

Please note that this qualification is 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 3 Award in Developing Counselling Skills



| <b>Version Number</b> | <b>Date</b> | <b>Description</b>   |
|-----------------------|-------------|--|
| 8                     | 27/11/2018  | Update to TQT values and credit removed (Page 8)<br>Credit removed (Page 11) |
| 9                     | 17/01/2019  | Qualification withdrawn. Withdrawal dates added (Page 7)                     |

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**AIM Awards Level 3 Award in Developing Counselling Skills  
601/3285/1**

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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 3 Award in Developing Counselling Skills is aimed at learners seeking to incorporate counselling skills in related employment activities. The mandatory unit, **Developing Counselling Skills**, primarily aims to consolidate previous learning and will enable learners to progress onto Level 4 training ready to commence work with their own clients in a supervised placement.

| Qualification  |  |
|--|--|
| <b>AIM Awards Level 3 Award in Developing Counselling Skills</b> |  |
| Assessment   | Internally assessed role-play  |
| Grading  | Assessment is competent / not competent.<br>There is no grading                      |
| Operational Start Date   | 01-Sep-2014  |
| Operational End Date   | <b>31-Jul-2019</b>   |
| Certification End Date   | <b>31-Jul-2022</b>   |
| Sector   | 1.3 Health and Social Care   |
| Qualification Accreditation Number                               | 601/3285/1   |
| Learning Aim Reference   | 60132851   |
| Guided Learning Hours  | 45   |
| TQT  | 85   |
| 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

It is recommended that learners have Level 2 literacy skills, or English GCSE or equivalent. It is also recommended that learners have achieved the AIM Awards Level 2 Certificate in Counselling Skills or equivalent.

## 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

There are no specific resource requirements for these qualifications. Centres must ensure that they have the appropriate resources in place to deliver the unit in this qualification.

### Reading List

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

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# Section 2 Structure and Content

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## 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 3 Award in Developing Counselling Skills  |   |                               |       |     |
|--|---|-------------------------------|-------|-----|
| To achieve this qualification learners must complete the single essential component. |   |                               |       |     |
| Unit Reference Number  | Unit Title                                    | Assessment                    | Level | GLH |
| M/506/3050   | <a href="#">Developing Counselling Skills</a> | Internally assessed role-play | Three | 45  |

#### 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 RQF 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 3 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 3 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 an observed role-play which is detailed in the Assessment Pack in [Appendix 1](#). 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.

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.

### 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 1](#).

## 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 1](#). 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.

## 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 1](#). 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 1](#)).

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.

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.

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

### 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.





# 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

## 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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Contact AIM Awards



For any queries, please contact AIM Awards:

AIM Awards  
3 Pride Point Drive  
Pride Park  
Derby  
DE24 8BX

01332 341822

[enquiries@aimawards.org.uk](mailto:enquiries@aimawards.org.uk)