

AIM Qualifications Level 2 Award in Therapeutic Skills in Trauma-Informed Practice within Health and Social Care Specification

(610/2223/8)

VERSION 1 OCTOBER 2023



Document version history

Version number	Date	Description
1	October 2023	▪ Document created

Contents

About us	3
About this qualification specification.....	3
Offering this qualification.....	3
Section 1 – Qualification overview	4
About this qualification	5
Qualification details	5
Regulated Qualification Framework (RQF)	5
Total Qualification Time (TQT) and Guided Learning Hours (GLH)	6
Progression opportunities.....	6
Entry requirements	6
Resource requirements.....	6
Requirements to deliver this Qualification	6
Section 2 – Qualification structure	8
Qualification structure and components	9
Level descriptors	9
Section 3 – Assessment	10
How this qualification is assessed	11
Reasonable adjustment and special considerations	11
Section 4 – Operational guidance	12
Offering this qualification.....	13
Approval to offer qualifications	13
Registration and certification.....	13
Section 5 – Appendices and links.....	14
Link 1 - AIM Centre handbooks and forms.....	15
Link 2 - AIM Qualifications: Assessment Handbook.....	15
Link 3 - Fees and Charges	15
Link 4 - Qualification Search.....	15
Command verbs	15

About us

Qualification specification for Level 2 Award in Therapeutic Skills in Trauma-Informed Practice within Health and Social Care

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

About this qualification

The Level 2 Award in Therapeutic Skills for Trauma-Informed Practice within Health and Social Care is designed to support the growth of trauma-informed practice among staff and carers working with young people in the health and social care sector. This is an introductory training component to this topic that will serve learners in their work and act as a springboard for further study providing access to high level training. This training will help to raise self-awareness and reflective skills that can be utilised by learners to build a more therapeutic environment for young people in care.

Use of therapeutic skills with a trauma-informed lens has been shown to benefit both the recipients and the staff within the health and social care sector.

Qualification details

AIM Qualifications Level 2 Award in Therapeutic Skills in Trauma-Informed Practice within Health and Social Care	
Qualification	Vocational
Assessment	Internally set, internally marked and externally verified portfolio of evidence
Grading	Achieved/Not achieved. There is no grading
Geographical coverage	England, Wales, Northern Ireland
Operational start date	1st March 2023
Review date	29th February 2028
Sector	1.3 Health and Social Care
Qualification number	610/2223/8
Guided Learning Hours (GLH)	30
Total Qualification Time (TQT)	38
Minimum learner age	18
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).

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.

Progression opportunities

This qualification has been designed as a step on the ladder for professional development for aspiring and practising care workers, teaching assistants and counsellors. Learners may progress onto the AIM Qualifications Level 2 Certificate in Counselling Skills.

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. You must ensure that your centre has appropriate resources in place to deliver the component in this qualification.

Requirements to deliver this Qualification

To offer this qualification, centres must ensure that:

Assessors should have a relevant recognised qualification in counselling or other types of psychotherapy to at least two levels above the level of the qualification being assessed. Possible relevant qualifications would include: Level 4 counselling, Level 5 therapeutic counselling, Registered Mental Health Nurse, Social Worker (children and families).

Assessors should have a teaching or assessment qualification at level 3 or above or sufficient experience of assessing internally assessed criteria based components.

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

Internal verifiers should have a recognised qualification in counselling or psychotherapy and a knowledge of the qualification and the internal verification process.



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 2 Award in Therapeutic Skills in Trauma-Informed Practice within Health and Social Care	
Learners must achieve the mandatory component to achieve this qualification.			
Component code	Component title	Level	GLH
Mandatory			
D/650/5986	<u>Therapeutic Skills for Trauma-Informed Practice within Health and Social Care</u>	Two	30

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 2	<p>Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straight-forward problems.</p> <p>Can interpret relevant information and ideas.</p> <p>Is aware of a range of information that is relevant to the area of study or work.</p>	<p>Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems.</p> <p>Identify, gather and use relevant information to inform actions.</p> <p>Identify how effective actions have been.</p>



Section 3 – Assessment



How this qualification is assessed

This qualification may be assessed through:

An internally set, internally marked and externally verified portfolio of evidence.

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 2	
Assess	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something and come to a conclusion where needed.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase or process.
Demonstrate	Apply skills in a practical situation.
Describe	Write or speak about the topic or activity giving information. Statements in the response need to be developed as they are often linked but do not need to include a justification or reason.
Estimate	Give an approximate decision or opinion using previous knowledge or experience.
Explain	Make clear. Give reasons for. An explanation requires a justification/exemplification of a point. The answer must contain some element of reasoning/justification, this can include mathematical/logical explanations.
Evaluate	Examine strengths and weaknesses. Make points for and against.
Give (an example of...)	Provide relevant examples for the topic.
Identify	Provide brief information about a subject, specific process, or activity.
Illustrate	Give clear information or descriptions with examples (e.g. spoken, written, pictures, diagrams etc).
Order	Place information in a logical sequence.
Outline	Identify or briefly describe the main points.
State	Give the main points in brief, clear sentences.
Calculate	Work out a numerical problem, showing how they arrived at their answer.
Summarise	Briefly present an abstract of the main points.