



AIMQUALIFICATIONS

Handbook
for centre staff



AIM Qualifications

Suite of Interior Design Qualifications

Version 1 - June 2022

“

I would like to convey my thanks to you all at AIM for the support and guidance you have provided during our first year as a training centre. I am aware we have asked a lot of questions and sent a lot of emails and you have dealt with every query swiftly and efficiently combined with a lot of patience.

It has been a roller coaster of a year setting up everything from scratch but it has been made easier by having access to you all.

Carol Harmston, AIM Centre

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Document version history

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Please note

The **Level 2 Award in Interior Design Skills** will be withdrawn from any new learner registrations on 31/12/2019.

Please contact AIM for further information on 01332 341822.



Introduction

Welcome to the AIM Qualifications Suite of Interior Design Qualification Handbook handbook. This handbook contains everything you need to know about this qualification and is intended for tutors, assessors, internal verifiers and other staff involved with the planning, delivery and assessment.

This handbook contains information on the following qualifications:

- AIM Qualifications Level 2 Diploma in Interior Design
- AIM Qualifications Level 3 Diploma in Professional Interior Design

This is a live document and as such will be updated when required. You will be informed via email when changes are made and it is your responsibility to ensure the most up-to-date version of the Qualification Handbook is in use.

About us

We are 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 also licensed by the Quality Assurance Agency (QAA) to approve and certificate Access to Higher Education Diplomas. We are also approved as an Apprenticeship End Point Assessment Organisation (EPAO).

Qualification overview

About these qualification

This suite of AIM Qualifications Interior Design programmes has been structured to provide learners with a realistic introduction to, and progression within the industry, encouraging the development of business understanding, and creative, technical and practical skills required to succeed in the present-day. The approach to teaching this suite of Interior Design programmes is intentionally holistic, due to the multi-disciplinary and interconnected nature of the subject and to support learner's effective engagement at all stages of the design process. For this reason, there are clear and direct links between each of the components, acting as building blocks to scaffold learning.

Developed in conjunction with current industry practitioners, both the Level 2 and Level 3 qualifications promote the relevance and importance of the essential skills and knowledge required for learners to flourish within the interiors industry, either on a casual or more professional basis.

The qualifications are particularly suitable for those who are seeking employment in the interior design sector or who are already in the industry but are looking to develop new skills. The qualification suite is structured to facilitate flexible, tailored learning to meet individual and local requirements. It will enable learners to develop their confidence, understanding and skills to gain successful employment in the sector, and to support the development of the industry, locally, nationally and internationally, through the provision of a more specialist skilled workforce.

Learners will explore the evolution of Interior Design and develop an understanding of its role and function. They will begin to understand what it means to work professionally in the Interior Design industry and will build a portfolio of current creative and technical skills, knowledge and understanding necessary to perform in the sector today. They will consider the fundamental elements and principles within a successful design scheme and be able to select, apply and evaluate these with increasing confidence and complexity, in response to interior design briefs. Throughout the qualification, learners will also develop confidence in the key modes of design communication; creative application and presentation, as well as verbal and written expression of design thought.

At Level 2, learners will be introduced to the fundamental skills and knowledge required for basic level entry in to the interiors industry, enabling them to undertake the primitive development of an interiors scheme. The Level 2 qualification will provide learners with sufficient information and skill-set for easy transition to Level 3 study, where they can develop their knowledge and competence to a more professional standard.

At level 3, alongside the critical development of relevant design skills, learners will explore key aspects of business set up and promotion, and will be expected to engage in a professionally focussed Interior Design project. Learners will also be introduced gradually to the formation of a professional design portfolio, which by the end of the qualification, can be used as evidence to support application to employment and/or higher-level study at any Higher Education Institute (HEI).

Our qualifications to support a career in interior design are:

- AIM Qualifications Level 2 Diploma in Interior Design
- AIM Qualifications Level 3 Diploma in Professional Interior Design

Qualification details

Qualification	
AIM Qualifications Level 2 Diploma in Interior Design	
Qualification family	Technical
Assessment	Internally set, internally marked and externally verified portfolio of evidence
Grading	Assessment is achieved/not achieved. There is no grading
Geographical Coverage	England
Operational Start Date	01/08/2022
Review Date	31/07/2027
Sector	9.2 Crafts, Creative Arts and Design
Qualification Number	610/1067/4
Learning Aim Reference	61010674
Guided Learning Hours (GLH)	214
Total Qualification Time (TQT)	372
Minimum Learner Age	16
Rules of Combination	Learners must achieve all mandatory components to achieve this qualification.

