

AIM Qualifications Level 4 Diploma in Independent Sexual Violence Adviser (ISVA) Practitioner Training Specification

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About us

Qualification specification for Level 4 Diploma in Independent Sexual Violence Adviser (ISVA) Practitioner Training

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 and in the Quartz portal.

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

This qualification has been designed to:

- accredit individuals who already work as an ISVA in the rape and sexual violence sector;
- encourage individuals to engage in learning and develop their knowledge and understanding of the ISVA practitioner role and improve their skills;
- consider the effects on wellbeing of those working with sexual violence;
- provide support for all adults, children, young people and families affected by sexual violence;
- carry out a risk assessment and safety planning when working with survivors of sexual violence;
- support survivors of sexual violence through the Criminal Justice System or to seek Civil redress;
- present a person-centred approach to supporting all survivors of rape and sexual violence.

Qualification details

AIM Qualifications Level 4 Diploma in Independent Sexual Violence Adviser (ISVA) Practitioner Training	
Qualification	Professional
Assessment	Portfolio of evidence
Grading	Pass/fail
Geographical coverage	England
Operational start date	15/01/26
Review date	31/01/29
Sector	1.3 Health and social care
Qualification number	610/6892/5
Guided Learning Hours (GLH)	299
Total Qualification Time (TQT)	390
Minimum learner age	18+
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).

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

Successful completion of this diploma will give the learner the opportunity to seek employment as an Independent Sexual Violence Adviser (ISVA) within the rape and sexual abuse sector. It will also provide ISVAs currently working within this sector with recognition as a trained professional.

Entry requirements

Learners will need to be working with survivors of sexual violence or have experience of supporting vulnerable people who have experienced trauma, and a minimum age of 18.

Requirements to deliver this Qualification

To offer this qualification, centres must ensure that tutors hold and can evidence :

- A minimum of 2 years experience of managing ISVA practitioner services to men, women and children within the rape and sexual abuse sector;
- Substantial Experience of working with Independent Sexual Violence Advisers

Additionally, centres must ensure that tutors hold or are working towards:

- A Level 3 or above teaching qualification;
- A qualification relevant to the rape and sexual violence sector*

*centres must confirm tutor suitability with AIM's Quality team before undertaking any teaching as part of this qualification

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

- Holds or is working towards a Level 4 Award in Internal Quality Assurance of Assessment Processes and Practices or its equivalent
- Has substantial experience of working in or assessing qualifications in Sexual Violence and Sexual Abuse
- Is familiar with the assessment requirements of the qualification for which they are the Internal Quality Assurer



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 Diploma in Independent Sexual Violence Adviser (ISVA) Practitioner Training	
Learners must achieve the mandatory components to achieve this qualification.			
Component code	Component title	Level	GLH
Mandatory			
H/651/8910	Assisting Clients to Access Services	4	24
K/651/8912	Child Protection	4	70
M/651/8914	Interaction Skills for Independent Sexual Violence Advisers	4	54
J/651/8911	Legal Processes Related to Rape, Sexual Violence and Childhood Sexual Abuse	4	18
L/651/8913	Mediation Skills for Independent Sexual Violence Advisers (ISVAs)	4	42
A/651/8909	Professional Negotiation Skills for Supporting Survivors of Sexual Violence	4	21
R/651/8915	Reflecting on Professional Practice to Provide Trauma Informed Support for Survivors of Rape, Sexual Violence and Childhood Sexual Abuse	4	28
T/651/8907	Understanding Rape, Sexual Violence and Childhood Sexual Abuse	4	42

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](#).

This qualification consists of mandatory components, all of which must be achieved in order to achieve the qualification. There are no optional components.

All components in this qualification are **internally assessed** by centre staff and quality assured through AIM's External Quality Assurance (EQA) process. This approach ensures flexibility, allowing assessors to adapt assignments to real-world ISVA scenarios while maintaining alignment with assessment criteria.

Assessments may include:

- **Written reports and case studies:** Examining complex and sensitive situations, allowing learners to apply legal and ethical knowledge.
- **Reflective practice logs:** Enabling learners to critically evaluate their support strategies and personal growth.
- **Role plays or simulations:** Testing skills in negotiation, mediation, and client interaction to mirror real-life challenges faced by ISVAs.
- **Project-based assignments:** Providing learners with a choice in tackling specific issues relevant to ISVA practice.

Submission and Resubmission: Learners are permitted only one resubmission of assignment evidence. Each centre must ensure that the initial assessment and any resubmission tasks provide clear, documented evidence for both Internal Quality Assurers (IQAs) and External Quality Assurers (EQAs), allowing them to verify that the assessment criteria have been fully met and that the work is the learner's own.

Deadlines

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

Late submissions

If an assignment is submitted after the issued deadline, without an extension having been granted and the work does not meet the assessment criteria, there is no opportunity for resubmission.

Extensions (for internally set tasks only)

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.

Level 4 Diploma in Independent Sexual Violence Adviser (ISVA) Practitioner Training

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0333 034 8833

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.

Referral (for internally set tasks only)

A learner whose resubmission (submission 2) fails to meet the pass criteria may request a referral i.e. the opportunity to make a second resubmission (submission 3). The request is made of the assessor and internal verifier (IV) who collate evidence and subsequently convey the request to the external verifier (EV). Even if the assessor and IV believe the situation doesn't warrant a referral, it should still be referred to the EV for confirmation or challenge. The EV informs the IV and the assessor of the decision. If approved, conditions of referral are set by the EV and conveyed to the centre.

Decisions about referrals made by the EV must include:

- whether or not a second resubmission opportunity should be offered
- the nature and extent of the requirements for second resubmission
- compliance with the relevant requirements for first resubmissions

Referrals undergo assessment by the assessor, internal verification and external verification.

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 4 - [Fees and Charges](#)

Link 5 - [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.