

Please note that these qualifications are expiring from any new learner registrations on 31/07/2019. Please contact AIM Awards for information on replacement qualifications on 01332 341822.



AIM Awards Level 2 Certificate in Counselling Skills (EERF) including Level 2

Awards



Document Version Control

Version Number	Date	Description
9	20/11/2018	Update to TQT values (Pages 8-10) Credit removed (Pages 8-10 and 13-15)
10	17/01/2019	Qualification withdrawn. Withdrawal dates added (Pages 8-10)
11	15/10/2020	Added 'Extended ERF Adaptation - Counselling' to Appendix (page 46) Added information about adapted qualifications to 'About this Qualification' section (page 11)

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**AIM Awards Level 2 Certificate in Counselling Skills
601/3284/X**

**AIM Awards Level 2 Award in Counselling: Communicating
with Children and Young People
601/3280/2**

**AIM Awards Level 2 Award in Counselling: Skills for the
Workplace
601/3282/6**

**AIM Awards Level 2 Award in Counselling: Working with
Grief and Loss
601/3279/6**

**AIM Awards Level 2 Award in Counselling: Working with
Trauma
601/3281/4**

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Section 1 Qualification Overview

Section One

Qualification Overview

Introduction

Welcome to the AIM Awards Qualification Specification. We want to make your experience of working with AIM Awards as pleasant as possible.

AIM Awards 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.

This Qualification Specification contains everything you need to know about this qualification/qualification suite and should be used by everyone involved with planning, delivery and assessment.

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

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

This Qualification Specification is mapped to the Ofqual General Conditions of Recognition with references cited for each section as appropriate and the whole document is mapped to Ofqual General Conditions of Recognition C2.5 and E3.2.

About the Qualification

Mapped to Ofqual General Conditions of Recognition: E3.2a/E3.3b

The AIM Awards Level 2 Certificate in Counselling Skills focuses on the development of counselling skills. This qualification aims to provide a comprehensive introduction to a range of counselling skills and an understanding of the importance of using counselling skills within published ethical frameworks, such as those from the British Association for Counselling and Psychotherapy (BACP), National Counselling Society (NCS) and the United Kingdom Council for Psychotherapy (UKCP).

This qualification comprises one mandatory unit (Counselling: Skills Acquisition and Practice) and four optional units. The optional units provide an opportunity for learners to acquire counselling skills in one of a choice of four contexts and are applicable to a wide variety of helping and supporting roles:

- Counselling Skills for the Workplace
- Communicating with Children and Young People
- Working with Grief and Loss
- Working with Trauma

Learners may progress onto the AIM Awards Level 3 Certificate in Counselling to enhance their knowledge of counselling skills and theory. For those wishing to work towards a professional qualification enabling them to work as a counselling practitioner, learners may progress onto the AIM Awards Level 4 Diploma in Counselling Practice.

On successfully achieving an individual optional unit (without the achievement of the mandatory unit) within the Level 2 Certificate in Counselling Skills, learners will achieve the relevant Level 2 Award:

Qualification Title/Ofqual Qualification Number	Linked Unit
AIM Awards Level 2 Award in Counselling: Communicating with Children and Young People 601/3280/2	Counselling: Communicating with Children and Young People
AIM Awards Level 2 Award in Counselling: Skills for the Workplace 601/3282/6	Counselling: Skills for the Workplace
AIM Awards Level 2 Award in Counselling: Working with Grief and Loss 601/3279/6	Counselling: Working with Grief and Loss
AIM Awards Level 2 Award in Counselling: Working with Trauma 601/3281/4	Counselling: Working with Trauma

Qualification	
AIM Awards Level 2 Certificate in Counselling Skills	
Assessment	This qualification is assessed through three different methods: <ul style="list-style-type: none"> • Externally assessed examination • Internally assessed role-play • Internally assessed journal
Grading	Assessment is competent / not competent. There is no grading
Operational Start Date	01-Sept-2014
Operational End Date	31-Jul-2019
Certification End Date	31-Jul-2022
Sector	1.3 Health and Social Care
Qualification Accreditation Number	601/3284/X
Learning Aim Reference	6013284X
Guided Learning Hours	75
TQT	122
Learner Age Range	16-18; 19+
Rules of Combination	To achieve this qualification learners must complete the single essential component from group M and one of the chosen components from group O .

