



AIM Qualifications

Suite of Natural Building Qualifications

RESTRICTED

“

I would like to convey my thanks to you all at AIM for the support and guidance you have provided during our first year as a training centre. I am aware we have asked a lot of questions and sent a lot of emails and you have dealt with every query swiftly and efficiently combined with a lot of patience.

It has been a roller coaster of a year setting up everything from scratch but it has been made easier by having access to you all.

Carol Harmston, AIM Centre

”

Document Version History

Version Number	Date	Description
3	15/11/2018	Update to TQT values (pages 8-11)
4	13/08/2019	Update to the following withdrawing qualifications: AIM Qualifications Level 2 Award in Natural Building: Timber Frame Building 603/0692/0 AIM Qualifications Level 2 Extended Award in Natural Building 603/0693/2
5	September 2019	Rebrand - 'AIM Awards' changed to 'AIM Qualifications' Qualification family added to qualification details grid (pages 8-11)
6	October 2020	Review date extended from 31/07/2020 to 31/07/2022 (pages 8-9)
7	October 2020	Added 'Extended ERF Adaptation - Natural Building' to Appendix (page 52) Added information about adapted qualifications to 'About this Qualification' section (page 12)
8	May 2021	Removed 'Extended ERF Adaptation' and replaced with VCRF adaptation/guidance (page 12) (page 52)
9	January 2022	- Qualification withdrawal dates added for: (see page 9) 'AIM Qualifications Level 2 Award in Natural Building: Strawbale House (603/0690/7)' - Qualification review date extended for: (see page 8) 'AIM Qualifications Level 2 Award in Natural Building: Log House Building (603/0688/9)'
10	October 2022	- Removed 'VCRF adaptation/guidance' (from page 7)

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Introduction

Welcome to the AIM Qualifications Suite of Natural Building Qualification Handbook. This Handbook contains everything you need to know about the following qualifications and is intended for Tutors, Assessors, Internal Verifiers and other staff involved with the planning, delivery and assessment:

AIM Qualifications Level 2 Award in Natural Building: Log House Building 603/0688/9

WITHDRAWING AIM Qualifications Level 2 Award in Natural Building: Strawbale Building 603/0690/7

WITHDRAWING AIM Qualifications Level 2 Award in Natural Building: Timber Frame Building 603/0692/0

WITHDRAWING AIM Qualifications Level 2 Extended Award in Natural Building 603/0693/2

This is a live document and as such will be updated when required. You will be informed via email when changes are made and it is your responsibility to ensure the most up-to-date version of the Qualification Handbook is in use.

About Us

We are a national Awarding Organisation, offering a large number of Ofqual regulated qualifications at different levels and in a wide range of subject areas. Our qualifications are flexible enough to be delivered in a range of settings, from small providers to large colleges and in the workplace both nationally and internationally.

We pride ourselves on offering the best possible customer service, and are always on hand to help if you have any questions. Our organisational structure and business processes enable us to be able to respond quickly to the needs of customers to develop new products that meet their specific needs.

We are also licensed by the Quality Assurance Agency (QAA) to approve and certificate Access to Higher Education Diplomas.

Qualification Overview

Section One



About these Qualifications

Environmental sustainability and conservation is becoming increasingly important in meeting the green agenda for the UK, and through raising awareness of natural building, this suite of qualifications aim to ultimately lead change in attitudes towards the built environment.

Due to the increased awareness of global warming and sustainability, it is key to apply this to the built environment and to develop an awareness of the environmental impact of buildings on the environment.

The AIM Qualifications Suite of Natural Building Qualifications will engage and empower learners to change attitudes whilst also providing opportunities to apply knowledge.

This movement is leading to an increase in 'self build' projects, utilising low technology approaches to construction.

These qualifications will apply these principles and allow learners to gain an overall understanding of a range of natural building methods.

This suite of qualifications includes:

Practical-based Awards in a range of natural building techniques, which learners may choose to develop their own practical skills in:

- Log House Building
- Strawbale Building
- Timber Frame Building

And, for learners wishing to develop a good overall understanding of both the practical skills and knowledge, the Level 2 Extended Award in Natural Building enables learners to complete any one of the practical-based natural building techniques in addition to the mandatory knowledge based unit.

