitate Learning and Development in Groups	Three	25	6
B	D/505/0052	Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training	Three	24	6
Group C					
C	R/505/0050	Understanding Assessment in Education and Training	Three	12	3
C	D/601/5313	Understanding the Principles and Practices of Assessment	Three	24	3

Section Two

Qualification Structure

Group	Component Code	Component Title	Level	GLH	Credits
**Rules of combination for: AIM Qualifications Level 4 Certificate in Education and Training**
Learners must achieve 36 credits in total. 21 credits must be achieved from Group (A) and a minimum of 15 credits must be achieved from Group (B). A maximum of 15 credits may be achieved at Level 3.
**Group A**
A	F/505/0125	Assessing Learners in Education and Training	Four	24	6
A	M/505/0122	Delivering Education and Training	Four	24	6
A	A/505/1189	Planning to Meet the Needs of Learners in Education and Training	Four	15	3
A	H/505/0053	Understanding Roles, Responsibilities and Relationships in Education and Training	Three	12	3
A	L/505/0127	Using Resources for Education and Training	Four	15	3
**Group B**
B	M/503/5376	Action Learning to Support Development of Subject Specific Pedagogy	Five	50	15
B	T/503/5380	Action Research	Five	50	15
B	H/601/5314	Assess Occupational Competence in the Work Environment	Three	30	6
B	F/601/5319	Assess Vocational Skills, Knowledge and Understanding	Three	30	6
B	F/505/0187	Assessment and Support for the Recognition of Prior Learning through the Accreditation of Learning Outcomes	Three	30	6
B	M/505/1089	Delivering Employability Skills	Four	20	6
B	A/502/9547	Develop and Prepare Resources for Learning and Development	Four	25	6
B	M/502/9545	Develop Learning and Development Programmes	Four	30	6
B	H/505/1090	Developing, Using and Organising Resources in a Specialist Area	Five	50	15
B	Y/503/5310	Effective Partnership Working in the Learning and Teaching Context	Four	50	15
B	F/502/9551	Engage Learners in the Learning and Development Process	Three	30	6
B	Y/502/9555	Engage with Employers to Develop and Support Learning Provision	Three	25	6
B	D/502/9556	Engage with Employers to Facilitate Workforce Development	Four	30	6
B	Y/503/5789	Equality and Diversity	Four	25	6
B	K/505/1091	Evaluating Learning Programmes	Four	15	3
B	K/502/9544	Identify Individual Learning and Development Needs	Three	24	3
B	H/502/9543	Identify the Learning Needs of Organisations	Four	30	6
B	L/503/5384	Inclusive Practice	Four	50	15
B	A/601/5321	Internally Assure the Quality of Assessment	Four	45	6
B	A/502/9550	Manage Learning and Development in Groups	Four	30	6
B	J/505/0188	Preparing for the Coaching Role	Four	15	3
B	L/505/0189	Preparing for the Mentoring Role	Four	15	3
B	T/505/1093	Preparing for the Personal Tutoring Role	Four	15	3
B	L/504/0231	Principles and Practice of Lip-reading Teaching	Four	48	12
B	R/504/0229	Specialist Delivery Techniques and Activities	Four	30	9
B	J/505/1096	Teaching in a Specialist Area	Four	50	15
B	Y/505/1099	Understanding and Managing Behaviours in a Learning Environment	Four	20	6
B	L/505/1102	Understanding and Managing Behaviours in a Learning Environment	Five	20	6
B	F/601/5322	Understanding the Principles and Practices of Externally Assuring the Quality of Assessment	Four	45	6
B	T/601/5320	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment	Four	45	6
B	D/505/1105	Working with the 14-19 Age Range in the Learning Environment	Four	30	9

Rules of combination for: AIM Qualifications Level 5 Diploma in Education and Training

Learners must achieve 120 credits in total. 75 credits must be achieved from Group A and a minimum of 45 credits must be achieved from Group B. A maximum of 59 credits may be achieved at Level 4.

