

AIM Qualifications Level 4 Award in Mediation Specification

601/4433/6

VERSION 6 March 2026



Document version history

Version number	Date	Description
1		Document created
2	16/11/2019	Update to TQT values (Pages 7-9) Credit removed (Pages 7-9, 12-13 and 28-30)
3	26/06/2019	Qualifications withdrawn and end dates added (pages 7-9) for: <ul style="list-style-type: none"> • AIM Qualifications Level 4 Award in Commercial Mediation 601/4432/4 • AIM Qualifications Level 5 Award in Professional Practice in Mediation 601/4434/8 • AIM Qualifications Level 5 Certificate in Professional Practice in Mediation 601/4435/X Operational end date: 31/12/2019 Certification end date: 31/12/2022
4	September 2019	Rebrand - 'AIM Awards' changed to 'AIM Qualifications' Qualification family added to qualification details grid (pages 7-9) Geographical updated to include Wales (page 8)
5	May 22	Review date updated to 31/12/2023 for Level 4 Award in Interpersonal Mediation
6	March 2026	Name change from Level 4 Award in Interpersonal Mediation to Level 4 Award in Mediation Template update

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About us

Qualification specification for Level 4 Award in Mediation

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.

About this qualification specification

This specification is intended for tutors, internal verifiers, 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

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Section 1 – Qualification overview

About this qualification

The aim of the Level 4 Award in Mediation is to enable learners to become, competent, experienced, and to work ethically and safely as mediators.

The award will provide the knowledge, understanding and the skills required to become a proficient mediation practitioner. The qualification covers the standard principles and models that can be employed to resolve conflicts of an interpersonal nature effectively. Learners will be able to use key mediation skills within particular situations, appreciate the ethics and accountability required, and be able to identify their own personal professional development needs.

Qualification details

AIM Qualifications Level 4 Award in Mediation	
Qualification Type	Occupational
Assessment	Portfolio of evidence, Practical demonstration/assignment
Grading	Pass/Fail
Geographical coverage	England, Northern Ireland
Operational start date	01/10/2014
Review date	27/09/2028
Sector	1.3 Health and social care
Qualification number	601/4433/6
Guided Learning Hours (GLH)	36
Total Qualification Time (TQT)	63
Minimum learner age	19+
Rules of combination	Learners must achieve the mandatory component 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).

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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 recommended that learners have a minimum of Level 2 literacy and numeracy skills or Grade 4/C GCSE English and Maths, or equivalent.

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.

Requirements to deliver this Qualification

To offer this qualification, centres must ensure 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:
 - hold either the Commercial or the Interpersonal Mediation Practitioner's Certificate and
 - have a minimum of three years' post-qualification experience in mediating (having conducted a minimum of 5 mediation cases)

Centres must also ensure that they have in place an Internal Quality Assurance person who has either:

- 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 either the Commercial or the Interpersonal Mediation Practitioner's Certificate
 - have a minimum of one years' experience in moderating mediators



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 4 Award in Mediation	
Learners must achieve the mandatory component to achieve this qualification.			
Component code	Component title	Level	GLH
Mandatory			
T/652/0723	Mediation	4	36

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 4	<p>Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine.</p> <p>Can analyse, interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of approximate scope of the area of study or work.</p>	<p>Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined.</p> <p>Review the effectiveness and appropriateness of methods, actions and results.</p>



Section 3 – Assessment



How this qualification is assessed

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

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.



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 4	
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	As analyse in addition Learners make a judgement about the quality of evidence and include when it can and can't support the argument.
Compare and Contrast	Learners can identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages, and disadvantages. This is used to show depth of knowledge through selection and isolation of characteristics.
Create	To produce work in response to a brief or to apply skills and techniques to meet an intention.
Demonstrate	Learners' work or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Learners give a clear, objective account in their own words showing recall and, in some cases application, of the relevant features and information about a subject.
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	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.
Justify	Learners are able to give reasons or evidence to support an opinion or prove something right or reasonable.
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.