Qualification	
AIM Awards Level 2 Award in Counselling: Communicating with Children and Young People	
Assessment	Internally assessed journal
Grading	Assessment is competent / not competent. There is no grading
Operational Start Date	01-Sept-2014
Operational End Date	31-Jul-2019
Certification End Date	31-Jul-2022
Sector	1.3 Health and Social Care
Qualification Accreditation Number	601/3280/2
Learning Aim Reference	60132802
Guided Learning Hours	30
TQT	49
Learner Age Range	16-18; 19+
Rules of Combination	To achieve this qualification learners must complete the single essential component.

Qualification	
AIM Awards Level 2 Award in Counselling: Skills for the Workplace	
Assessment	Internally assessed journal
Grading	Assessment is competent / not competent. There is no grading
Operational Start Date	01-Sept-2014
Operational End Date	31-Jul-2019
Certification End Date	31-Jul-2022
Sector	1.3 Health and Social Care
Qualification Accreditation Number	601/3282/6
Learning Aim Reference	60132826
Guided Learning Hours	30
TQT	49
Learner Age Range	16-18; 19+
Rules of Combination	To achieve this qualification learners must complete the single essential component.

Qualification	
AIM Awards Level 2 Award in Counselling: Working with Grief and Loss	
Assessment	Internally assessed journal
Grading	Assessment is competent / not competent. There is no grading
Operational Start Date	01-Sept-2014
Operational End Date	31-Jul-2019
Certification End Date	31-Jul-2022
Sector	1.3 Health and Social Care
Qualification Accreditation Number	601/3279/6
Learning Aim Reference	60132796
Guided Learning Hours	30
TQT	49
Learner Age Range	16-18; 19+
Rules of Combination	To achieve this qualification learners must complete the single essential component.

Qualification	
AIM Awards Level 2 Award in Counselling: Working with Trauma	
Assessment	Internally assessed journal
Grading	Assessment is competent / not competent. There is no grading
Operational Start Date	01-Sept-2014
Operational End Date	31-Jul-2019
Certification End Date	31-Jul-2022
Sector	1.3 Health and Social Care
Qualification Accreditation Number	601/3281/4
Learning Aim Reference	60132814
Guided Learning Hours	30
TQT	49
Learner Age Range	16-18; 19+
Rules of Combination	To achieve this qualification learners must complete the single essential component.

Entry Guidance

Mapped to Ofqual General Conditions of Recognition: E3.2b/c

There are no specific entry requirements for this qualification.

The End of the Accreditation Period

We review qualifications that are near the end of their accreditation period, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments.

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.

Resource Requirements

This qualification has an externally assessed invigilated examination (see [Appendix 1](#) for further information). Centres must ensure that they have the appropriate resources in place to deliver the units in this qualification.

Reading List

The required and recommended reading lists are detailed on the individual units. Please see [Section 2](#).

Additional Teaching Resources/Guidance

AIM Awards have provided additional teaching resources/guidance for Tutors/Assessors in [Appendix 4](#).

Adapted Assessment

Please note that for assessments taking place in the 2020-21 academic year the following qualifications have been designated as 'adapted assessments':

- AIM Qualifications Level 2 Certificate in Counselling Skills
- AIM Qualifications Level 3 Certificate in Counselling

[Please refer to the guidance document for more information.](#)

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Section 2 Structure and Content

Section Two

Structure and Content

Mapped to Ofqual General Conditions of Recognition E3.3a/b

Qualification Structure and Unit Content

Mapped to Ofqual General Conditions of Recognition: E3.2d /e/f/g/h/j

Please select the unit title to view the individual unit content and assessment guidance.