Group	Component Code	Component Title	Level	GLH	Credit Value
		Group A			
A	R/505/0923	Developing Teaching, Learning and Assessment in Education and Training	Five	65	20
A	H/505/0912	Teaching, Learning and Assessment in Education and Training	Four	65	20
A	A/505/0818	Theories, Principles and Models in Education and Training	Five	60	20
A	J/505/0837	Wider Professional Practice and Development in Education and Training	Five	50	15
		Group B			
B	M/503/5376	Action Learning to Support Development of Subject Specific Pedagogy	Five	50	15
B	T/503/5380	Action Research	Five	50	15
B	M/505/1089	Delivering Employability Skills	Four	20	6
B	A/502/9547	Develop and Prepare Resources for Learning	Four	25	6
B	M/502/9545	Develop Learning and Development Programmes	Four	30	6
B	H/505/1090	Developing, Using and Organising Resources in a Specialist Area	Five	50	15
B	Y/503/5310	Effective Partnership Working in the Learning and Teaching Context	Four	50	15
B	D/502/9556	Engage with Employers to Facilitate Workforce Development	Four	30	6
B	Y/503/5789	Equality and Diversity	Four	25	6
B	K/505/1091	Evaluating Learning Programmes	Four	15	3
B	H/502/9543	Identify the Learning Needs of Organisations	Four	30	6
B	L/503/5384	Inclusive Practice	Four	50	15
B	A/601/5321	Internally Assure the Quality of Assessment	Four	45	6
B	A/502/9550	Manage Learning and Development in Groups	Four	30	6
B	J/505/0188	Preparing for the Coaching Role	Four	15	3
B	L/505/0189	Preparing for the Mentoring Role	Four	15	3
B	T/505/1093	Preparing for the Personal Tutoring Role	Four	15	3
B	L/504/0231	Principles and Practice of Lip-reading Teaching	Four	48	12
B	R/504/0229	Specialist Delivery Techniques and Activities	Four	30	9
B	J/505/1096	Teaching in a Specialist Area	Four	50	15
B	Y/505/1099	Understanding and Managing Behaviours in a Learning Environment	Four	20	6
B	L/505/1102	Understanding and Managing Behaviours in a Learning Environment	Five	20	6
B	F/601/5322	Understanding the Principles and Practices of Externally Assuring the Quality of Assessment	Four	45	6
B	T/601/5320	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment	Four	45	6

Section Three

Assessment

Centre Staff Requirements

All those delivering units and/or observing and assessing practice for the Level 4 Certificate in Education and Training and Level 5 Diploma in Education and Training must have all of the following:

- a teaching qualification, this does not include qualifications that only provide an introduction to teaching, for example, the Level 3 Award in Education and Training or the Level 3 or Level 4 PTLLS Awards.
- evidence of teaching experience in an education and training context
- access to appropriate guidance and support
- on-going participation in related programme quality assurance processes

There are additional requirements for those who assess the Learning and Development units (see Section 2 unit list) – they must:

1. already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualifications (if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors);

2. have up-to-date working knowledge and experience of best practice in assessment and quality assurance;

3. hold one of the following qualifications or their recognised equivalent:

- Level 3 Award in Assessing Competence in the Work Environment (QCF); or
- Level 3 Certificate in Assessing Vocational Achievement (QCF); or
- A1 Assess candidate performance using a range of methods; or
- D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence; and

4. show current evidence of continuing professional development in assessment and quality assurance.

All those who are involved in the internal quality assurance of the Learning and Development units of this qualification must:

5. have up-to-date working knowledge and experience of best practice in assessment and quality assurance;

6. hold one of the following assessor qualifications or their recognised equivalent:

•   Level 3 Award in Assessing Competence in the Work Environment; or

•   Level 3 Certificate in Assessing Vocational Achievement; or

•   A1 Assess candidate performance using a range of methods; or

•   D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence;

7. hold one of the following internal quality assurance qualifications or their recognised equivalent:

•   Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice; or

•   Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice; or

•   V1 Conduct internal quality assurance of the assessment process; or

•   D34 Internally verify the assessment process; and

8. show current evidence of continuing professional development in assessment and quality assurance

How the AIM Qualifications Level 3 Award in Education and Training is Assessed

Centres to use assessments internally set at the centre by assessors, against the requirements detailed in the assessment criteria of the units. Centre devised assessment tasks should be approved by the internal verifier for the course before delivery commences to ensure the assessment is fit for purpose and meets the standards required.

- The resulting portfolios of assessed evidence are internally verified by an internal verifier at the centre
- The portfolios of assessed evidence are externally verified by an external verifier appointed by AIM

Appendix 2 contains the level descriptors which provide a general shared understanding of learning and achievement at each level and are concerned with the outcomes of learning, not the process of learning or the method of assessment. For a more detailed overview of assessment, please view our assessment documents at www.aim-group.org.uk.

Appendix 3 contains the level descriptors which provide a general shared understanding of learning and achievement at each level and are concerned with the outcomes of learning, not the process of learning or the method of assessment. For a more detailed overview of assessment, please view our assessment documents at www.aim-group.org.uk.