Qualification	
AIM Qualifications Level 3 Diploma in Professional Interior Design	
Qualification family	Technical
Assessment	Internally set, internally marked and externally verified portfolio of evidence
Grading	Assessment is achieved/not achieved. There is no grading
Geographical Coverage	England
Operational Start Date	01/08/2022
Review Date	31/07/2027
Sector	9.2 Crafts, Creative Arts and Design
Qualification Number	610/1068/6
Learning Aim Reference	61010686
Guided Learning Hours (GLH)	255
Total Qualification Time (TQT)	465
Minimum Learner Age	16
Rules of Combination	Learners must achieve all mandatory components to achieve this qualification.

Total Qualification Time and Guided Learning Hours

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 six 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 interior designers. Learners can progress through the AIM Qualifications Level 2 Diploma in Interior Design and on to the AIM Qualifications Level 3 Diploma in Professional Interior Design.

Entry guidance

There are no specific learner entry requirements for this qualification.

Qualification dates

The qualification review date is the date by which we will have carried out a review of the qualification. We work with industry representatives to make any changes necessary to meet industry needs and to reflect recent developments. In most cases, we'll extend the qualification and set a new review date. If we make a decision to withdraw a qualification, we'll set an operational end date. 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. The certification end date will be three years from the operational end date.

Resource requirements

Learners must have access to interior design equipment and materials, including computer hardware and software, as specified within the component. The recommended reading lists are detailed in the individual components.

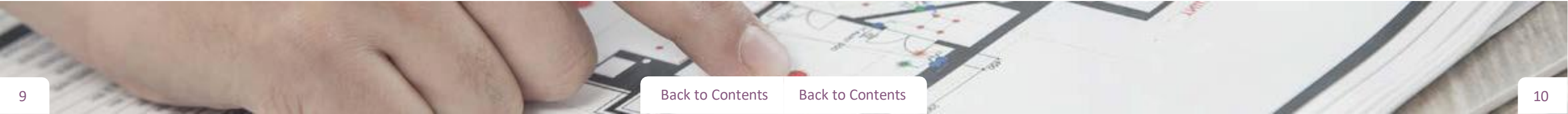
Qualification Structure and Components

Qualification structure and components

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

Rules of combination for: AIM Qualifications Level 2 Diploma in Interior Design			
Learners must achieve all mandatory components to achieve this qualification			
Component Code	Component Title	Level	GLH
Essential			
A/650/3094	Interior Design and the Role of the Designer	Two	36
K/650/3099	Using Colour in Interior Design	Two	36
D/650/3095	Introduction to Surface Finishes in Interior Design	Two	36
R/650/3091	Drawing Plans and Space Planning	Two	36
Y/650/3093	Furniture and Accessories in Interior Design	Three	35
M/650/3090	Creative Lighting in Interior Design	Three	35

Rules of combination for: AIM Qualifications Level 3 Diploma in Professional Interior Design			
Learners must achieve all mandatory components to achieve this qualification			
Component Code	Component Title	Level	GLH
Essential			
A/650/3094	Interior Design and the Role of the Designer	Two	36
K/650/3099	Using Colour in Interior Design	Two	36
T/650/3092	Exploring Surface Finishes in Interior Design	Three	32
F/650/3096	Plans and Space Planning in a Professional Context	Three	32
Y/650/3093	Furniture and Accessories in Interior Design	Three	35
M/650/3090	Creative Lighting in Interior Design	Three	35
J/650/3098	Professional Practice in Interior Design	Three	21
H/650/3097	Professional Interior Design Project	Three	28



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 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, specifically for these qualifications, Assessors must have verifiable and relevant current industry experience and competence of the occupational working area at or above the level being assessed and evidence the quality of occupational experience to ensure the credibility of the assessment judgements.

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, specifically for these qualifications, Internal Verifiers must have verifiable and relevant current industry experience and competence of the occupational working area at or above the level being verified and evidence the quality of occupational experience to ensure the credibility of the assessment judgements.

How are these qualifications assessed

These qualifications are assessed through internally set, internally marked and externally verified evidence produced by the learner in response to a range of assignments.

Assessment may take the form of, but should not be limited to, the methods described in the table below. Guidance on our expectation for assessment is available in [‘Appendices and links’ section](#).

Assessment method	Overview
Portfolio of Development Work	The portfolio of development work should contain evidence of learner work referenced to the specified standards of a component or a range of components. This may include, but should not be limited to, learner research and investigation, exploration and analysis of ideas and concepts, developmental practical work, evidence of reflective practice, project refinement and communication of intentions. The portfolio of development work should be produced in response to an internally set assignment, and will be internally marked and subject to external verification.
Technical Drawing Pack	The technical drawing pack should comprise a variety of learner’s technical drawings, referenced to the specified standards of a component or a range of components. These may be produced by hand and/or using Computer Aided Design (CAD) software and may include, but should not be limited to, sketches, scale drawings, evidence of space planning, plans, sections, elevations and models. The technical drawing pack should be produced in response to an internally set assignment, and will be internally marked and subject to external verification.
Professional Presentation Portfolio	The professional presentation portfolio should contain evidence of learner work referenced to the specified standards of a component or a range of components. This portfolio should contain work that is targeted at defined audiences and may include, but should not be limited to, client profile, client brief, rationale, 3D visuals, presentation boards, client and contractor packs, branding, marketing materials, evidence of reflective practice. The professional presentation portfolio should be produced in response to an internally set assignment, and will be internally marked and subject to external verification.
Written Assignment	A written assignment, which should be referenced to the specified standards of a component or a range of components, may take the form of, but should not be limited to, a report, essay, case study, reflective piece, editorial, poster, presentation and/or blog. It may be supported by visual content and/or academic references. The written assignment should be produced in response to an internally set assignment, and will be internally marked and subject to external verification.