Rules of Combination for: AIM Awards Level 2 Certificate in Counselling Skills						
To achieve this qualification learners must complete the single essential component from group <u>M</u> and one of the chosen components from group <u>O</u> .						
Unit Reference Number	Unit Title	Assessment	Group	Level	Credit Value	GLH
J/506/3040	Counselling: Skills Acquisition and Practice	Externally assessed examination and internally assessed role- play	<u>M</u>	Two	9	45
K/506/3032	Counselling: Communicating with Children and Young People	Internally assessed journal	<u>O</u>	Two	6	30
J/506/3037	Counselling: Skills for the Workplace	Internally assessed journal	<u>O</u>	Two	6	30
D/506/3030	Counselling: Working with Grief and Loss	Internally assessed journal	<u>O</u>	Two	6	30
M/506/3033	Counselling: Working with Trauma	Internally assessed journal	<u>O</u>	Two	6	30

On successfully achieving an individual optional unit (without the achievement of the mandatory unit) within the Level 2 Certificate in Counselling Skills, learners will achieve the relevant Level 2 Award:

Rules of Combination for: AIM Awards Level 2 Award in Counselling: Communicating with Children and Young People				
To achieve this qualification learners must complete the single essential component.				
Unit Reference Number	Unit Title	Assessment	Level	GLH
K/506/3032	Counselling: Communicating with Children and Young People	Internally assessed journal	Two	30

Rules of Combination for: AIM Awards Level 2 Award in Counselling: Skills for the Workplace				
To achieve this qualification learners must complete the single essential component.				
Unit Reference Number	Unit Title	Assessment	Level	GLH
J/506/3037	Counselling: Skills for the Workplace	Internally assessed journal	Two	30

Rules of Combination for: AIM Awards Level 2 Award in Counselling: Working with Grief and Loss				
To achieve this qualification learners must complete the single essential component.				
Unit Reference Number	Unit Title	Assessment	Level	GLH
D/506/3030	Counselling: Working with Grief and Loss	Internally assessed journal	Two	30

Rules of Combination for: AIM Awards Level 2 Award in Counselling: Working with Trauma				
To achieve this qualification learners must complete the single essential component.				
Unit Reference Number	Unit Title	Assessment	Level	GLH
M/506/3033	Counselling: Working with Trauma	Internally assessed journal	Two	30

Unit Format

Unit Title

The unit title will appear on the learner's certificate of achievement.

Unit Credit Value

When a learner achieves a unit, they gain the specified number of credits.

Unit Level

All units and qualifications have a level assigned to them. There are nine levels of achievement, from Entry to Level 8.

Unit Guided Learning Hours

The number of Tutor-led contact hours required to support learner achievement of the unit.

Ofqual Unit Reference Number

Each unit is assigned a unit code that appears with the unit title on Ofqual's Register of Regulated Qualifications.

Unit Review Date

The unit will be reviewed by this date. Any amendments will be notified to centres.

Unit Sector

This is the subject sector area of the unit.

Unit Summary

This gives a summary of what the unit aims to do. It provides a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit.

Learning Outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment Criteria

The assessment criteria specify the standard for which a learner must provide evidence in order to achieve the learning outcome. Additional guidance is available under the 'Assessment Guidance' section of the unit if any part of the Learning Outcomes and Assessment Criteria are in bold.

Assessment Guidance

This section provides additional guidance related to the unit to support Tutors and Assessors. This section gives information about the assessment evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.

Delivery Requirements

This sets out if there are any specialist resources needed for the delivery of this unit.

Evidence Requirements

This sets out if evidence of practical ability must be demonstrated and evidenced for the achievement of this unit.

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Section 3 Assessment and Quality Assurance

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Section 3

Assessment and Quality Assurance

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** should 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 Learner Performance using a Range of Methods
 - D32 Assess Learner Performance and D33 Assess Learner using Differing Sources of Evidence
 - **In addition, Assessors must hold a counselling qualification at Level 2 or above.**
- **Internal Verifiers (IV)** should 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, IVs must hold a counselling qualification at Level 2 or above.**

How the Qualification is Assessed

Mapped to Ofqual General Conditions of Recognition: E3.2i

To be awarded the qualification, learners must provide evidence of achievement of all the assessment criteria for all the units specified in the rules of combination (see [Section 2](#) for guidance on rules of combination). Assessment of this qualification is through completion of three types of assessment tasks: examination, role-play and journal.

