



**AIM**QUALIFICATIONS

Level 6 NVQ for Construction Site Management  
– Pathway 3: Residential Development  
Qualification Number: 603/5661/3



## Qualification Overview

<b>Title:</b>	Level 6 NVQ for Construction Site Management- Pathway 3: Residential Development
<b>Qualification Number:</b>	603/5661/3
<b>Level:</b>	Level 6
<b>Credit Value:</b>	201 credits
<b>Guided Learning Hours:</b>	757 hours
<b>Total Qualification Time:</b>	2210 hours
<b>Qualification Objective:</b>	It offers learners the opportunity to demonstrate knowledge, understanding and practical skills in managing building and civil engineering, highways maintenance and repair, residential development, conservation or demolition.
<b>Progression Routes:</b>	<p>Achievement of this qualification will provide the evidence required for the learner to apply for their Black – Managers and Professionals Construction Skills Certification Scheme (CSCS) - card. Further information on CSCS cards can be found here: <a href="https://www.cscs.uk.com">https://www.cscs.uk.com</a></p> <p>Work in a senior construction management role.</p>
<b>CIOB Membership:</b>	<p>The CIOB, or <a href="#">Chartered Institute of Building</a> will give academic exemption to learners who have achieved this qualification as long as they hold 5 years relevant industry experience.</p> <p>Members can then progress to the Professional Review to gain Chartered Membership without the need to complete any further qualifications.</p>
<b>Entry requirements:</b>	<p>Learners must be at least 16. For this NVQ qualification, learners must be employed in the role of construction site manager in building and civil engineering, highways maintenance and repair, residential development, conservation or demolition.</p> <p>Centres should carry out an initial assessment of candidate skills and knowledge to identify any gaps and help plan the assessment.</p>

**Assessment method(s):**

**Simulation is not permitted for the production of assessment evidence.**

Observation report by assessor Assignments/projects/reports

Professional discussion

Witness testimony

Candidate product

Worksheets

Record of oral and written questioning

Recognition of Prior Learning.

## How is the qualification assessed?

The assessment process is as follows:

### Internal Assessment by Portfolio of Evidence

Where the assessment method for the qualification is by internally set assessments (Portfolio of Evidence), then centres are free to devise their own assessments for the qualification/unit.

- All assessments should be designed in such a way as to minimise the requirement for Reasonable Adjustments to be made.
- Centre devised assessments must allow learners to meet all of the requirements of the assessment criteria for each unit. Assessments must not require learners to produce evidence above and beyond that stipulated in the Assessment Criteria.
- Centres must then have these assessments approved by their IQA.

When devising assessments, centres may choose from a range of assessment methods but where assessment guidance is provided within a unit this must be adhered to unless otherwise agreed with Aim Qualifications.

Assessment methods must be valid, fair, reliable and safe leading to authentic, sufficient and current evidence produced by the candidate.

Holistic assessment is good practice wherever possible and permitted by the assessment strategy for the qualification if this exists.

Other guidance and sample documentation is available to recognised centres covering: planning assessment; recording achievement; planning, carrying out and documenting IQA.

### 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.

# Qualification size

## About the 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).

## Guided Learning Hours (GLH)

GLH are defined as the time a learner spends being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training. This includes guidance or supervision time:

- a) With the simultaneous physical presence of the learner and that person, or
- b) Remotely by means of simultaneous electronic communication.

It does not include the number of hours a learner spends in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

## Total Qualification Time (TQT)

TQT is comprised of the following two elements:

- a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- b) An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or other form of participation in education or training, including assessment, which takes place as directed by – but unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

## Rules of Combination and level for this qualification

To achieve the AIM Qualifications Level 6 NVQ Diploma for Construction Site Management - Pathway 3: Residential Development learners must achieve the 201 credits from the Mandatory Units.

### Mandatory Group M

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Allocating Work and Checking People's Performance in the Workplace	5	9	30	90	TG1/5/NQ/001	D/618/0150
Contributing to the Identification of Work Teams in the Workplace	5	8	30	80	TG1/5/NQ/002	Y/618/0180
Controlling Project Progress against Agreed Programmes in the Workplace	6	11	40	110	TF3/6/NQ/002	J/618/0451
Controlling Project Progress Against Agreed Quality Standards in the Workplace	6	10	30	100	TF1/6/NQ/002	J/618/0448
Developing and Maintaining Good Occupational Working Relationships in the Workplace	5	8	37	80	TG1/5/NQ/003	D/618/0178
Ensuring that Work Activities and Resources Meet Project Work Requirements in the Workplace	6	11	40	110	TF1/6/NQ/001	H/618/0375
Establishing and Monitoring Communication Systems and Organisational Procedures in the Workplace	6	11	40	110	TF3/6/NQ/004	F/618/0447
Establishing Project Dimensional Control Criteria in the Workplace	6	10	30	100	TF3/6/NQ/005	L/618/0449