Assignments are devised and internally verified by the centre. This enables centres to contextualise assignments to reflect local needs, for example centres may choose to incorporate industry set scenarios.

Every assignment should be fit for purpose, providing learners with sufficient scope to meet all the standards to which it is mapped. These standards must be clearly indicated on each assignment, in order that learners, assessors and verifiers have a clear understanding of the assignment focus and marking criteria. The assignment must also clearly identify the assessment method(s), so that learners, assessors and verifiers understand the format for submitting evidence.

Centres must take a best practice approach, where appropriate, to the assessment such that learners are assessed in a real or realistic working environment. Assignment briefs must include marking templates for internal assessors to use to support consistent marking, feedback and evidence for quality assurance. All assessment decisions made by a centre will be externally quality assured by AIM. **Full mapping of components to assignments is available on the following pages.**

Qualification Assessment Mapping

These qualifications are assessed through internally set, internally marked and externally verified evidence produced by the learner in response to a range of assignments.

Assessment may take the form of, but should not be limited to, the methods described in the table below. Guidance on our expectation for assessment is available in the ['Appendices and links' section](#).

AIM Qualifications Level 2 Diploma in Interior Design				
Component title	Portfolio of evidence	Technical Drawing Pack	Professional Presentation Portfolio	Written Assignment
Mandatory Components				
Interior Design and the Role of the Designer	✓			✓
Using Colour in Interior Design	✓			✓
Introduction to Surface Finishes in Interior Design	✓			✓
Drawing Plans and Space Planning		✓		
Furniture and Accessories in Interior Design	✓	✓	✓	✓
Creative Lighting in Interior Design	✓	✓	✓	✓

AIM Qualifications Level 2 Diploma in Interior Design				
Component title	Portfolio of Development Work	Technical Drawing Pack	Professional Presentation Portfolio	Written Assignment
Mandatory Components				
Interior Design and the Role of the Designer	✓			✓
Using Colour in Interior Design	✓			✓
Exploring Surface Finishes in Interior Design	✓			✓
Plans and Space Planning in a Professional Context		✓		
Furniture and Accessories in Interior Design	✓	✓	✓	✓
Creative Lighting in Interior Design	✓	✓	✓	✓
Professional Practice in Interior Design	✓		✓	✓
Professional Interior Design Project	✓	✓	✓	✓

Internally marked assessment regulations

Deadlines

Deadlines for internally marked assessments are set by the centre and must be clearly communicated to learners on the assessment tasks.

Extensions

Tutors may agree an extension period of **up to two weeks** by negotiation and where genuine reasons can be evidenced. In exceptional circumstances, the learner may be granted longer than two weeks to submit, however that would need to be supported by the personal tutor/course leader. The personal tutor will be notified of extensions and will monitor these in order to ensure that the learner is coping with the demands of their qualification.

Reasonable adjustments

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 marked learner work

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 (IV) 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.

Types of evidence acceptable:

- **Psychologist's report** – must be current/valid within two years of the date of the examinations
- Specialist teacher's assessment report - must be current/valid within two years of the date of the examinations
- **Medical letter** – must be specific AND recommend, in detail, the support being requested. For a long-term physical/medical condition which is not going to change i.e. hearing/visual impairment – a letter from a doctor/optician or hospital report is acceptable in most cases.
- A condition which is not permanent, but will not go away, will require a new letter confirming the diagnosis each academic year.

Further details are provided in our reasonable adjustments and special considerations document available on the AIM 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.

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.

Opportunities for recognition of prior learning can only be considered against internally assessed elements of this qualification. [Please refer to the AIM website for more information.](#)

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 ([found on MIA](#)). 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 via the AIM Online Portal. Learners must be registered onto the correct programme via the Portal (a programme is the centre's chosen set of components).

For all registration and certification processes, please refer to the portal guidance document which can be downloaded from [our website](#). 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 five

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.

External verification of internal assessment

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.

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 - [AIM Website](#)
- Link 4 - [Being an AIM centre guide](#)
- Link 5 - [Fees and charges](#)
- Link 6 - [MIA management system](#)
- Link 7 - [Reasonable adjustments and special considerations policy](#)
- Link 8 - [Special considerations application form](#)



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