The examination is externally set and taken during the specified examinations series in either January or June. Instructions for the invigilation of examinations are in [Appendix 1](#).

The Assessment Pack in [Appendix 3](#) details the assessment of the journal and role-play tasks. Within this pack, mandatory assessment tasks and Record of Learner Achievement forms are available for centres.

For more detailed guidance on working with AIM Awards qualifications, please refer to the **Being an AIM Awards Centre** document available on the [website](#).

Recognition of Prior Learning

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. Credit Transfer allows for previously accredited achievement from within the Regulated Qualification Framework to count towards another qualification, where it is allowed as an equivalency within the new qualification, or where the learner has already achieved unit(s) belonging to that qualification. A maximum of 70% of a qualification can normally be achieved through equivalency (credit transfer). At least 30% should be gained through new learning.

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 Awards [website](#) for more information.

Methods of Assessment

All assessment tasks are transparent, fair, inclusive, reliable, rigorous, relevant and sufficient and allow learners to produce work that is authentic. Learners must be assessed in English in England, English or Welsh in Wales and English or Irish in Northern Ireland.

Externally assessed examination

Learners must complete and pass an examination which can be taken in one of two series: January or June of each year. This examination must be invigilated according to [Appendix 1 – Invigilation of Examinations](#).

Internally assessed role-play

Learners must participate in role-play assessments that emulate counselling sessions which are assessed by the Tutor/Assessor using the assignment brief available in the Assessment Pack in [Appendix 3](#).

Internally assessed journal

Learners must complete a journal consisting of one entry per taught session which reflects on the content learned and introduces the concept of reflective practice. An assignment brief for the journal is contained in the Assessment Pack in [Appendix 3](#).

Marking Tasks

Mapped to Ofqual General Conditions of Recognition: H5.1/H5.2/H5.3/H5.4

Internally assessed learner work

Assessors must mark learner work against the assessment criteria of the unit to ensure that it is at the correct level and is sufficient, appropriate, and authentic. Centres must ensure that learner evidence is generated by that learner, i.e. that plagiarism does not occur.

Assessors must judge and mark whether each assessment criteria is either achieved or not achieved using the Record of Learner Achievement forms available within the Assessment Pack in [Appendix 3](#). Units are achieved when all assessment criteria of that unit have been achieved. All reasonable steps must be taken to avoid any part of the assessment of a learner (including verification) being undertaken by any person who has a personal interest in the result of the assessment.

Externally assessed examinations

AIM Awards Examiners will mark completed examinations. All Examiners are trained and their work is quality assured by AIM Awards Lead Examiners.

Recording Achievement

Assessors must make it clear to the Internal and External Verifiers where achievement of each assessment criteria has been evidenced using the Record of Learner Achievement forms contained within the Assessment Pack in [Appendix 3](#). Once the work has been marked and signed off as meeting the assessment criteria by the Assessor, final feedback should be provided to the learner. A Recommendation for the Award of Credit (RAC) form will be produced for each programme once learners are registered and the Assessor must tick the RAC to indicate which unit(s) each learner has achieved and sign to confirm the certification. See [Section 4: Operational Guidance](#) for further information.

Internal Verification

The completed marked work should be presented to the Internal Verifier for sampling according to the centre's internal verification plan. This plan must cover all internally assessed components, including the observation of Assessors assessing practical activities (for example role-play tasks – further information is contained within the Assessment Pack in [Appendix 3](#)).

AIM Awards provide sample internal verification documentation available to centres on the website [here](#). These sample forms include:

- Assessment and Internal Verification Plan
- Internal Verification of Assessment Decisions
- Internal Verifier Report of Observed Assessor Performance

Once this process has been completed, the Internal Verifier must sign the RAC to confirm their approval of learner achievement. See [Section 4: Operational Guidance](#) for further information.

External Verification

Once learner work has been completed, assessed and internally verified according to the centre's internal verification plan, the work should be presented for external verification. The External Verifier (EV) will expect to be able to look at all completed and assessed learner work that is being claimed for on the RAC(s). The EV will review records of assessment, internal verification documentation, feedback to learners and any records of reasonable adjustments applied. The completed RAC(s) must also be made available for the EV to review. If the EV is satisfied with the standards of assessment and verification, they will sign the RAC(s) and learners will be certificated.

