



**AIM**QUALIFICATIONS

# Level 4 NVQ in Construction Site Supervision (Construction)– Pathway 3: Residential Development

Qualification Number: 603/5886/5



## Qualification Overview

<b>Title:</b>	AIM Qualifications Level 4 NVQ in Construction Site Supervision (Construction)– Pathway 3: Residential Development
<b>Qualification Number:</b>	603/5886/5
<b>Level:</b>	Level 4
<b>Credit Value:</b>	123 credits
<b>Guided Learning Hours:</b>	530 hours
<b>Total Qualification Time:</b>	1230 hours
<b>Qualification Objective:</b>	It offers learners the opportunity to demonstrate knowledge, understanding and practical skills in health, safety, welfare and environmental protection and construction site supervision in building and civil engineering.
<b>Progression Routes:</b>	<p>Achievement of this qualification will provide the evidence required for the learner to apply for their Blue – Skilled 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>Learners may progress to further qualifications in the same or related areas such as a Level 6 Diploma in Construction Site Management.</p>
<b>Entry requirements:</b>	Learners must be at least 16. For an NVQ qualification, learners must be employed in an appropriate role in the workplace and be able to generate evidence of competence.
<b>Assessment method(s):</b>	<p><b>Simulation is not permitted for the production of assessment evidence.</b></p> <p>Portfolio of evidence which may include: Assignments/projects/reports Worksheets and test papers Record of oral and/or written questioning.</p>

## 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 4 NVQ Diploma in Construction Site Supervision (Construction) – Pathway 3: Residential Development learners must achieve the 109 credits from the Mandatory Units and 14 credits from Optional Group A.

### Mandatory Group M

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Allocating and Monitoring the Use of Plant, Equipment or Machinery in the Workplace	4	9	40	90	TF1/4/NQ/002	Y/618/0955
Assessing and Recommending Work Methods for Carrying out Site Operations in the Workplace	4	11	50	110	TF1/4/NQ/003	J/618/0952
Controlling Work Against Agreed Standards in the Workplace	4	9	40	90	TF1/4/NQ/001	A/618/0902
Controlling Work Progress Against Agreed Programmes in the Workplace	4	9	40	90	TK1/4/NQ/001	M/618/2484
Coordinating and Organising the Control of Work in the Workplace	4	12	50	120	TF1/4/NQ/004	R/618/0954
Handing Over Property to Recipients Following Construction or Maintenance Related Activities in the Workplace	4	8	30	80	TF3/4/NQ/001	D/618/1007
Implementing Communication Systems for Construction Projects in the Workplace	3	7	30	70	TF1/3/NQ/003	K/618/1012

Maintaining Supplies of Materials to Meet Project Requirements in the Workplace	3	8	30	80	TF1/3/NQ/004	D/618/0956
Maintaining Systems for Health, Safety, Welfare and Environmental Protection in the Workplace	4	8	40	80	TF4/4/NQ/001	F/618/0951
Maintaining the Dimensional Accuracy of the Work in the Workplace	3	8	40	80	TF1/3/NQ/005	M/618/1013
Planning Work Activities and Resources to Meet Work Requirements in the Workplace	4	12	50	120	TF1/4/NQ/005	L/618/0953
Providing and Monitoring Construction-related Customer Service in the Workplace	5	8	40	80	TF1/5/NQ/002	A/618/0365

## Optional Group A

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 Control of Work Quantities and Costs in the Workplace	3	9	40	90	TF1/3/NQ/002	Y/618/0891
Contributing to the Identification of Work Teams in the Workplace	5	8	30	80	TG1/5/NQ/002	Y/618/0180
Co-ordinating Preparation Work for Site or Lifting Operations in the Workplace	3	8	30	80	TG1/3/NQ/015	D/618/0973
Developing and Maintaining Good Occupational Working Relationships in the Workplace	5	8	37	80	TG1/5/NQ/003	D/618/0178
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 Professional Development in the Workplace	3	7	20	70	TG1/3/NQ/016	T/618/1014

## Additional Group

Title	Level	Credit	GLH	TQT	Unit code	Unit reference number
Co-ordinating Preparation Work for Site or Lifting Operations in the Workplace	3	8	30	80	TG1/3/NQ/015	D/618/0973
Handing Over Property to Recipients Following Construction or Maintenance Related Activities in the Workplace	4	8	30	80	TF3/4/NQ/001	D/618/1007
Planning Demolition Activities in the Workplace	6	12	60	120	TK6/6/NQ/001	H/618/0683
Planning Highways Maintenance or repair Activities in the Workplace	6	12	40	120	TF1/6/NQ/010	Y/618/0681
Planning Historical Conservation/ Restoration Activities in the Workplace	6	12	40	120	TH9/6/NQ/001	D/618/0682
Supervising Demolition Activities in the Workplace	3	12	60	120	TK6/3/NQ/001	L/618/1293
Supervising Highways Maintenance or Repair Activities in the Workplace	3	12	40	120	TH1/3/NQ/002	R/618/1294
Supervising Historical Conservation/ Restoration Activities in the Workplace	3	12	40	120	TH9/3/NQ/002	Y/618/1295
Supervising Tunnelling Activities in the Workplace	3	12	50	120	TL6/3/NQ/001	D/618/1296

## 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 particular 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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