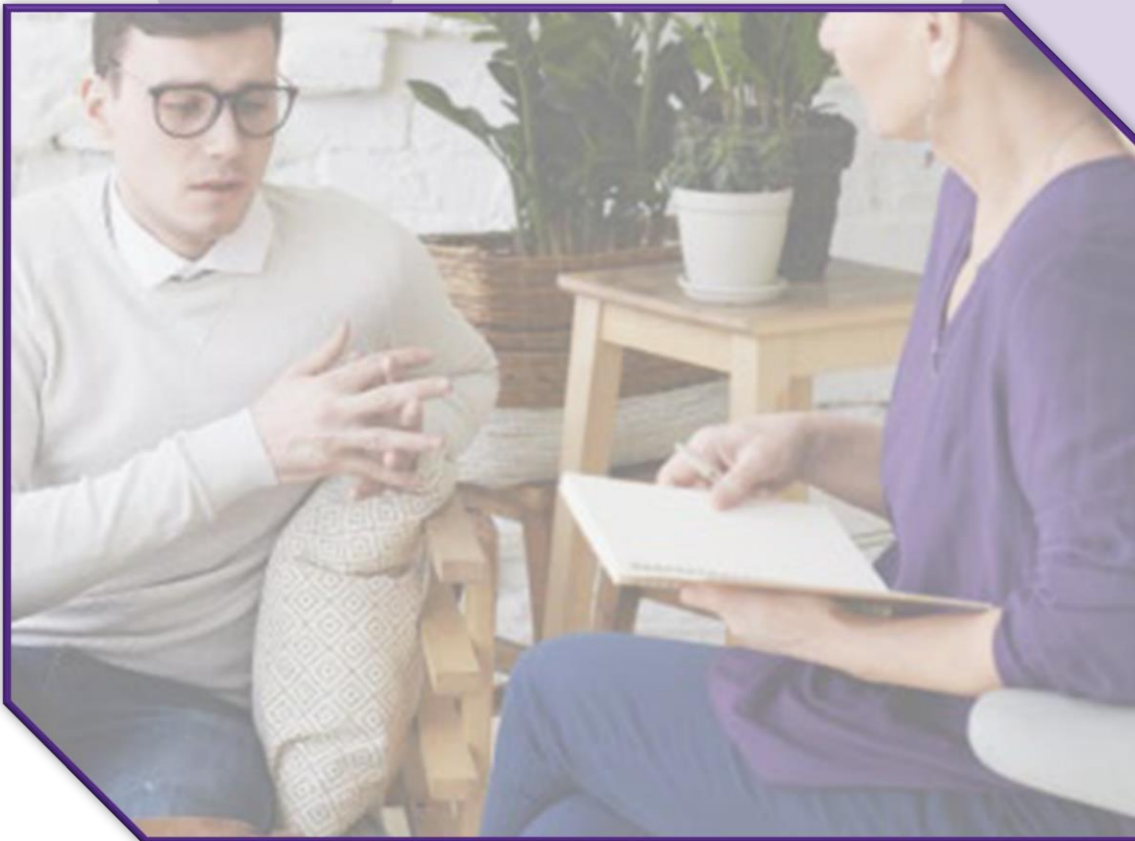


AIM Qualifications Level 5 Diploma in Applied Therapeutic Practice Specification

603/6620/5

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Level 5 Diploma in Applied Therapeutic Practice

www.aimgroup.org.uk/qualifications

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About us

Qualification specification for Level 5 Diploma in Applied Therapeutic Practice

AIM Qualifications and Assessment Group is a leading Awarding Organisation supplying hundreds of centres with high-quality regulated vocational and technical qualifications. We also offer non-accredited provision and apprenticeship end-point assessments.

AIM qualifications cover a range of academic levels from Entry Level to Level 6 across a wide range of subject areas. All our UK Level 3 qualifications carry UCAS tariff points which can count towards university entry requirements.

About this qualification specification

This specification is intended for tutors, internal quality assurers, centre managers and other staff within AIM recognised centres and/or prospective centres. It provides information about the structure and delivery of the qualification. The specification should be read in conjunction with the AIM Centre Handbook and other policy documents available on the website.

Offering this qualification

In order to offer this qualification, you must be an AIM recognised centre and be approved to deliver this qualification. If your centre is not yet recognised, please contact our business development team to discuss becoming an AIM recognised centre. They can advise you on the best qualifications for your organisation.

You can arrange a meeting by emailing businessdevelopment@aimgroup.org.uk or calling [0333 034 8833](tel:0333 034 8833). More information can be found on: www.aim-group.org.uk/newcentre



Section 1 – Qualification overview



Purpose of this qualification

The AIM Qualifications Level 5 Diploma in Applied Therapeutic Practice aims to develop a deeper understanding of trauma-informed principles and therapeutic practice when working with individuals who have experienced trauma. The qualification has been designed to increase learners' awareness of working with vulnerable groups, by observing and reflecting on good practice in the sector.