Reasonable Adjustments

Mapped to Ofqual General Conditions of Recognition H5.2

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 assessed learner work

The Internal Verifier may give permission for reasonable adjustments for a learner without having to apply to AIM Awards for approval, provided that such arrangements do not confer an unfair advantage. The Internal Verifier 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 assessed examinations

If reasonable adjustments are required for learners taking examinations, the centre must gain approval from AIM Awards prior to the date of the examination:

1. The Tutor should complete and submit a **Request for Reasonable Adjustments Form** for each learner with supporting evidence to AIM Awards at least 14 days before the planned examination date
2. AIM Awards will confirm receipt of the form within 2 working days
3. AIM Awards will consider the application and give a decision within 10 working days of receipt. AIM Awards will inform the centre if we will be unable to reach a decision in this timescale.

Types of evidence acceptable:

- Educational Psychologist's report – must be current/valid within two years of the date of the exams
- Specialist teachers assessment report - must be current/valid within two years of the date of the exams
- 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 Awards [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 examinations:

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 Awards no later than 24 hours after the examination date
2. AIM Awards will confirm receipt of the form within 2 working days
3. AIM Awards will consider your application and give a decision within 10 working days of receipt. AIM Awards will inform the centre if we are unable to reach a decision in this timescale.

Further details are provided in our **Reasonable Adjustments and Special Considerations** document available on our [website](#).

Invigilation of Examinations

Centres are responsible for appointing Invigilators according to the [Invigilation of Examinations in Appendix 1](#). Centres must ensure that there are no conflicts of interest between the Invigilator and learners by checking in advance of the examination (e.g. a relative of a learner, a teacher who has prepared learners for the examination being taken or there is a personal interest in the outcome of the assessment).

There must be at least one Invigilator present per thirty learners. Where there are less than thirty learners and a sole Invigilator, assistance must be available for the Invigilator without them having to leave the room or disturb the learners.

All learners in the room must be able to be seen by an Invigilator at all times.

For the Level 2 Certificate

In accordance with JCQ guidance, centres in the UK are allowed to start examinations by **up to 30 minutes earlier than, or later than**, the publishing starting time for the session, without the need to complete any paperwork. Prior permission from an awarding body is not required. Where this policy is followed, to avoid any possible breach of security, late arriving candidates or early departing candidates must be supervised as if the specified starting time had been in place.

Invigilators must follow the instructions in [Appendix 1 – Invigilation of Examinations](#) and have a copy of these instructions to hand at all times during the examination.

Invigilators must confirm and be satisfied with the identity of all learners sitting the examination. By signing the Assessment Cover Sheet (see [Section 4](#) for further information), the Invigilator/Head of Centre takes responsibility for confirmation of learner attendance at the examination and that there are no conflicts of interest between themselves and learners. Examination scripts and Assessment Cover Sheets must be packed by the Invigilator and sealed securely.

Should a conflict of interest be identified at the start of or during the invigilation of an examination, the procedures below must be followed:

Where there is a known potential conflict of interest, the Invigilator/Assessor must complete and submit a **Conflict of Interest Declaration form** (available on the AIM Awards website [here](#)) declaring the potential conflicts of interest prior to invigilating an examination.

AIM Awards will consider all declarations and inform the examination centre of one of the following possible outcomes:

1. The Invigilator is accepted to manage the examination / Assessor approved to assess
2. Further information is required to demonstrate suitability
3. Further appropriate steps agreed to have the invigilation or assessment subject to scrutiny by another person
4. The Invigilator/ Assessor has a conflict of interest and the application has been rejected.

If an applicant is dissatisfied with the decision, they can appeal to AIM Awards within two weeks of receiving the outcome.

