

AIM Qualifications Suite of Design Qualifications (VCRF)



Document Version Control

Version Number	Date	Description
4	18/02/2019	Following review update to TQT values - AIM Qualifications Level 2 NVQ Certificate in Design Support and AIM Qualifications Level 3 NVQ Diploma in Design (Pages 8-9)
5	20/03/2019	Following review update to TQT values – AIM Qualifications Level 2 Certificate in Design (Page 8)
6	26/03/2019	Review date extended until 31/07/2021 (Pages 8-9) Certificate review date extended until 31/07/2023 (Page 9)
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8	10/12/2019	Review date extended until 31/12/2021
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10	October 2020	Added 'Extended ERF Adaptation – Design' to Appendix (page 28) Added information about adapted qualifications to 'About this Qualification' section (page 10)
11	May 2021	Removed 'Extended ERF Adaptation' and replaced with VCRF adaptation/guidance (page 10)
12	February 2022	Qualification withdrawal dates added for: <i>(see pages 8-9)</i> <ul style="list-style-type: none"> • AIM Qualifications Level 2 Certificate in Design (601/5330/1) • AIM Qualifications Level 2 NVQ Certificate in Design Support (601/5270/9) • AIM Qualifications Level 3 NVQ Diploma in Design (601/5271/0)

**AIM Qualifications Level 2 Certificate in Design
601/5330/1**

**AIM Qualifications Level 2 NVQ Certificate in Design
Support
601/5270/9**

**AIM Qualifications Level 3 NVQ Diploma in Design
601/5271/0**

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Section 1

Qualification Overview

Section One

Qualification Overview

Introduction

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

AIM is a national Awarding Organisation, offering a large number of Ofqual regulated qualifications at different levels and in a wide range of subject areas. Our qualifications 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.

We are licensed by the Quality Assurance Agency (QAA) to approve and certificate Access to Higher Education Diplomas.

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 Qualifications Level 2 Certificate in Design** aims to provide learners with the knowledge to develop a range of skills and techniques in design, and the personal skills and attributes essential for successful performance in working life.

The **AIM Qualifications Level 2 NVQ Certificate in Design Support** and **Level 3 NVQ Diploma in Design** aim to recognise the skills, knowledge and understanding of learners, allowing them to gain a job-ready qualification in the workplace that relates to design support and promotes good working practice. These qualifications cover:

- ✓ understanding a design brief
- ✓ following design processes
- ✓ applying techniques and undertaking research to support design
- ✓ design skills such as writing and interpreting a brief
- ✓ branding
- ✓ marketing research
- ✓ presenting
- ✓ budgeting

These qualifications are included within relevant Apprenticeship frameworks issued by Creative and Cultural Skills.

Learners may progress onto qualifications within this suite, into employment in design support or into further learning, for example a foundation degree in a design related subject.

Qualification	
AIM Qualifications Level 2 Certificate in Design	
Qualification Family	Technical
Assessment	Internally assessed and externally moderated assessment evidence
Grading	Assessment is competent / not competent. There is no grading
Operational Start Date	01-Jan-2015
Last Learner Registration Date	31-Jul-2022
Last Certification Date	31-Jul-2025
Sector	9.2 Crafts, Creative Arts and Design
Qualification Number	601/5330/1
Learning Aim Reference	60153301
Credit Value	30
Guided Learning Hours (GLH)	180
Total Qualification Time (TQT)	300
Learner Age Range	Pre 16; 16-18; 19+
Rules of Combination	Learners must achieve 30 credits in total to achieve this qualification. Learners must achieve a minimum of 20 credits from Group A and the remaining 10 credits may be taken from Group A and/or B.

Qualification	
AIM Qualifications Level 2 NVQ Certificate in Design Support	
Qualification Family	Technical
Assessment	Internally assessed and externally moderated assessment evidence
Grading	Assessment is competent / not competent. There is no grading
Operational Start Date	01-Jan-2015
Last Learner Registration Date	31-Jul-2022
Last Certification Date	31-Jul-2025
Sector	9.2 Crafts, Creative Arts and Design
Qualification Number	601/5270/9
Learning Aim Reference	60152709
Credit Value	31
Guided Learning Hours (GLH)	202
Total Qualification Time (TQT)	310
Learner Age Range	16-18; 19+
Rules of Combination	Learners must achieve a minimum total of 31 credits; 23 credits from the 8 Mandatory Units in Group A plus a minimum of 8 credits from the Optional Units in Group B.