Qualification Details

Qualification	
AIM Qualifications Level 2 Award in Natural Building: Log House Building	
Qualification Family	Flexibilities
Assessment	Internally set, internally marked and externally verified portfolio of evidence
Grading	There is no grading for this qualification
Geographical Coverage	England
Operational Start Date	1st November 2016
Review Date	31st December 2023
Sector	5.2 Building and Construction
Qualification Number	603/0688/9
Learning Aim Reference	60306889
Guided Learning Hours (GLH)	24
Total Qualification Time (TQT)	39
Learner Age	N/A
Rules of Combination	Learners must successfully achieve the single essential component to achieve this qualification. Learners are assessed through a portfolio of evidence of assessed learner work.



Qualification	
AIM Qualifications Level 2 Award in Natural Building: Strawbale Building (WITHDRAWING 31/07/2022)	
Qualification Family	Flexibilities
Assessment	Internally set, internally marked and externally verified portfolio of evidence
Grading	There is no grading for this qualification
Geographical Coverage	England
Operational Start Date	1st November 2016
Last Learner Registration Date	31st July 2022
Last Certification Date	31st July 2025
Sector	5.2 Building and Construction
Qualification Number	603/0690/7
Learning Aim Reference	60306907
Guided Learning Hours (GLH)	24
Total Qualification Time (TQT)	39
Learner Age	N/A
Rules of Combination	Learners must successfully achieve the single essential component to achieve this qualification. Learners are assessed through a portfolio of evidence of assessed learner work.

Qualification	
AIM Qualifications Level 2 Award in Natural Building: Timber Frame Building (WITHDRAWING 31/12/2019)	
Qualification Family	Flexibilities
Assessment	Internally set, internally marked and externally verified portfolio of evidence
Grading	There is no grading for this qualification
Geographical Coverage	England
Operational Start Date	1st November 2016
Last Learner Registration Date	31st December 2019
Last Certification Date	31st December 2022
Sector	5.2 Building and Construction
Qualification Number	603/0692/0
Learning Aim Reference	60306920
Guided Learning Hours (GLH)	24
Total Qualification Time (TQT)	39
Learner Age	N/A
Rules of Combination	Learners must successfully achieve the single essential component to achieve this qualification. Learners are assessed through a portfolio of evidence of assessed learner work.



Qualification	
WITHDRAWING AIM Qualifications Level 2 Extended Award in Natural Building	
Qualification Family	Flexibilities
Assessment	Internally set, internally marked and externally verified portfolio of evidence
Grading	There is no grading for this qualification
Geographical Coverage	England
Operational Start Date	1st November 2016
Operational End Date	31st December 2019
Certification End Date	31st December 2022
Sector	5.2 Building and Construction
Qualification Number	603/0693/2
Learning Aim Reference	60306932
Guided Learning Hours (GLH)	48
Total Qualification Time (TQT)	78
Learner Age	N/A
Rules of Combination	Learners must successfully achieve the single essential component and one of the chosen components to achieve this qualification. Learners are assessed through a portfolio of evidence of assessed learner work.

Total Qualification Time and Guided Learning Hours

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 may help learners wishing to progress into further education and/or training relating to environmental sustainability.

Entry Guidance

Learners are recommended to possess, or be working towards, a minimum of a Level 1 or equivalent qualification in English, for example GCSE A-C.

Qualification Dates

The qualification review date is the date by which we will have carried out a review of the qualification. We work with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases, we'll extend the qualification and set a new review date. If we make a decision to withdraw a qualification, we'll set an operational end date.

We will post information relating to changes or extensions to qualifications on our website and centres approved to offer the qualification will be kept updated. The certification end date will be three years from the operational end date.

Resource Requirements

Centres must ensure learners have access to specialist physical resources to provide evidence for these qualifications, i.e. tools and materials.



Qualification Structure

Section Two

Qualification Structure

This section details the rules of combinations for these qualifications. All components are detailed in the next section.