The qualification aims to develop therapeutic practice with which learners may adapt and use within their current job roles. It is primarily aimed at staff working within the education, health/social care sectors, particularly those with responsibility for the care and support for the vulnerable cohorts within their settings such as learning support staff within schools, social workers and family support staff, healthcare assistants within mental health services or play specialists in hospitals. This qualification also aims to introduce those with little or no previous experience of the industry to this specialist area.

This qualification comprises four mandatory components:

Theories of Child Development - learners will develop an understanding of the history of attachment theory and how the theory has developed over the decades. They will explore theoretical and personal perspectives of child development and major milestones, before reflecting upon own experience of being a child. Learners will also look at brain development and some of the conditions that can be described as neurodiverse, such as ADHD, impaired executive functioning and the Autistic Spectrum.

Working with Trauma and Sensory Experiencing - learners will look at neuro-sequential healing, exploring the concept of allowing the body to speak and how to use sensory integration to soothe and regulate the body when under stress, and following trauma. Learners will develop understanding in the safety and regulation of the body, and the ability to remain within the window of tolerance whilst exploring the optimum sensory needs to regulate the environment in support of regulation and healing.

Creative Unconscious Approaches - learners will look at how unconscious experiences can be communicated unconsciously to others in relationship with them. Learners will also gain the experience of using the arts to express and contain unconscious experiences and how they can provide a crucible for healing and integration. Transference, counter transference, projective identification and defence mechanisms will be explored.

Reflective Practice - learners will have the opportunity to use a model of reflective practice to evaluate their theoretical and practical learning throughout their learning. This qualification complements the AIM suite of Level 2 - Level 6 counselling qualifications. Whilst the counselling qualifications are designed to develop the necessary skills and knowledge for aspiring and practising counsellors, the Level 5 Diploma in Applied Therapeutic Practice could be taken alongside these qualifications to further develop the learner's knowledge and therapeutic skills to prepare them for working with individuals who have experienced trauma.

Qualification details

AIM Qualifications Level 5 Diploma in Applied Therapeutic Practice	
Qualification	Professional
Assessment	Externally set, internally marked and externally verified assessment tasks
Grading	Fail, Pass, High Pass, Merit, High Merit, Distinction
Geographical coverage	England, Wales
Operational start date	14/09/2020
Review date	31/08/2025
Sector	1.3 Health and Social Care
Qualification number	603/6620/5
Guided Learning Hours (GLH)	180
Total Qualification Time (TQT)	380
Minimum learner age	19+
Rules of combination	Learners must achieve the mandatory components to achieve this qualification.

Regulated Qualification Framework (RQF)

The Regulated Qualifications Framework (RQF) provides a single, simple system for cataloguing all qualifications regulated by Ofqual. Qualifications are indexed by their level and size. Levels indicate the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels supported by three “entry levels”. Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in term of Total Qualification Time (TQT). The part of the TQT spent being taught or supervised is known as Guided Learning Hours (GLH).

Progression opportunities

This qualification is designed to enhance the professional practice of staff in sectors with responsibility for the care and support for vulnerable individuals. The achievement of this qualification aims to add value to professional practise and facilitates a trauma informed approach.

Learners may progress onto the AIM suite of Level 2 - Level 6 counselling qualifications, designed to develop the necessary skills and knowledge for aspiring and practising counsellors.

Total Qualification Time (TQT) and Guided Learning Hours (GLH)

Total Qualification Time (TQT) is the number of notional hours it takes a typical learner to achieve the full qualification and is **made up of two elements**:

- the minimum number of Qualification Guided Learning Hours (GLH) - the number of Tutor led contact hours
- the number of hours spent on preparation, studying and the assessment that is non-guided

For example, the number of tutor-led contact hours (GLH) for a qualification is 30 and the number of hours spent by the learner (non-GLH) on preparation, studying and the assessment is 6 hours. Therefore, the Total Qualification Time (TQT) for the qualification is 36 hours.

Entry requirements

It is strongly recommended that learners should have completed a Level 4 qualification in the relevant subject area before embarking on this Level 5 qualification. Learners may already work within the education, health/social care sectors, particularly those with responsibility for the care and support for the vulnerable cohorts within their settings.

Resource requirements

The required and recommended reading lists are detailed on the individual components.

Requirements to deliver this Qualification

As an Awarding Organisation, we require that:

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

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

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

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

In addition, Assessors must hold a counselling and/or relevant practitioner qualification at Level 5 or above.

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

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

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



Section 2 – Qualification structure



Qualification structure and components

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

Rules of combination for:		Level 5 Diploma in Applied Therapeutic Practice	
Learners must achieve the mandatory components to achieve this qualification.			
Component code	Component title	Level	GLH
Mandatory			
F/618/4305	Theories of Child Development	5	45
Y/618/4312	Working with Trauma and Sensory Experiencing	5	45
D/618/4313	Creativity and Unconscious Communication	5	45
H/618/4314	Reflective Practice	5	45

Level descriptors

Components are assigned a level based in the current requirements for the RQF as issued by OFQUAL.