Qualification	
AIM Qualifications Level 3 NVQ Diploma in Design	
Qualification Family	Technical
Assessment	Internally assessed and externally moderated assessment evidence
Grading	Assessment is competent / not competent. There is no grading
Operational Start Date	01-Jan-2015
Last Learner Registration Date	31-Jul-2022
Last Certification Date	31-Jul-2025
Sector	9.2 Crafts, Creative Arts and Design
Qualification Number	601/5271/0
Learning Aim Reference	60152710
Credit Value	49
Guided Learning Hours (GLH)	289
Total Qualification Time (TQT)	490
Learner Age Range	16-18; 19+
Rules of Combination	Learners must achieve a minimum total of 49 credits to achieve this qualification; 29 mandatory credits from Group A plus a minimum of 20 credits from Optional Group B. A minimum of 14 credits must come from Group B1 and, if chosen, a maximum of 6 credits can be achieved from Group B2 (one unit only from B2a and B2b).

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.

Certification End Date

The final date that certificates can be issued for these qualifications is three years from the Last Learner Registration Date.

AIM Qualifications Level 2 Certificate in Design	31-Jul-2025
AIM Qualifications Level 2 NVQ Certificate in Design Support	31-Jul-2025

Resource Requirements

There are no specific resource requirements for these qualifications. You must ensure that your centre has appropriate resources in place to deliver the unit(s) in this qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE) where permitted, equipment, IT, learning materials and teaching rooms. Where permitted, RWE must offer the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

For Inclusion in Design (England) and (Wales) Apprenticeship Frameworks

Entry Guidance

Learners must complete or have completed one of the English transferable skills qualifications, one of the Mathematical transferable skills qualifications and one of the ICT transferable skills qualifications listed in the Design (England) and (Wales) Apprenticeship Framework documents issued by Creative and Cultural Skills (see link below) in order to successfully complete their Apprenticeship and this will carry the five credit values. If they do not have these qualifications as part of their evidence, an Apprenticeship certificate cannot be awarded.

Employee Rights and Responsibilities (ERR)

All apprentices MUST receive an induction to the workplace and to the apprenticeship programme. ERR will be covered through an ERR workbook and relevant induction activity, to ensure that the apprentice knows and understands each of the nine national outcomes for ERR. The ERR workbook can be downloaded from:

<http://ccskills.org.uk/supporters/employer-advice/article/employment-rights-and-responsibilities-apprenticeships-handbook>.

Personal Learning and Thinking Skills (PLTS)

Providers must ensure that achievement of PLTS is recorded and a statement that these have been achieved is included on the apprenticeship certificate application form

Please refer to the Creative and Cultural Skills website for further details on the Design (England) and (Wales) Apprenticeship Frameworks: <http://ccskills.org.uk/>.

Adapted Assessment

Learners completing these qualifications who have been impacted by COVID-19 closures may be eligible for mitigations to their assessment under the temporary framework (VCRF).

[Specific guidance can be found here](#)

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

The rules of combinations for the AIM Qualifications Suite of Design Qualifications are displayed in the following way:

- [Level 2 Certificate in Design](#)
- [Level 2 NVQ Certificate in Design Support](#)
- [Level 3 NVQ Diploma in Design](#)

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

Rules of Combination for: AIM Qualifications Level 2 Certificate in Design					
Learners must achieve 30 credits in total to achieve this qualification. Learners must achieve a minimum of 20 credits from Group A and the remaining 10 credits may be taken from Group A and/or B .					
Unit Reference Number	Unit Title	Group	Level	Credit Value	GLH
K/602/0305	Application of Design Software	A	Two	5	30
A/602/0681	Communication of Design Ideas	A	Two	5	30
R/602/1223	Design Issues	A	Two	10	60
T/602/0677	Design Marketing	A	Two	10	60
F/602/0679	Design Technology Processes	A	Two	10	60
T/602/0680	Exploration of 3D Design Media, Materials and Techniques	A	Two	5	30
F/602/0682	Historical Contexts for Design Development	A	Two	10	60
T/602/0730	Product Design	A	Two	10	60
K/502/4876	Working in the Art and Design Industry	A	Two	5	30
Y/602/1224	Working with Built Environment Briefs	A	Two	10	60
A/602/0695	Working with Service Design Briefs	A	Two	10	60