Rules of combination for: AIM Qualifications Level 2 Award in Natural Building: Log House Building					
Learners must successfully achieve the single essential component to achieve this qualification. Learners are assessed through a portfolio of evidence of assessed learner work.					
No.	Component Code	Component Title	Level	GLH	Page No.
Essential					
01	L/508/3662	Natural Building: Log House Building	Two	24	19

Rules of combination for: AIM Qualifications Level 2 Award in Natural Building: Strawbale Building					
Learners must successfully achieve the single essential component to achieve this qualification. Learners are assessed through a portfolio of evidence of assessed learner work.					
No.	Component Code	Component Title	Level	GLH	Page No.
Essential					
02	R/508/3663	Natural Building: Strawbale Building	Two	24	26

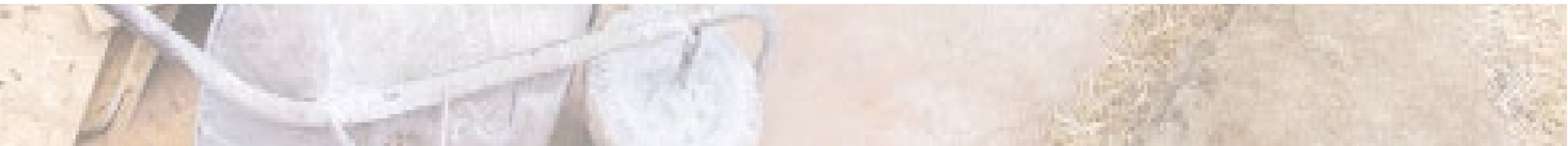


Section Three

Rules of combination for: WITHDRAWING AIM Qualifications Level 2 Award in Natural Building: Timber Frame Building					
Learners must successfully achieve the single essential component to achieve this qualification. Learners are assessed through a portfolio of evidence of assessed learner work.					
No.	Component Code	Component Title	Level	GLH	Page No.
Essential					
03	Y/508/3664	Natural Building: Timber Frame Building	Two	24	34

Rules of combination for: WITHDRAWING AIM Qualifications Level 2 Extended Award in Natural Building					
Learners must successfully achieve the single essential component and one of the chosen components to achieve this qualification. Learners are assessed through a portfolio of evidence of assessed learner work.					
No.	Component Code	Component Title	Level	GLH	Page No.
Essential					
04	D/508/3665	Understanding Natural Building	Two	24	42
Chosen					
01	L/508/3662	Natural Building: Log House Building	Two	24	19
02	R/508/3663	Natural Building: Strawbale Building	Two	24	26
03	Y/508/3664	Natural Building: Timber Frame Building	Two	24	34

Content and Assessment



Centre Staff Requirements

As an Awarding Organisation, we require that:

Tutors have relevant teaching experience and/or a qualification, and experience and/or a qualification in the relevant subject area. Suitable teaching qualifications include:

- Level 3 or 4 Preparing to Teach in the Lifelong Learning Sector (PTLLS) or above
- Level 3 Education and Training or above
- Diploma or Certificate in Education
- Bachelors or Masters Degree in Education

Assessors have an assessor qualification or evidence of recent relevant experience. Suitable assessor qualifications include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 Assess Candidate Performance using a Range of Methods
- D32 Assess Candidate Performance and D33 Assess Candidate using Differing Sources of Evidence

In addition, specifically for these qualifications, Assessors must have recent relevant industry experience in natural building techniques.

Internal Verifiers (IV) have an internal verification qualification or evidence of recent relevant experience. Suitable internal verification qualifications include:

- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process

In addition, specifically for these qualifications, Internal Verifiers must have recent relevant sector knowledge and/or experience (i.e. environmental conservation, building and construction etc.).

How these Qualifications are Assessed

These qualifications are assessed through an internally set, internally marked and externally verified portfolio of evidence. A summary of the assessment is shown below. Guidance on our expectations is available in Appendix 1 – A Guide to Assessing AIM Qualifications.