Should a conflict of interest between staff and learner be identified at the start of or during the examination/assessment, you must:

1. Replace the Invigilator/Assessor with another suitable member of staff
2. If this is not possible, move the learner to another assessment/examination room
3. If this is not possible, add an additional member of staff to invigilate/assess those learners
4. If this is not possible and there are no other opportunities for the learner to be examined/assessed, the examination/assessment may take place. Immediately following

the examination/assessment, you must complete and submit by email (to the centre's AIM Awards Customer Support Officer) the **Conflict of Interest: Change in Circumstance Form** (available on the AIM Awards website [here](#)) explaining this. Any examinations that have taken place where a Conflict of Interest: Change in Circumstance Form has been submitted will be moderated to ensure that no unfair advantage has been given to those learners.

Malpractice/Maladministration

Confidentiality of assessment papers, mark schemes and learner work must be maintained at all times. Centres must ensure that the instructions set out in this document are followed and inform AIM Awards of any potential breach of confidentiality. Further details on Malpractice can be found on the AIM Awards website [here](#).

AIM Awards Qualification Standardisation

Centres will be required to provide samples of assessment tasks for AIM Awards qualification standardisation activity. Qualification standardisation is a process that promotes consistency in the understanding and application of standards and provides AIM Awards with important information for the qualification review process.

It is a requirement of the Centre Agreement that centres offering units from the qualification must contribute assessment materials and learners' evidence for standardisation if requested. AIM Awards will write to you to request samples if necessary.

Outcomes from qualification standardisation will be made available to those centres using that qualification.

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Section 4 Operational Guidance

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Section 4

Operational Guidance

Offering the Qualification

Centres wishing to offer this qualification must be an AIM Awards recognised centre. New centres can apply to become a centre using the **Centre Recognition Application Process** on our website or by contacting the AIM Awards office.

We can advise centres on 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 Awards and all centres will have an allocated Customer Support Officer to support them.

Approval to Offer the Qualification

Centres wishing to offer this qualification must complete and submit a Qualification Approval Request on the AIM Awards website. Some qualifications require that centres have specific resources in place and/or that their Assessors/ Internal Verifiers hold certain qualifications. Where this is the case, centres must provide evidence of resources/staff qualifications when completing the Qualification Approval Request.

Fees and Charges

The [AIM Awards 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.

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Section 5 Appendices

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APPENDIX 1

INVIGILATION OF EXAMINATIONS

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Invigilation of Examinations

Assessment Venue Requirements

Centres must ensure that assessments take place in a suitable assessment environment.

This means that:

- Any room in which an assessment is held must provide learners with appropriate conditions for taking the assessment. Particular attention should be given to conditions such as heating, lighting, ventilation and the level of outside noise
- Display material, such as posters, wall charts, information leaflets, which might be helpful to learners must not be visible in the assessment room
- A reliable clock (or other suitable time keeping device, e.g. time displayed via a computer screen) must be visible to each learner in the assessment room. The clock/display must be large enough for all learners to read clearly
- The following items must be on display in the assessment room:
 - A poster advising learners that mobile phones should be switched off
 - Assessment notice for learners
 - Centre appeals procedure
 - Emergency/evacuation procedures
- There must be a sign, clearly visible to others in the building, that an assessment is taking place
- Information must be visible to all learners showing the centre number and the start and finish times of the assessment
- Seating arrangements must prevent learners from overlooking the work of others. In particular, the minimum distance in all directions from centre to centre of learners' chairs must be 1.25 metres. All learners should be seated facing the same direction
- For written assessments, each learner should have a separate desk or table large enough to hold question papers. Learners who are not seated at individual desks must be far enough apart (minimum 1.25m) so that their work cannot be seen by, and contact cannot be made with, other learners
- For computer-based assessments: the room layout must be planned to prevent screens being read by other learners; there must be at least 1.5 metres from the centre of each screen to the centre of the next screen; the clock is displayed on every computer screen in use; a trained administrator must be available during the assessment to deal with any technical queries that may arise
- There must be space for the Invigilator to sit

Centres are required to maintain records of how assessment venues meet these criteria, which must be made available to AIM Awards on request.

False or misleading statements by centres in respect of assessment venues may result in immediate suspension or withdrawal of centre approval, and assessment papers may be declared void.