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Essential Components			Set by the centre			Set by AIM		
Component Code	Component Title	Level	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
H/505/0053	Understanding Roles, Responsibilities and Relationships in Education and Training	Three	✓	–	–	–	–	–
J/502/9549	Facilitate Learning and Development for Individuals	Three	✓	–	✓	–	–	–
F/502/9548	Facilitate Learning and Development in Groups	Three	✓	–	✓	–	–	–
D/505/0052	Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training	Three	✓	–	✓	–	–	–
R/505/0050	Understanding Assessment in Education and Training	Three	✓	–	–	–	–	–
D/601/5313	Understanding the Principles and Practices of Assessment	Three	✓	–	–	–	–	–

How the AIM Qualifications Level 4 Certificate in Education and Training is Assessed

Centres to use assessments internally set at the centre by assessors, against the requirements detailed in the assessment criteria of the units. Centre devised assessment tasks should be approved by the internal verifier for the course before delivery commences to ensure the assessment is fit for purpose and meets the standards required.

- The resulting portfolios of assessed evidence are internally verified by an internal verifier at the centre

- The portfolios of assessed evidence are externally verified by an external verifier appointed by AIM

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Essential Components			Set by the centre			Set by AIM		
Component Code	Component Title	Level	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
F/505/0125	Assessing Learners in Education and Training	Four	✓	_	✓	_	_	_
M/505/0122	Delivering Education and Training	Four	✓	_	✓	_	_	_
A/505/1189	Planning to Meet the Needs of Learners in Education and Training	Four	✓	_	✓	_	_	_
H/505/0053	Understanding Roles, Responsibilities and Relationships in Education and Training	Three	✓	_	_	_	_	_
L/505/0127	Using Resources for Education and Training	Four	✓	_	✓	_	_	_
M/503/5376	Action Learning to Support Development of Subject Specific Pedagogy	Five	✓	_	✓	_	_	_
T/503/5380	Action Research	Five	✓	_	✓	_	_	_
H/601/5314	Assess Occupational Competence in the Work Environment	Three	✓	_	✓	_	_	_
F/601/5319	Assess Vocational Skills, Knowledge and Understanding	Three	✓	_	✓	_	_	_
F/505/0187	Assessment and Support for the Recognition of Prior Learning through the Accreditation of Learning Outcomes	Three	✓	_	✓	_	_	_
M/505/1089	Delivering Employability Skills	Four	✓	_	✓	_	_	_
A/502/9547	Develop and Prepare Resources for Learning and Development	Four	✓	_	✓	_	_	_
M/502/9545	Develop Learning and Development Programmes	Four	✓	_	✓	_	_	_

Essential Components	Set by the centre			Set by AIM		
Component Code	Component Title	Level	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
H/505/1090	Developing, Using and Organising Resources in a Specialist Area	Five	✓	–	✓	–	–	–
Y/503/5310	Effective Partnership Working in the Learning and Teaching Context	Four	✓	–	–	–	–	–
F/502/9551	Engage Learners in the Learning and Development Process	Three	✓	–	✓	–	–	–
Y/502/9555	Engage with Employers to Develop and Support Learning Provision	Three	✓	–	✓	–	–	–
Y/503/5789	Engage with Employers to Facilitate Workforce Development	Four	✓	–	✓	–	–	–
K/505/1091	Equality and Diversity	Four	✓	–	✓	–	–	–
K/502/9544	Evaluating Learning Programmes	Three	✓	–	✓	–	–	–
H/502/9543	Identify Individual Learning and Development Needs	Four	✓	–	✓	–	–	–
L/503/5384	Identify the Learning Needs of Organisations	Four	✓	–	✓	–	–	–
A/601/5321	Inclusive Practice	Four	✓	–	–	–	–	–
A/502/9550	Internally Assure the Quality of Assessment	Four	✓	–	✓	–	–	–
J/505/0188	Manage Learning and Development in Groups	Four	✓	–	✓	–	–	–
J/505/0188	Preparing for the Coaching Role	Four	✓	–	–	–	–	–

Essential Components	Set by the centre			Set by AIM		
Component Code	Component Title	Level	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
L/505/0189	Preparing for the Mentoring Role	Four	✓	–	–	–	–	–
T/505/1093	Preparing for the Personal Tutoring Role	Four	✓	–	–	–	–	–
L/504/0231	Principles and Practice of Lip-reading Teaching	Four	✓	–	–	–	–	–
R/504/0229	Specialist Delivery Techniques and Activities	Four	✓	–	✓	–	–	–
J/505/1096	Teaching in a Specialist Area	Four	✓	–	✓	–	–	–
Y/505/1099	Understanding and Managing Behaviours in a Learning Environment	Four	✓	–	✓	–	–	–
L/505/1102	Understanding and Managing Behaviours in a Learning Environment	Five	✓	–	✓	–	–	–
F/601/5322	Understanding the Principles and Practices of Externally Assuring the Quality of Assessment	Four	✓	–	–	–	–	–
T/601/5320	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment	Four	✓	–	–	–	–	–
D/505/1105	Working with the 14-19 Age Range in Education and Training	Four	✓	–	✓	–	–	–

How the AIM Qualifications Level 5 Diploma in Education and Training is Assessed

Centres to use assessments internally set at the centre by assessors, against the requirements detailed in the assessment criteria of the units. Centre devised assessment tasks should be approved by the internal verifier for the course before delivery commences to ensure the assessment is fit for purpose and meets the standards required.