Level	Knowledge descriptor	Skills descriptor
Level 5	<p>Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts.</p> <p>Can analyse, interpret and evaluate relevant information, concepts and ideas.</p> <p>Is aware of the nature and scope of the area of study or work.</p> <p>Understands different perspectives, approaches or schools of thought and the reasoning behind them.</p>	<p>Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems.</p> <p>Use relevant research or development to inform actions.</p> <p>Evaluate actions, methods and results.</p>



Section 3 – Assessment



How this qualification is assessed

Guidance on our expectations is available in the [AIM Qualifications: Assessment Handbook](#).

Assessment method	Component
Portfolio of evidence	Theories of Child Development Working with Trauma and Sensory Experiencing Creativity and Unconscious Communication Reflective Practice

Marking Learner Work

Learners must achieve the requisite number of components as specified in the rules of combination. Summative feedback should be provided to learners and the completed mark sheets must be presented alongside the learner marked work for internal and external verification. If opportunities for Recognition of Prior Learning (RPL) have been identified, then the evidence to support the claim for RPL must be submitted along with a completed RPL form to the external verifier. This is available on the AIM website.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is a process of assessing and validating learning or achievement that has not been certificated or accredited previously towards the qualification being studied.

The tutor or assessor should carry out an effective interview and initial assessment of learners to establish their previous qualifications and experience. Funding may be affected if a learner achieves more than 50% of the assessment through RPL. Please refer to the AIM website for more information.

Reasonable adjustment and special considerations

Reasonable adjustments and Special Considerations are available for all assessments, irrespective of whether they are internally or externally set. Where a learner or group of learners may not be able to access the assessment without Reasonable Adjustments, centres should ensure that they apply in good time for relevant reasonable adjustments to be made, using the [AIM Qualifications Reasonable Adjustments and Special Considerations Policy](#) which gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.



Section 4 – Operational guidance



Offering this qualification

Centres wishing to offer this qualification must be an AIM recognised centre. New centres can apply to become a centre using the centre recognition application process on our website: www.aim-group.org.uk.

We can advise centres of the best and most efficient methods for offering this qualification. All procedures for the use of this qualification, including approval, registration of learners, verification and certification will be completed through AIM and all centres will have an allocated customer experience advisor to support them.

Approval to offer qualifications

Centres wishing to offer this qualification must complete and submit a qualification approval request. [This can be found on the AIM website when choosing a qualification](#). 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 to these qualifications via our Quartzweb portal, at this point you can also select their chosen components. Please ensure that learners are registered against the correct qualification and are aware of the rules of combination required to achieve the qualification.

For all registration and certification processes, please refer to the Quartzweb guidance document which can be downloaded from our website's [centre handbooks and forms page](#). Details of assessment, internal verification and external verification can be found in the [AIM Qualifications: Assessment 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.

Once internally marked work has been completed:

AIM External Verifiers (EV) will verify the assessment of learner work and internal verification practice following standard AIM quality assurance procedures. The EV will electronically verify to confirm achievement of the learners once they have completed their verification.

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



Section 5 – Appendices and links



Appendices and links

Select an appendix or link from the list below to view the document.

Useful links

Link 1 - [AIM Centre handbooks and forms](#)

Link 2 - [AIM Qualifications: Assessment Handbook](#)

Link 3 - [Fees and Charges](#)

Link 4 - [Qualification Search](#)

Command verbs

Level 5	
Analyse	Learners present the outcome of methodical and detailed examination either: breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or of information or data to interpret and study key trends and interrelationships.
Assess	Learners present careful consideration of varied factors or events that apply to a specific situation, or identify those which are the most important or relevant and arrive at a conclusion.
Critically Analyse	Learners present careful consideration of varied factors or events that apply to a specific situation, or identify those which are the most important or relevant and arrive at a conclusion.
Compare and Contrast	As analyse with the addition that learners make a judgement about the quality of evidence and include when it can and can't support the argument.
Create	To produce work in response to a brief or to apply skills and techniques to meet an intention.
Demonstrate	To produce work in response to a brief or to meet an intention.
Describe	Learners' work or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.
Discuss	Explore issues, lines of reasoning and situations, articulating different viewpoints.
Estimate	Give an approximate decision or opinion using previous knowledge or experience.
Evaluate	Review information then bring it together to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information. Come to a supported judgement of a subject's qualities and relation to its context.
Explain	Review information then bring it together to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information. Come to a supported judgement of a subject's qualities and relation to its context.
Justify	Learners' work shows clear details and gives reasons and/or evidence to support an opinion, view, or argument. It could show how conclusions are drawn.
Outline	Learners provide a general description or plan showing the essential features of something but not the detail.
Summarise	Briefly present an abstract of the main points.
Implement	Learners can put (a decision, plan, agreement, etc.) into effect.

All levels	
Calculate	Work out a numerical problem, showing how they arrived at their answer.