Components		Set by the centre			Set by AIM				
Component Number	Component Code	Component Title	Level	Portfolio of evidence	Exam	Practical	Portfolio of evidence	Exam	Practical
01	L/508/3662	Natural Building: Log House Building	Two	✓	–	✓	–	–	–
02	R/508/3663	Natural Building: Strawbale Building	Two	✓	–	✓	–	–	–
03	Y/508/3664	Natural Building: Timber Frame Building	Two	✓	–	✓	–	–	–
04	D/508/3665	Understanding Natural Building	Two	✓	–	–	–	–	–



Components and Content

Page No.	Component Title	Level
20	01 Natural Building: Log House Building	L2
27	02 Natural Building: Strawbale Building	L2
35	03 Natural Building: Timber Frame Building	L2
43	04 Understanding Natural Building	L2

Component

01 Natural Building: Log House Building

Level	Two
GLH	24
Code	L/508/3662
Assessment Type	Internal

Component Summary

This component provides the knowledge and understanding to be able carry out the practical techniques used in log house construction. Learners will know about appropriate use of different types of tools and materials and will be able to construct a small building within a team environment.

Standards

- Standard 1 - Know about different timber species and their properties
- Standard 2 - Understand the use of timber in a log house building
- Standard 3 - Be able to select and use the tools, materials and methods commonly used to construct a log house building
- Standard 4 - Be able to follow health, safety and welfare requirements for safe log house building practice
- Standard 5 - Be able to carry out practical log building techniques as part of a team
- Standard 6 - Know about own performance in practical log house building experience



Standard 1

The learner will:

Know about different timber species and their properties

The learner must know:

- a)** Different tree species
- b)** The advantages and disadvantages of using different timber species in specific building projects

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used.)

For **1.a**, learners should *identify* a minimum of four different tree species.

For **1.b**, learners should *describe* the advantages and disadvantages of using a minimum of two different timber species in specific building projects.

Standard 2

The learner will:

Understand the use of timber in a log house building

The learner must know:

- a)** The essential characteristics of logs required for the build
- b)** The key components and equipment of a log house building
- c)** The principles/specification of a log house building
- d)** The advantages and disadvantages of using timber 'in the round'
- e)** The method of processing logs before construction

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used.)

For **2.a**, learners should *describe* the essential characteristics of logs required for the build.

For **2.b**, learners should *describe* the key components and equipment of a log house building.

For **2.c**, learners should *describe* the principles/specification of a log house building.

For **2.d**, learners should *describe* the advantages and disadvantages of using timber 'in the round'.

For **2.e**, learners should *describe* the method of processing logs before construction.



Standard 3

The learner will:

Be able to select and use the tools, materials and methods commonly used to construct a log house building

The learner must be able to:

- a) Select the tools and materials used for log house building. Tools should include manual and electrical wood working tools
- b) Demonstrate the 'notching process' used in log house building

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods must be used in the assessment of this standard:

- **Observation of learner practical ability**

(This list is not exhaustive and other appropriate assessment methods may be used.)

Standard 4

The learner will:

Be able to follow health, safety and welfare requirements for safe log house building practice

The learner must be able to:

- a) Describe the purpose of a risk assessment
- b) Use appropriate personal protective clothing (PPE) and equipment during log house building
- c) Maintain a safe and tidy working environment
- d) Clean tools after use
- e) Store tools and materials after use
- f) Dispose of waste safely and correctly

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods must be used in the assessment of this standard:

- **Observation of learner practical ability**

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used.)



Standard 5

The learner will:

Be able to carry out practical log building techniques as part of a team

The learner must be able to:

- a) Demonstrate material calculations for specified tasks. This may include quantity, length, volume, area and any wastage
- b) Use the correct tools and methods to carry out specified tasks
- c) Describe the stages in constructing a log house building
- d) Identify and plan activities requiring individual and collective action
- e) Carry out the tasks identified for own role in the activity
- f) Communicate with others to complete tasks

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The specified tasks in this standard must include:

- a) Level to a required height
- b) Measure and mark to specific dimensions
- c) Notch making – using gouge and axe and using a chainsaw
- d) Cut to given dimension – using both hand tools and a chainsaw

The following assessment methods must be used in the assessment of this standard:

- **Observation of learner practical ability**

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used.)