Establishing, Controlling and Monitoring Environmental Factors and Sustainability in the Workplace	6	15	60	150	TF3/6/NQ/001	L/618/0371
Establishing, Implementing and Maintaining Systems for Managing Health, Safety and Welfare in the Workplace	6	15	60	150	TF1/6/NQ/003	J/618/0370
Evaluating and Selecting Work Methods to Meet Project or Operational Requirements in the Workplace	6	11	40	110	TF3/6/NQ/006	R/618/0372
Evaluating Feedback Information and Recommending Improvements in the Workplace	6	7	30	70	TF1/6/NQ/004	R/618/0453
Identifying and Enabling Learning Opportunities for Given Work Teams in the Workplace	4	7	30	70	TG1/4/NQ/001	H/618/0179
Managing Personal Development in a Construction-related Workplace	6	8	30	80	TF1/6/NQ/005	Y/618/0454
Managing the Handover of the Construction Project in the Workplace	6	10	40	100	TF1/6/NQ/006	H/618/0456
Monitoring Construction Related Project Activities in the Workplace	6	8	30	80	TF1/6/NQ/007	D/618/0374
Organising Controlling and Monitoring Supplies of Materials in the Workplace	5	8	30	80	TF1/5/NQ/001	M/618/0377
Planning and Scheduling the Maintenance or Remedial Activities of Property, Systems or Services in the Workplace	6	15	50	150	TF1/6/NQ/008	D/618/0455

Planning the Preparation of the Site for the Project or Operation in the Workplace	6	11	40	110	TF1/6/NQ/009	D/618/0505
Providing and Monitoring Construction-related Customer Service in the Workplace	5	8	40	80	TF1/5/NQ/002	A/618/0365

## Level Descriptors

Units are assigned a level based on current RQF guidance issued by Ofqual.

Level	Knowledge Descriptor (the holder...)	Skills Descriptor (the holder can...)
<b>Level 3</b>	<p>Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks that while well-defined, may be complex and non-routine.</p> <p>Can interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of the area of study or work.</p> <p>Is aware of different perspectives or approaches within the area of study or work.</p>	<p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>
<b>Level 4</b>	<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>
<b>Level 5</b>	<p>Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts.</p> <p>Can analyse, interpret and evaluate relevant information, concepts and ideas.</p> <p>Is aware of the nature and scope of the area of study or work.</p> <p>Understands different perspectives, approaches or schools of thought and the reasoning behind them.</p>	<p>Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems.</p> <p>Use relevant research or development to inform actions.</p> <p>Evaluate actions, methods and results.</p>
<b>Level 6</b>	<p>Has advanced practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors.</p> <p>Understands different perspectives, approaches or schools of thought and the theories that underpin them.</p> <p>Can critically analyse, interpret and evaluate complex information, concepts and ideas.</p>	<p>Determine, refine, adapt and use appropriate methods and advanced cognitive and practical skills to address problems that have limited definition and involve many interacting factors.</p> <p>Use and, where appropriate, design relevant research and development to inform actions.</p> <p>Evaluate actions, methods and results and their implications.</p>

Extracted from 'After the QCF A New Qualification Framework' October 2015

## Requirements to deliver the qualification

To offer this qualification, centres must ensure that tutors: hold or are working towards:

- Have a Level 3 Award in Education and Training or its equivalent.
- Have expertise so they have up to date demonstrable experience, knowledge and understanding of the particular aspects of work they are delivering. This could be verified by records of continuing professional development achievements.
- The qualification must be assessed in a work environment, in accordance with the Construction Skills Consolidated Assessment Strategy for Construction and the Built Environment.

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.
- Have expertise so they have up to date experience, knowledge and understanding of the aspects of work they are verifying. This could be verified by records of continuing professional development achievements.
- Is familiar with the assessment requirements of the qualification for which they are the Internal Quality Assurer.

## Support for centres

AIM Qualifications provide all of our centres with on-going support and advice on the use of AIM Qualifications units and qualifications, including the requirements for assessment.

## Centre responsibilities

Each centre should identify a centre contact who will be responsible for:

- ensuring that the centre meets all the AIM Qualifications requirements for centre recognition and adheres to all [policies and procedures](#).
- AIM Qualifications provision within the centre
- ensuring all procedures relating to the delivery of the qualification operate effectively in the centre
- ensuring all relevant AIM Qualifications documentation is distributed as required within the centre and that the security requirements for external assessment are adhered to, where applicable.

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*The information provided in this qualification specification is accurate at the time of publication but is subject to change. AIM Qualifications will occasionally update qualification information, so please refer to the 'AIM Qualifications' page of our website to view any updates, including qualification end dates and the latest versions of our qualification specifications.*

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