Invigilator Instructions and Checklist

Starting the assessment:

Before the assessment starts, the examination Invigilator must:

- Check that all learners have the required identity documents and photograph (where applicable) and that the relevant section of the Assessment Front Cover Sheet has been completed to show attendance
- Confirm there are no conflicts of interest between Invigilator and learners (see instructions in [Section 3](#) of the qualification specification)
- Advise learners who are unable to provide the required identity documents and photograph that they cannot sit the assessment, and that they must leave the assessment room unless they can be identified by their Assessor
- Make sure that the seating arrangements meet awarding body requirements (see assessment venue requirements)
- Inform learners that they must follow the regulations of the assessment
- Open the packets of assessment papers, in the assessment room in front of the learners, and distribute to learners
- Check that learners have the correct paper
- Advise learners of emergency/evacuation procedures

The Invigilator **must** advise learners that:

- They must write in black ink
- All mobile phones, or other electronic devices, must be switched off
- Any course material should be removed from their desk, and placed at either the front or back of the room
- They must not ask for, and will not be given, any explanation of the questions and answers
- If they leave the assessment room, unaccompanied by a member of centre staff, they will not be able to return during the assessment

The Invigilator **must**:

- Announce clearly to learners when they may begin
- Specify the start and finish time of the assessment, and the earliest time that learners can leave the assessment room
- Remind learners that they cannot communicate in any way with, ask for help from or give help to another learner while they are in the assessment room

The Invigilator **must not**:

- Make any comment where a learner believes that there is an error or omission on the question paper. However, in this situation, the Invigilator must refer the matter to the Head of the Centre, who should send a report to AIM Awards
- Give any information to learners about possible mistakes in the question paper, unless there is an erratum notice, or permission has been given by AIM Awards
- Comment on the content of the question paper
- Offer any advice or comment on the work of a learner

During the assessment:

Invigilators must supervise learners throughout the whole time that an assessment is in progress. This means that:

- Invigilators must give complete attention to this duty at all times
- Invigilators must not carry out any other task (e.g. doing other work, using a mobile phone) in the assessment room
- Invigilators are required to move around the assessment room, quietly and at frequent intervals
- Invigilators must give frequent time checks

Summoning help during an assessment:

When one Invigilator is present in an assessment, they must be able to summon help, in case of an emergency, without leaving the room or disturbing learners. A mobile phone may be used, and must be switched to silent alert, so as not to disturb learners.

Learners who arrive late:

In accordance with JCQ guidance, centres in the UK are allowed to start examinations by **up to 30 minutes earlier than, or later than**, the publishing starting time for the session, without the need to complete any paperwork. Prior permission from an awarding body is not required. Where this policy is followed, to avoid any possible breach of security, late arriving candidates or early departing candidates must be supervised as if the specified starting time had been in place.

Leaving the assessment room:

Learners are not permitted to leave the assessment room until at least twenty minutes assessment time has elapsed (other than in an emergency/medical situation). Where learners have completed their assessment and are permitted to leave before the finish time, they must be instructed to do so quietly, without causing undue distraction to others.

Ending the assessment:

When ending the assessment, Invigilators should give sufficient notice to learners. This is normally achieved by giving fifteen minute and five minute warnings prior to the published finish time. All assessment papers must be collected and placed in secure storage prior to submitting to AIM Awards for marking. At no point must any indication be given to learners as to whether it is believed that they have passed or failed the assessment. The marking of assessment papers by centre staff, to pre-empt awards will be treated as malpractice and could result in the withdrawal of centre approval. Assessment papers must be sent to AIM Awards within the specified timeframe of the assessment. Assessments must not be invigilated by the class Tutor unless another independent Invigilator is present.



APPENDIX 2

CONDITIONS FOR STORING CONFIDENTIAL MATERIAL

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Conditions for Storing Confidential Material

Question papers and any other confidential material, e.g. answer booklets, must be stored securely at the centre's registered address in a secure room solely assigned to examinations, **restricted to two to four key holders only**. This is commonly referred to as a "box within a box". The following requirements must be met.

