

AIM Qualifications Level 6 NVQ for Construction Site Management – Pathway 1: Building and Civil Engineering Specification

603/5661/3

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Level 6 NVQ for Construction Site Management

www.aimgroup.org.uk/qualifications

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About us

Qualification specification for Level 6 NVQ for Construction Site Management

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

Purpose of this qualification

This National Vocational Qualification has been developed with CITB in line with the relevant National Occupational Standards (NOS).

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.

The CIOB, or Chartered Institute of Building will give academic exemption to learners who have achieved this qualification as long as they hold 5 years relevant industry experience. Members can then progress to the Professional Review to gain Chartered Membership without the need to complete any further qualifications.

Qualification details

AIM Qualifications Level 6 NVQ for Construction Site Management	
Qualification	Occupational
Assessment	Portfolio of evidence, practical demonstration/assignment
Grading	Pass/fail
Geographical coverage	England
Operational start date	01/04/2020
Review date	31/07/2025
Sector	5.2 Building and construction
Qualification number	603/5661/3
Guided Learning Hours (GLH)	867
Total Qualification Time (TQT)	2200
Minimum learner age	16+
Rules of combination	Learners must achieve 200 credits from the Mandatory Group as well as a minimum of 11 credits from the Optional Group . Any credits achieved from the Additional Group do not count towards accreditation.

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

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: <https://www.cscs.uk.com>

Work in a senior construction management role.

Entry requirements

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. Centres should carry out an initial assessment of candidate skills and knowledge to identify any gaps and help plan the assessment.

Requirements to deliver this Qualification

To offer this qualification, centres must ensure that tutors:

- 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.



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 6 NVQ for Construction Site Management		
Learners must achieve 200 credits from the Mandatory Group as well as a minimum of 11 credits from the Optional Group . Any credits achieved from the Additional Group do not count towards accreditation.				
Component code	Component title	Level	Credit	GLH
Mandatory				
D/650/2528	Allocating Work and Monitoring People's Performance in the Workplace	6	9	50
M/650/2885	Contributing to the Identification of a Work Team in the Workplace	5	8	30
M/650/2894	Controlling Project Progress against Agreed Programmes in the Workplace	6	11	40
R/650/2895	Controlling Project Progress against Agreed Quality Standards in the Workplace	6	11	40
T/650/2896	Controlling Project Quantities and Costs in the Workplace	6	12	30
L/650/2531	Developing and Maintaining Good Occupational Working Relationships in the Workplace	3	8	37
Y/650/2897	Ensuring that Work Activities and Resources Meet Project Work Requirements in the Workplace	7	16	60
A/650/2898	Establishing Dimensional Control Criteria in the Workplace	6	10	30
D/650/2899	Establishing, Controlling and Monitoring Environmental Factors and Sustainability in the Workplace	6	17	80
L/650/2900	Establishing, Implementing and Maintaining Organisational Systems for Managing Health, Safety, Welfare and Wellbeing in the Workplace	7	16	75
R/650/2902	Evaluating and Confirming Work Methods in the Workplace	7	10	40
M/650/2901	Evaluating Feedback and Making Recommendations in the Workplace	6	7	35
Y/650/2904	Identifying and Maintaining Communication Systems and Organisational Procedures in the Workplace	6	11	40
T/650/2903	Identifying, Allocating and Planning the Deployment and Use of Plant, Equipment or Machinery in the Workplace	6	9	30
D/650/2906	Managing the Installation, Maintenance, Monitoring and Removal of Temporary Works in the Workplace	6	12	40
T/650/2887	Managing your Personal Development in the Workplace	6	9	30
H/650/2908	Monitoring Project Activities in the Workplace	6	8	30

Rules of combination for:		Level 6 NVQ for Construction Site Management		
Learners must achieve 200 credits from the Mandatory Group as well as a minimum of 11 credits from the Optional Group . Any credits achieved from the Additional Group do not count towards accreditation.				
Component code	Component title	Level	Credit	GLH
J/650/2909	<u>Organising, Controlling and Monitoring Supplies of Materials in the Workplace</u>	5	8	30
M/650/2910	<u>Planning the Preparation of the Site for the Project in the Workplace</u>	7	16	60
Optional				
R/650/2886	<u>Enabling Learning Opportunities in the Workplace</u>	5	11	60
A/650/2905	<u>Managing the Project Handover in the Workplace</u>	6	12	50
Y/650/2888	<u>Planning Activities to Traditional and Heritage Buildings and Structures in the Workplace</u>	6	16	60
R/650/2911	<u>Planning and Scheduling the Maintenance Activities of Property, Services or Systems in the Workplace</u>	6	15	50
A/650/2889	<u>Planning Demolition Activities in the Workplace</u>	7	12	60
Y/650/2913	<u>Planning Tunnelling Activities in the Workplace</u>	6	15	70
Additional				
F/650/2907	<u>Managing Installation, Commissioning and Handover of Retrofit Works in the Workplace</u>	6	16	70
H/650/2890	<u>Planning Highways Maintenance and Repair Activities in the Workplace</u>	5	12	40
T/650/2912	<u>Planning the Installation of Retrofit Works in the Workplace</u>	6	16	70
J/650/2891	<u>Providing Customer Services in the Construction Workplace</u>	6	9	50
K/650/2892	<u>Supervising Activities to Traditional and Heritage Buildings and Structures in the Workplace</u>	5	16	60

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 3	<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>
Level 5	<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>
Level 6	<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>
Level 7	<p>Reformulates and uses 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>Critically analyses, interprets and evaluates complex information, concepts and theories to produce modified conceptions.</p> <p>Understands the wider contexts in which the area of study or work is located.</p> <p>Understands current developments in the area of study or work.</p>	<p>Use specialised skills to conceptualise and address problematic situations that involve many interacting factors.</p> <p>Determine and use appropriate methodologies and approaches.</p> <p>Design and undertake research, development or strategic activities to inform or produce change in the area of work or study.</p> <p>Critically evaluate actions, methods and results and their short- and long-term implications.</p>

	Understands different theoretical and methodological perspectives and how they affect the area of study or work.	
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Section 3 – Assessment



How this qualification is assessed

Guidance on our expectations is available in the [AIM Qualifications: Assessment Handbook](#).

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 3	
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.
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.

Level 5

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	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.
Compare and Contrast	As analyse with the addition that learners make a judgement about the quality of evidence and include when it can and can't support the argument.
Create	To produce work in response to a brief or to apply skills and techniques to meet an intention.
Demonstrate	To produce work in response to a brief or to meet an intention.
Describe	Learners' work or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.
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	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.
Justify	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.
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.

Level 6	
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 with the addition that learners make a judgement about the quality of evidence and include when it can and can't support the argument.
Critically evaluate	This is a development of 'evaluate'. Examine strengths and weaknesses, arguments for and against and/or similarities and difference; consider the evidence and discuss the validity of evidence from opposing views; produce a convincing argument to support the conclusion or judgment.
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	To produce work in response to a brief or to meet an intention.
Describe	Learners' work or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.
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	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.
Justify	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.
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.