L/502/4823	2D Visual Communication	B	Two	5	30
R/502/4824	3D Visual Communication	B	Two	5	30
K/502/4862	Working with 3D Design Briefs	B	Two	10	60
F/502/4866	Working with 3D Design Crafts Briefs	B	Two	10	60
L/502/4868	Working with Digital Art and Design Briefs	B	Two	10	60
K/502/4859	Working With Fashion Design Briefs	B	Two	10	60
D/502/4826	Working with Graphic Design Briefs	B	Two	10	60
L/502/4871	Working with Moving Image Briefs	B	Two	10	60
H/502/4858	Working with Photography Briefs	B	Two	10	60
R/502/4872	Working with Site Specific Briefs	B	Two	10	60
H/502/4861	Working with Textiles Briefs	B	Two	10	60

Rules of Combination for: AIM Qualifications Level 2 NVQ Certificate in Design Support

Learners must achieve a minimum total of 31 credits; 23 credits from the 8 Mandatory Units in Group **A** plus a minimum of 8 credits from the Optional Units in Group **B**.

Unit Reference Number	Unit Title	Group	Level	Credit Value	GLH
F/601/6437	Application of Techniques for the Design of Products	A	Two	3	21
T/601/6418	Assist in Following a Design Process	A	Two	4	28
D/601/7501	Create Visual Designs	A	Three	3	18
F/601/6406	Develop Design Principles and Techniques and Processes for Designing Products	A	Two	3	21
K/601/6433	How to Follow a Design Process	A	Two	3	21
H/601/6446	Research, Test and Apply Techniques for the Design of Products	A	Two	3	21
M/601/6448	Understanding the Design Brief	A	Two	2	14
F/502/3538	Working in a Team	A	Two	2	12

F/601/6387	Applying Research on the History and Theory of Design to Design Activities	B	Two	2	14
T/601/6404	Assist in the Production of Prototypes, Models, Mock-Ups, Artwork, Samples or Test Pieces	B	Two	2	14
M/601/6451	Assist with Marketing Activities	B	Three	4	24
T/601/2529	Deliver a Presentation	B	Three	3	15
K/601/6464	Develop and Extend Critical and Creative Thinking Skills	B	Three	3	18
T/601/7505	Explore the Use of Colour in a Creative Environment	B	Two	2	14
D/601/6428	How the Design Industry Works	B	Two	2	14
K/601/6447	Principles and Implementation of Relevant Legislation in Design	B	Two	1	7
D/601/6445	Provide Written Information in Relation to Design Work	B	Two	2	14

Rules of Combination for: AIM Qualifications Level 3 NVQ Diploma in Design

Learners must achieve a minimum total of 49 credits to achieve this qualification; 29 mandatory credits from Group **A** plus a minimum of 20 credits from Optional Group **B**. A minimum of 14 credits must come from Group **B1** and, if chosen, a maximum of 6 credits can be achieved from Group **B2** (one unit only from **B2a** and **B2b**).

Unit Reference Number	Unit Title	Group	Level	Credit Value	GLH
T/601/6452	Collaborate in a Creative Process	A	Three	3	18
T/601/2529	Deliver a Presentation	A	Three	3	15
M/601/2528	Develop a Presentation	A	Three	3	15
K/601/6464	Develop and Extend Critical and Creative Thinking Skills	A	Three	3	18
T/601/6483	Interpret a Design Brief and Follow the Design Process	A	Three	4	24
F/601/6485	Research a Design Concept	A	Three	4	24
Y/601/6511	Understand Market Research	A	Three	3	18

R/601/6507	Understand the Concept and Techniques Used in Branding	A	Three	3	18
L/503/9354	Understanding Costs and Budgets in an Organisation	A	Three	1	7
F/601/6518	Write a Design Brief	A	Three	2	12
T/601/6449	Articulate, Present and Debate Ideas in a Creative Environment	B1	Three	3	18
F/601/6454	Conduct User Testing of Designs	B1	Three	1	6
J/601/2549	Contribute to Running a Project	B1	Three	5	30
R/601/6457	Create 2D Designs Using a Computer Aided Design System	B1	Three	4	24
D/601/6459	Create 3D Models Using a Computer Aided Design System	B1	Three	4	24
T/601/6466	Devise User Testing of Designs	B1	Three	2	12
J/601/6469	Evaluate User Testing of Designs	B1	Three	2	12
K/601/6481	Identify and Understand a Client's Brand Strategy	B1	Three	4	24
T/600/8948	Manage and Market Own Freelance Services	B1	Three	6	60
T/601/2580	Manage Budgets	B1	Four	5	29
L/601/6490	Research and Evaluate the Nature of Design in a Specific Industry Context	B1	Three	3	18
K/601/6495	Select and Develop Business Relationships with Preferred Suppliers	B1	Three	5	30
F/601/6499	Support Marketing Activities	B1	Three	4	24
T/601/6502	The History and Social Impact of Creativity and its Influence on Design	B1	Three	3	18
T/502/7537	Understanding the Core Knowledge Needed by those who Work with Children and Young people	B1	Two	3	26
D/505/3355	Understanding the Core Knowledge Needed by those who Work with Children and Young People, and its Impact	B1	Three	4	28
M/601/6515	Undertake Market Research	B1	Three	4	24