- The resulting portfolios of assessed evidence are internally verified by an internal verifier at the centre

- The portfolios of assessed evidence are externally verified by an external verifier appointed by AIM

Appendix 2 contains the level descriptors which provide a general shared understanding of learning and achievement at each level and are concerned with the outcomes of learning, not the process of learning or the method of assessment. For a more detailed overview of assessment, please view our assessment documents at www.aim-group.org.uk.

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Appendix 4 contains the level descriptors which provide a general shared understanding of learning and achievement at each level and are concerned with the outcomes of learning, not the process of learning or the method of assessment. For a more detailed overview of assessment, please view our assessment documents at www.aim-group.org.uk.

Essential Components			Set by the centre			Set by AIM		
Component Code	Component Title	Level	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
R/505/0923	Developing Teaching, Learning and Assessment in Education and Training	Five	✓	–	✓	–	–	–
H/505/0912	Teaching, Learning and Assessment in Education and Training	Four	✓	–	✓	–	–	–
A/505/0818	Theories, Principles and Models in Education and Training	Five	✓	–	–	–	–	–
J/505/0837	Wider Professional Practice and Development in Education and Training	Five	✓	–	✓	–	–	–
M/503/5376	Action Learning to Support Development of Subject Specific Pedagogy	Five	✓	–	✓	–	–	–
T/503/5380	Action Research	Five	✓	–	✓	–	–	–
M/505/1089	Delivering Employability Skills	Four	✓	–	✓	–	–	–
A/502/9547	Develop and Prepare Resources for Learning and Development	Four	✓	–	✓	–	–	–
M/502/9545	Develop Learning and Development Programmes	Four	✓	–	✓	–	–	–
H/505/1090	Developing, Using and Organising Resources in a Specialist Area	Five	✓	–	✓	–	–	–
Y/503/5310	Effective Partnership Working in the Learning and Teaching Context	Four	✓	–	✓	–	–	–
D/502/9556	Engage with Employers to Facilitate Workforce Development	Four	✓	–	✓	–	–	–
Y/503/5789	Equality and Diversity	Four	✓	–	✓	–	–	–

Essential Components			Set by the centre			Set by AIM		
Component Code	Component Title	Level	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
K/505/1091	Evaluating Learning Programmes	Four	✓	–	✓	–	–	–
H/502/9543	Identify the Learning Needs of Organisations	Four	✓	–	✓	–	–	–
L/503/5384	Inclusive Practice	Four	✓	–	–	–	–	–
A/601/5321	Internally Assure the Quality of Assessment	Four	✓	–	✓	–	–	–
A/502/9550	Manage Learning and Development in Groups	Four	✓	–	✓	–	–	–
J/505/0188	Preparing for the Coaching Role	Four	✓	–	–	–	–	–
L/505/0189	Preparing for the Mentoring Role	Four	✓	–	–	–	–	–
T/505/1093	Preparing for the Personal Tutoring Role	Four	✓	–	–	–	–	–
L/504/0231	Principles and Practice of Lip-reading Teaching	Four	✓	–	✓	–	–	–
R/504/0229	Specialist Delivery Techniques and Activities	Four	✓	–	✓	–	–	–
J/505/1096	Teaching in a Specialist Area	Four	✓	–	✓	–	–	–
Y/505/1099	Understanding and Managing Behaviours in a Learning Environment	Four	✓	–	✓	–	–	–
L/505/1102	Understanding and Managing Behaviours in a Learning Environment	Five	✓	–	✓	–	–	–

Essential Components			Set by the centre			Set by AIM		
Component Code	Component Title	Level	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
F/601/5322	Understanding the Principles and Practices of Externally Assuring the Quality of Assessment	Four	✓	–	–	–	–	–
T/601/5320	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment	Four	✓	–	–	–	–	–

Section Four

Operational Guidance

Offering these Qualifications

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 these Qualifications

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.

Section Five

Appendices

Appendices and Links

Appendix Title

AIM Qualifications: Assessment handbook

Learner Grade Record Template

AIM
Qualifications and Assessment Group

+44 (0)1332 341822

enquiries@aim-group.org.uk

www.aim-group.org.uk

AIM Qualifications and Assessment Group
3 Pride Point Drive
Pride Park
Derby
DE24 8BX