Standard 6

The learner will:

Know about own performance in own practical log house building experience

The learner must know:

- a) The effectiveness of the completed structure
- b) How to optimise future performance
- c) The effectiveness of feedback given

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used.)

For **6.a**, learners should *review* the completed structure to identify successful and/or unsuccessful outcomes.

For **6.b**, learners should *explain* how to optimise future performance.

For **6.c**, learners should *comment critically* on feedback given. The feedback may include feedback from the Assessor and/or team members.



Component

02 Natural Building: Strawbale Building

Level	Two
GLH	24
Code	R/508/3663
Assessment Type	Internal

Component Summary

This component provides the knowledge and understanding to be able carry out the practical techniques used in strawbale building. Learners will know about appropriate use of different types of tools and materials and be able to construct a small building within a team environment. They will also be able to review the performance of strawbale as a building material.

Standards

- Standard 1 - Understand the use of straw as a building material
- Standard 2 - Understand the key components involved in forming a strawbale building
- Standard 3 - Be able to select and use the hand tools and materials commonly used to construct strawbale walls
- Standard 4 - Be able to follow health, safety and welfare requirements associated with strawbale building
- Standard 5 - Be able to construct a strawbale wall as part of a team
- Standard 6 - Be able to reflect on practical strawbale building experience
- Standard 7 - Know about the performance of straw as a building material in relation to environmental parameters

Standard 1

The learner will:

Understand the use of straw as a building material

The learner must know:

- a)** The key characteristics of a strawbale
- b)** The advantages and disadvantages of using straw as a building material

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used.)

For **1.a**, learners should *describe* the key characteristics of a strawbale.

For **1.b**, learners should *describe* the advantages and disadvantages of using straw as a building material.



Standard 2

The learner will:

Understand the key components involved in forming a strawbale building

The learner must know:

- a) The range of components used in strawbale building
- b) The purpose of the listed components

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used.)

For **2.a**, learners should *identify* the range of components used in strawbale building. This should include:

- a) Foundations
- b) Base Plate
- c) Straw
- d) Hazel Stakes
- e) Top Plate
- f) Window/Door Boxes
- g) Clay/Lime Render

For **2.b**, learners should *describe* the purpose of each of the listed components.

Standard 3

The learner will:

Be able to select and use the hand tools and materials commonly used to construct strawbale walls

The learner must be able to:

- a) Select and use the tools and equipment used for strawbale building

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods must be used in the assessment of this standard:

- **Observation of learner practical ability**

(This list is not exhaustive and other appropriate assessment methods may be used.)



Standard 4

The learner will:

Be able to follow health, safety and welfare requirements associated with strawbale building

The learner must be able to:

- a) Describe the purpose of a risk assessment
- b) Use appropriate personal protective clothing (PPE) and equipment when strawbale building
- c) Maintain a safe and tidy working environment
- d) Clean tools after use
- e) Store tools and materials after use
- f) Dispose of waste safely and correctly

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods must be used in the assessment of this standard:

- **Observation of learner practical ability**

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used.)

Standard 5

The learner will:

Be able to construct a strawbale wall as part of a team

The learner must be able to:

- a) Describe the stages of constructing a strawbale wall
- b) Identify and plan activities requiring individual and collective action
- c) Carry out the tasks identified for own role in the activity
- d) Communicate with others to complete tasks

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods must be used in the assessment of this standard:

- **Observation of learner practical ability**

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used.)



Standard 6

The learner will:

Know about own performance in own practical strawbale building experience

The learner must know:

- a) The effectiveness of the completed structure
- b) How to optimise future performance
- c) The effectiveness of feedback given

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Learner log or reflective journal

(This list is not exhaustive and other appropriate assessment methods may be used.)

For **6.a**, learners should *review* the completed structure to identify successful and/or unsuccessful outcomes.

For **6.b**, learners should *explain* how to optimise future performance.

For **6.c**, learners should *comment critically* on feedback given. The feedback may include feedback from the Assessor and/or team members.