Requirement- "a box within a box"	Note
<p>Secure room solely assigned to examinations in a fixed building, i.e. not a Portakabin or similar, meeting all of the following requirements:</p> <ul style="list-style-type: none"> • Walls, ceiling and floor of strong, solid construction • Solid door or reinforced door with <ul style="list-style-type: none"> ○ Strong secure/heavy duty hinges ○ Security lock e.g. 5 lever mortice lock or coded keypad lock or electronic security lock ○ 2 to 4 key holders only <p>The following must also be met (where applicable):</p> <ul style="list-style-type: none"> • If question papers are stored in a room with windows, which are easily accessible, bars must be fitted or the room alarmed. • If the room has a glass panel in or above the door, e.g. for health and safety reasons, the glass must be toughened safety glass. • If the volume of question papers is too great for secure storage in one room, you must use additional rooms within the centre. These additional rooms must also meet the requirements for secure storage. 	<p>Preferably on an upper floor with no windows.</p> <p>Stud partition walls are only acceptable with metal reinforcement.</p> <p>A hollow panel door would require extra metal reinforcement.</p> <p>Upper floor window(s) with a balcony or flat roof must be fitted with bars or the room alarmed.</p> <p>The room must not have a door which directly leads out to the exterior of the building.</p>
<p>The secure room(s) must contain one of the following: (with 2 to 4 key holders only)</p> <ul style="list-style-type: none"> • Strong non-portable safe <p>or</p> <ul style="list-style-type: none"> • Non-portable security cabinet with multi point locking system <p>or</p> <ul style="list-style-type: none"> • Metal cabinet with full length external locking bar, bolted to wall or floor <p>or where a centre has large numbers of question papers to store:</p> <ul style="list-style-type: none"> • Metal security screen, e.g. roll down shutter, directly in front of open shelving. 	<p>Small safes must be fixed securely in place.</p> <p>A full length external locking bar will ensure that question papers are stored in a secure environment at all times.</p>

[Extended ERF Adaption - Counselling](#)



APPENDIX 3

ASSESSMENT PACK

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Please see the AIM Awards [website](#) for the AIM Awards Level 2 Award in Introduction to Counselling Assessment Pack.

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APPENDIX 4

ADDITIONAL TEACHING RESOURCES/GUIDANCE

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ADDITIONAL TEACHING RESOURCES/GUIDANCE

Evidence of meeting the Learning Outcomes

At this Level, students will provide evidence for achieving their Learning Outcomes in the form of a Learning and Reflective Journal and assessment of ongoing Skills Practical work throughout the course. It is strongly recommended that, at this Level (2), skills work will be based on Role-Plays, and Role-Play simulations should be focussed to enable students to develop and practise particular skills. Assessment of the triad skills work will be both peer and Tutor based, and self-assessment of this aspect of learning will be evidenced in the Learning Journal.

Integrating Level 2 learning with overall learning pathway:

It is recommended that students are learning from early in their training the different skills associated with the main counselling approaches, and how they are applied in the counselling setting. Students will be informed that, as they progress with their training, a focussed theoretical orientation will become the core theory of the training programme from Level 4.

Resourcing the Course/Unit:

It is an AIM Awards requirement that Tutors will be experienced counselling skills trainers, and will have completed counselling skills training to, at least, the Level required for this programme; a preference would be to the Level above.

It is anticipated that the rooms available for this training programme will be appropriate to the teaching of the unit and the practising of the developing skills. For the purpose of practising skills in triads, it is expected that rooms will provide the essential privacy needed for such practical sessions.

Teaching resources will, hopefully, provide a white-board; multi-media projection facilities and video/audio equipment.

Library resources should include an up-to-date and developing range of essential texts, journals and, where possible videos/DVD's.

Delivery of the Counselling Programme

This course is an important starting point for students in the understanding of counselling skills and how to apply and practise them. It is essential, therefore, that Level 2 units provide students with the opportunity to practise counselling skills using an appropriate counselling model, e.g. Egan. This will involve the establishing of a working alliance/therapeutic relationship; this will progress through the exploration of the 'client's'

presenting and preferred scenarios, and move towards an appropriate ending where there is a plan of action and evaluation.

Students must demonstrate throughout this process understanding of equal opportunities, non-discriminatory practice and cross-cultural counselling.

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APPENDIX 5

Extended ERF Adaptation

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Please see the AIM Qualifications [website](#) for the information on the Extended ERF Adaptation

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For any queries, please contact AIM Awards:

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