

AIM Qualifications Level 5 Diploma in Retrofit Coordination and Risk Management Specification

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Level 5 Diploma in Retrofit Coordination and Risk Management

www.aimgroup.org.uk/qualifications

0333 034 8833

About us

Qualification specification for Level 5 Diploma in Retrofit Coordination and Risk 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 and in the MIA 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

To train and qualify a cadre of retrofit Coordinators capable of managing domestic retrofit projects in accordance with the requirements of PAS 2035, with a focus on construction site managers, project managers, site managers and assistant site managers.

This qualification has been designed as a way of recognising and accrediting the learning, knowledge and skills of those working in a domestic retrofit role who have gained formal training but not a qualification that forms part of the Regulated Qualifications Framework (RQF) or its predecessor the Qualifications and Credit Framework (QCF).

This qualification will equip learners with specific knowledge on the requirements of domestic retrofit to meet the standards detailed in PAS 2030 and PAS 2035 and the Each Home Counts Quality Mark. This qualification will allow learners already qualified in site management/building project management to gain a qualification in the project coordination and risk management of domestic retrofit projects as well as providing a route for those already working in a retrofit capacity but lacking specific qualifications. It covers key skills and knowledge relating to design, assessment and project management of a wide range of refurbishment projects, equipping learners with the ability to reduce the incidence of common defects and failures.

Qualification details

AIM Qualifications Level 5 Diploma in Retrofit Coordination and Risk Management	
Qualification	Professional
Assessment	Portfolio of evidence
Grading	Pass/fail
Geographical coverage	England
Operational start date	20/09/2018
Review date	31/05/2027
Sector	5.2 Building and construction
Qualification number	603/3629/8
Guided Learning Hours (GLH)	103
Total Qualification Time (TQT)	145
Minimum learner age	18+
Rules of combination	Learners must achieve the mandatory components to achieve this qualification.

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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

On successful completion of the qualification, learners will be able to work as Project Manager/Coordinator for Domestic Retrofit Projects that comply with PAS 2035 requirements and meet the requirements for the Quality Mark.

Entry requirements

Learners should hold a professional qualification in a building- related subject such as architecture, surveying, engineering or construction management) or a National Vocational Qualification (NVQ) at Level 3 or above in a subject related to the management or supervision of construction and domestic construction projects.

Learners will also need to be familiar with domestic construction techniques, able to read and understand construction drawings and specifications and be familiar with the Building Regulations and with construction health and safety regulations and practice.

Requirements to deliver this Qualification

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

- Degree Level qualifications in relevant technical subjects such as Building and Construction, Construction Project Management, Quantity Surveying, Architecture and Building Design
- Relevant teaching qualification at Level 3 or above  Experience of working in Domestic Retrofit coupled with knowledge of PAS 2035 and Each Home Counts.

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 Project Management in Construction or Domestic Retrofit
- 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 5 Diploma in Retrofit Coordination and Risk Management	
Learners must achieve the mandatory components to achieve this qualification.			
Component code	Component title	Level	GLH
Mandatory			
M/617/2425	<u>Assessing Dwellings for Retrofit</u>	5	10
T/617/2426	<u>Building Physics – Managing Moisture Risk</u>	5	7
A/617/2427	<u>Building Physics – Thermal Efficiency</u>	5	7
Y/617/2435	<u>Improvement Option Evaluation and Medium- term Retrofit Plans</u>	5	10
K/617/2441	<u>Improving Air-Tightness and Ventilation</u>	5	10
T/617/2443	<u>Improving the Building Fabric – Floors and Roofs</u>	5	7
F/617/2445	<u>Improving the Building Fabric – Walls and Windows</u>	5	6
J/617/2446	<u>Improving the Building Services – Heating, Hot Water, Lighting and Power</u>	5	10
R/617/2448	<u>Improving the Building Services – Renewable Energy Systems</u>	5	8
Y/617/2449	<u>Introduction to Domestic Retrofit</u>	5	9
L/617/2450	<u>Retrofit Quality Assurance and Risk Management</u>	5	12
R/617/2451	<u>Post Retrofit Testing, Monitoring and Evaluation</u>	5	8

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	Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts. Can analyse, interpret and evaluate relevant information, concepts and ideas. Is aware of the nature and scope of the area of study or work. Understands different perspectives, approaches or schools of thought and the reasoning behind them.	Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems. Use relevant research or development to inform actions. Evaluate actions, methods and results.



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 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.

All levels	
Calculate	Work out a numerical problem, showing how they arrived at their answer.