

AIM Qualifications

Level 6 NVQ Diploma for

Construction Site Management -

Pathway 3: Residential

Development Specification

603/5661/3

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About us

Qualification specification for Level 6 NVQ Diploma for Construction Site Management - Pathway 3: Residential Development

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:03330348833). 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.

Qualification details

AIM Qualifications Level 6 NVQ Diploma for Construction Site Management - Pathway 3: Residential Development

Qualification	Professional
Assessment	Portfolio of evidence
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)	757
Total Qualification Time (TQT)	2210
Minimum learner age	16+
Rules of combination	Learners must achieve the 201 credits from the Mandatory Units.

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>.

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: 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.



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 Diploma for Construction Site Management - Pathway 3: Residential Development		
Learners must achieve the 201 credits from the Mandatory Units.				
Component code	Component title	Level	Credit	GLH
Mandatory				
D/618/0150	Allocating Work and Checking People's Performance in the Workplace	5	9	30
Y/618/0180	Contributing to the Identification of Work Teams in the Workplace	5	8	30
J/618/0451	Controlling Project Progress against Agreed Programmes in the Workplace	6	11	40
J/618/0448	Controlling Project Progress Against Agreed Quality Standards in the Workplace	6	10	30
D/618/0178	Developing and Maintaining Good Occupational Working Relationships in the Workplace	5	8	37
H/618/0375	Ensuring that Work Activities and Resources Meet Project Work Requirements in the Workplace	6	11	40
D/618/0150	Establishing and Monitoring Communication Systems and Organisational Procedures in the Workplace	6	11	40
F/618/0447	Establishing Project Dimensional Control Criteria in the Workplace	6	10	30
L/618/0449	Establishing, Controlling and Monitoring Environmental Factors and Sustainability in the Workplace	6	15	60
L/618/0371	Establishing, Implementing and Maintaining Systems for Managing Health, Safety and Welfare in the Workplace	6	15	60
J/618/0370	Evaluating and Selecting Work Methods to Meet Project or Operational Requirements in the Workplace	6	11	40
R/618/0372	Evaluating Feedback Information and Recommending Improvements in the Workplace	6	7	30
R/618/0453	Identifying and Enabling Learning Opportunities for Given Work Teams in the Workplace	4	7	30
Y/618/0454	Managing Personal Development in a Construction-related Workplace	6	8	30
H/618/0456	Managing the Handover of the Construction Project in the Workplace	6	10	40
D/618/0374	Monitoring Construction Related Project Activities in the Workplace	6	8	30
M/618/0377	Organising Controlling and Monitoring Supplies of Materials in the Workplace	5	8	30

Rules of combination for:		Level 6 NVQ Diploma for Construction Site Management - Pathway 3: Residential Development		
Learners must achieve the 201 credits from the Mandatory Units.				
Component code	Component title	Level	Credit	GLH
D/618/0455	<u>Planning and Scheduling the Maintenance or Remedial Activities of Property, Systems or Services in the Workplace</u>	6	15	50
D/618/0505	<u>Planning the Preparation of the Site for the Project or Operation in the Workplace</u>	6	11	40
A/618/0365	<u>Providing and Monitoring Construction-related Customer Service in the Workplace</u>	5	8	40

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 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>



| **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 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.

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.
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