M/505/1156	Define the Product or Service of a Business	B2a	Three	3	24
A/505/1158	Keep Financial Records	B2a	Three	3	24
F/505/1159	Keeping Up to Date with Current Legislation in a Business	B2a	Three	3	24
Y/505/1149	Balance Business Needs and Personal Life	B2b	Three	3	24
R/505/1151	Carry out Banking for a Business	B2b	Three	3	24
Y/505/1152	Carry Out Plans for a Business	B2b	Three	3	24
D/505/1153	Check what Customers Need from a Business	B2b	Three	3	24
K/505/1155	Decide on a Business Location	B2b	Three	3	24
T/505/1160	Manage Own Time and Work Effectiveness	B2b	Three	3	24
A/505/1161	Obtain Support for a Business Idea	B2b	Three	3	24
F/505/1162	Plan How to Let Customers Know About Products or Services	B2b	Three	3	24
J/505/1163	Review the Skills a Business Needs	B2b	Three	3	24
L/505/1164	Seek Advice and Help for a Business	B2b	Three	3	24

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 within the QCF 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.

Section 3

Assessment and Quality Assurance

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 Candidate Performance using a Range of Methods
 - D32 Assess Candidate Performance and D33 Assess Candidate using Differing Sources of Evidence
- **In addition, Assessors must have:**
 - **Substantial demonstrable experience in the job roles they are assessing or; A working knowledge of the NOS and the qualification for which they have responsibility**
- **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, Internal Verifiers must have:**
 - **Relevant experience in the Creative and Cultural sector**

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). The assessment process is as follows:

- Suitable assessment tasks/strategies that allow learners to be able to provide evidence of achievement of the assessment criteria of the unit(s) are internally set at centres
- All assessment tasks must be scrutinised by the Internal Verifier before they are delivered to learners to ensure that they are fit for purpose
- Learners are assessed, using the IV approved assessment tasks
- The resulting assessed evidence is internally verified by an IV at the centre
- The assessed evidence is scrutinised by an AIM appointed External Verifier (EV) to ensure reliability and validity of assessment

A range of sample assessment materials are available on our website.

For more detailed guidance on working with AIM qualifications, please refer to the **Being an AIM Centre** document available on our website.

Methods of Assessment

All internally set assessment tasks should be 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 (unless the qualification is specifically about learning a foreign language).

For apprentices it is recommended that where possible, assessment tasks are based around tasks required of the apprentice in their employment.

Assessment tasks must allow all learners to generate evidence of their achievement of all of the unit criteria in a manner that is appropriate for the assessment criteria, type of unit and learner:

Written tasks

Where the tasks require learners to produce written work, this may be handwritten or typed. The language of the task must be based on the assessment verb(s) - please refer to [Appendix 1 - Glossary of Assessment Terms](#) for further explanation. The quality and quantity of written evidence provided will depend on the level and context of the unit.

Practical ability

You must provide evidence of the learners **individually and actively completing** tasks that demonstrate achievement of the assessment criteria. Evidence may be assessed by direct observation of performance and must consist of at least two of the following:

- annotated photographs
- detailed witness statements
- video (with narration or written log)
- learner log/evaluation
- peer observation report

N.B Where photographs/videos are used, each individual learner must clearly be identified.

Oral question and answer

Evidence must include the questions asked as well as a transcript of the learner's exact responses. This could be written or an audio or video recording.

Group discussion

Details of the topic/task must be set and provided. Evidence of each learner achieving each assessment criteria covered by the group discussion task(s) must be provided. Evidence must include at least two of the following:

- transcript or video of learners' responses
- learner log/evaluation
- peer observation report
- detailed witness statement explaining what each learner contributed and how they behaved during the discussion(s).

