

AIM Qualifications Level 3 Award In Large-Scale Retrofit

610/7963/7

VERSION 1 September 2026



Document version history

Version number	Date	Description
1	August 2026	▪ Document created

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About us

Qualification specification for AIM Qualifications Level 3 Award in Large-Scale Retrofit

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 verifiers, 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: <https://www.aim-group.org.uk/centre-information/>



Section 1 – Qualification overview

Purpose of this qualification

The purpose of this qualification is to provide learners with a broad understanding of the principles, processes and practices that underpin large-scale domestic retrofit in the UK. It introduces the political, environmental and social drivers for retrofit, the ways in which domestic retrofit is funded, and the importance of improving the energy performance of homes to support carbon reduction, energy efficiency, warmer homes, reduced fuel poverty and better outcomes for occupants.

Learners will develop knowledge of the UK housing stock, domestic energy use and the key considerations involved in making homes more energy efficient. The qualification also introduces the standards, quality assurance arrangements and good practice principles that support safe, effective and high-quality retrofit outcomes, including the importance of a whole-dwelling approach, appropriate assessment, design, coordination, installation and evaluation.

The qualification provides an overview of the roles and responsibilities involved in planning and delivering large-scale domestic retrofit programmes. This includes retrofit advice, assessment, coordination, design, installation and evaluation, as well as the wider programme, procurement, finance, asset management, communications, legal and resident engagement functions that support effective delivery. Learners will also consider the features of successful large-scale retrofit programmes, including the need for planned, coordinated and quality-focused activity that is resident-centred, data-informed and supported by strong governance, communication, collaboration and measurement of outcomes.

This qualification is suitable for individuals who are new to the retrofit sector, and for those who require a greater understanding of large-scale domestic retrofit programmes. It is particularly suitable for those working in housing associations, local authorities and retrofit contractor organisations, as well as individuals considering progression into specialist retrofit roles.

The qualification provides underpinning knowledge rather than occupational competence. It can support progression to further study, employment or role-specific qualifications in retrofit, housing, construction and the built environment.

Qualification details

AIM Qualifications Level 3 Award in Large-Scale Retrofit	
Qualification Type	Vocational Qualification / RQF
Assessment	External (MCQ)
Grading	Pass/Fail
Geographical coverage	England
Operational start date	14/08/26
Review date	14/08/29
Sector	5.2. Building and Construction
Qualification number	610/7963/7
Guided Learning Hours (GLH)	12
Total Qualification Time (TQT)	15
Minimum learner age	16
Rules of combination	Learners must achieve the mandatory component/s to achieve this qualification.

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

This qualification is designed to align with PAS 3035 guidance for retrofit practice, and can form part of a portfolio of qualifications for Retrofit Assessors, Retrofit Coordinators or Retrofit Designers across the sector.

Learners may wish to progress onto the following qualifications:

- AIM Qualifications Level 3 Certificate Domestic Energy Assessor
- AIM Qualifications Level 3 Certificate in Domestic Retrofit Advice
- AIM Qualifications Level 4 Award in Domestic Retrofit Assessment
- AIM Qualifications Level 3 Award in Energy Efficiency in Older and Traditional Buildings

Learners may also progress directly into employment within the Retrofit field.

Entry requirements

It is recommended that learners have a minimum of Level 2 literacy and numeracy skills or Grade 4/C GCSE English and Maths, or equivalent.

Requirements to deliver this Qualification

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

- A relevant teaching qualification at Level 3 or above such as the Level 3 Award in Education and Training
- Relevant qualifications at Level 4 or above or substantial equivalent professional experience in retrofit related construction projects.

Centres must also ensure that they have in place an Internal Quality Assurance person who:

- Holds or be 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 retrofit for domestic construction projects.

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- 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 3 Award in Large-Scale Retrofit			
Learners must achieve the mandatory component to achieve this qualification.					
Component code	Component title	Level	Credit	GLH	
Mandatory					
K/652/3655	Large-Scale Retrofit	3	2	12	

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	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. Can interpret and evaluate relevant information and ideas. Is aware of the nature of the area of study or work. Is aware of different perspectives or approaches within the area of study or work.	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. Use appropriate investigation to inform actions. Review how effective methods and actions have been.



Section 3 – Assessment



How this qualification is assessed

The Award in Large-Scale Retrofit is assessed using an externally set online assessment designed to meet the requirements detailed in the assessment criteria of the components.

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

Assessment method	Overview
External assessment, which must be proctored using the proctoring system set by AIM	An externally set, externally assessed and externally verified multiple choice assessment.

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.

External Assessment

Online, On-Demand Multiple Choice Assessment

To book learners onto the assessment, centres must schedule the intended date and time of your online assessment through the [AIM portal](#).

The registration process is detailed full on the [AIM website](#)

The learner will receive an email (direct to the email address provided when they were scheduled for the assessment) asking them to do a system check. This system check is mandatory for the learner to complete prior to the start time of their assessment. The learner will then receive the link to the live assessment. If the system check is not completed prior to the assessment start time, the learner will not receive a link to their assessment and will not be able to take the assessment. Once the system check has been completed, the learner will receive another email with the link to access the assessment on the date and time stated within the email. AIM recommends that the learner starts their assessment at the time scheduled, but in case of any unforeseen circumstances the schedule link will remain active for 60 mins from the start time, and once logged on the learner will still have the full assessment allocated time to complete the assessment. If the link is not accessed, it will expire and the learner will need to be

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rescheduled. For example; If a learner was scheduled to start an assessment at 9am but didn't actually start until 9:45 they would still have the full 60 mins to complete the assessment.

For details on how your data is used by our proctoring service partner please see their Ofqual compliance brief here: [Integrity Advocate Compliance Brief](#).

Retaking external Assessments

The external assessment for this qualification is a multiple-choice question (MCQ) paper. Learners are permitted a maximum of three sittings of the externally set assessment.

Conditions for re-sits:

A re-sit may only be taken where a learner has not achieved a pass outcome in a previous attempt.

Each re sit must use a differing version of the assessment to ensure validity and minimise predictability.

AIM will provide access to assessment materials via the XAMS portal

Centres must ensure learners have undertaken appropriate additional learning or revision prior to re-sitting the assessment.

Invigilation of assessments:

Proctored Online / Remote on-demand:

AIM provides a remote proctoring service, allowing completion of multiple choice examinations via home / other computers. For complete guidance upon the registration process, please see the dedicated page on the [Aim website](#).

NOTE: The externally assessed Multiple Choice Questions for this Qualification must be proctored using the proctoring system set by AIM. Centres are responsible for appointing invigilators according to the 'Invigilation Guidance for AIM External Assessments' in Appendix 1. Centres must ensure that they are abiding by the conditions in the section on 'Invigilation guidance for proctored external assessments'. Centres must ensure there are no conflicts of interest between the invigilator and learners by checking in advance of the examination (e.g. a relative of a learner, a teacher who has prepared learners for the examination being taken or there is a personal interest in the outcome of the assessment).



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.

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