Artefact/product

Where the unit requires learners to produce an artefact or physical product, the artefact or product must be provided for the Internal and External Verifier unless this is impractical (for example if the product is consumable), in which case several annotated photographs, audio or video recordings of the artefact are acceptable evidence.

Learner evidence must include:

- details of the tasks set for learners to complete, mapped against the assessment criteria of the units addressed
- a learner declaration that all work produced is their own
- summative learner generated assessment evidence - teaching materials must not be included as evidence.

Template assessment forms are available on our website.

Marking Tasks

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

Once learners have completed work against the assessment tasks, the Assessor must mark the work against the assessment criteria to ensure that it is at the correct level for the unit and is sufficient, appropriate, and authentic. You must ensure that evidence generated by individual learners in an assessment 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. Units are only achieved when all assessment criteria 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.

Recording Achievement

Assessors must make it clear to the Internal and External Verifiers where achievement of each assessment criteria has been evidenced. AIM provide Record of Learner Achievement

Forms as Word documents on our website alongside each individual unit. You may use these pre-filled forms or your centre's forms, but the achievement of each assessment criteria must be clearly evidenced and mapped to the assessment criteria of the unit.

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. The Assessor must tick the RAC to indicate which unit(s) each learner has achieved and then sign to confirm the certification (see Section 4: Operational Guidance).

The completed marked work should be presented to the Internal Verifier for sampling according to the internal verification plan. Once this process has been completed the Internal Verifier must sign the RAC.

External Verification

Once the learner work has been completed, assessed and internally verified according to the internal verification plan, it should be presented for external verification. The 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 want to review records of assessment, IV documentation, Record of Learner Achievement Forms (or any other mapping documents), feedback to learners and any reasonable adjustments applied. The completed RACs must also be available for the EV to review. If the EV is satisfied with the standards of assessment and verification, they will approve the RACs by signing them and learners will then 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.

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 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. Further details are provided in our **Reasonable Adjustments and Special Considerations** document available on our 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.

A **Request for Special Consideration** form (available on our website) should be completed for each learner requesting special consideration with supporting evidence, which may include medical/psychological evidence or a statement from the invigilator/verifier.

Further details are provided in our **Reasonable Adjustments and Special Considerations** document available on our website.

AIM Qualification Standardisation

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

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

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

Section 4

Operational Guidance

Section 4

Operational Guidance

Offering the 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.

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.

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.

Section 5 Appendices

APPENDIX 1

GLOSSARY OF ASSESSMENT TERMS

Glossary of Assessment Terms

There are two main types of assessment: summative and formative. The key to good assessment practice is for Assessors to understand what each method contributes and to build their practice to maximise the effectiveness of each.

Assessment Criteria: descriptions by which the Assessor determines whether a learner has demonstrated achievement of the intended learning outcomes for a particular level.

Formative Assessment: designed to provide learners with feedback on progress and inform development.

Summative Assessment: provides a measure of achievement in respect of a learner's performance in relation to the intended learning outcomes. It contributes to the overall result of achieved/not achieved.

Assessment Terms

Analyse	Identify separate factors, show how they are related and how each one contributes to the whole
Appraise	Consider the positive and negative points and give a reasoned judgement
Assess	Give consideration to all the factors or events that apply and then make a careful and valued judgement as to which are the most important or relevant
Comment critically	Give a view after consideration of all the evidence. In particular decide the importance of all the relevant positive and negative aspects
Compare/Contrast	Using the main factors that apply in two or more situations unpick the similarities and differences or advantages and disadvantages
Define	Make clear what a particular term means and give an example, if appropriate, to show what is meant
Demonstrate	Show by example
Describe	Give a clear overview that includes all the relevant features – 'painting a picture with words'

Design	Create a plan, proposal or brief to illustrate a concept or idea
Discuss	Take part in a conversation about a topic
Draw conclusions	Use the evidence provided to reach a reasoned judgement
Evaluate	Decide the degree to which a statement is true or the importance or value of something by reviewing the information.
Explain	Set out in detail the meaning of something, with reasons. More complex than describe or list, so it can help to give an example to show what is meant. Introduce the topic then give the 'how' or 'why'
Identify	Pin point or choose the right one or give a list of the main features
Illustrate	Include examples, a diagram, pictures or photographs to show what is meant
Interpret	Give the meaning of something
List	Provide the information in a list, rather than in continuous writing
Outline	Give a brief overview
Plan	Work out and decide how to carry out a task or activity
Select	Choose from a given range
State	Give a clear but brief account
Summarise	Write or articulate briefly the main points or essential features

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