Standard 7

The learner will:

Know about the performance of straw as a building material in relation to environmental parameters

The learner must know:

- a) The effectiveness of a strawbale building to a traditional building

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Learner log or reflective journal

(This list is not exhaustive and other appropriate assessment methods may be used.)

For **7.a**, learners should *compare* a strawbale building to a traditional building regarding the following:

- a) Insulative Properties
- b) Environmental Impact: considering socio-economic, cultural and human health impacts
- c) Building Life Cycle including:
 1. mining/extraction/harvesting
 2. manufacture
 3. construction
 4. use
 5. demolition



Component

03 Natural Building: Timber Frame Building

Level	Two
GLH	24
Code	Y/508/3664
Assessment Type	Internal

Component Summary

This component provides the knowledge and understanding to be able carry out the practical techniques used in timber frame construction. Learners will know about appropriate use of different types of tools and materials and be able to construct a small building project within a team environment.

Standards

- Standard 1 - Know about different timber species and their properties
- Standard 2 - Understand the use of timber frame in construction
- Standard 3 - Be able to select and use the tools and materials commonly used to construct a timber frame
- Standard 4 - Be able to follow health, safety and welfare requirements associated with timber framing
- Standard 5 - Be able to carry out practical timber frame building techniques to construct a timber frame structure
- Standard 6 - Be able to construct a timber frame structure as part of a team
- Standard 7 - Know about own performance in own practical timber frame experience

Standard 1

The learner will:

Know about different timber species and their properties

The learner must know:

- a)** Different tree species
- b)** The advantages and disadvantages of using different timber species in specific building projects

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used.)

For **1.a**, learners should *identify* a minimum of four different tree species.

For **1.b**, learners should *describe* the advantages and disadvantages of using a minimum of two different timber species in specific building projects.



Standard 2

The learner will:

Understand the use of timber frame in construction

The learner must know:

- a)** The key components of a timber frame
- b)** The advantages and disadvantages of using timber as a building material

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used.)

For **2.a**, learners should *describe* the key components of a timber frame

For **2.b**, learners should *describe* the advantages and disadvantages of using timber as a building material.

Standard 3

The learner will:

Be able to select and use the tools and materials commonly used to construct a timber frame

The learner must be able to:

- a)** Select the tools and equipment used for timber frame construction. To include manual and electrical wood working tools
- b)** Compare the use of manual and electrical wood working tools in timber frame construction

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods must be used in the assessment of this standard:

- **Observation of learner practical ability**

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used.)



Standard 4

The learner will:

Be able to follow health, safety and welfare requirements associated with timber framing

The learner must be able to:

- a) Describe the purpose of a risk assessment
- b) Use appropriate personal protective clothing (PPE) and equipment during timber frame construction
- c) Maintain a safe and tidy working environment
- d) Clean tools after use
- e) Store tools and materials after use
- f) Dispose of waste safely and correctly

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods must be used in the assessment of this standard:

- **Observation of learner practical ability**

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used.)

Standard 5

The learner will:

Be able to carry out practical timber frame building techniques to construct a timber frame structure

The learner must be able to:

- a) Demonstrate a minimum of three common joints used in timber framing for different purposes
- b) Demonstrate material calculations for specified tasks. This may include quantity, length, volume, area and any wastage
- c) Use the correct tools and methods to carry out specified tasks

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The specified tasks in this standard **must** include:

- a) Cut to given dimension
- b) Sand to a smooth finish
- c) Cut to given dimension
- d) Drill hole to given dimension
- e) Sand to a smooth finish
- f) Insert screws to a given depth
- g) Countersink screws
- h) Counter bore large diameter holes

The following assessment methods must be used in the assessment of this standard:

- **Observation of learner practical ability**

(This list is not exhaustive and other appropriate assessment methods may be used.)



Standard 6

The learner will:

Be able to construct a timber frame structure as part of a team

The learner must be able to:

- a) Describe the stages in constructing a timber frame
- b) Identify and plan activities requiring individual and collective action
- c) Carry out the tasks identified for own role in the activity
- d) Communicate with others to complete tasks

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods must be used in the assessment of this standard:

- **Observation of learner practical ability**

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used.)

Standard 7

The learner will:

Know about own performance in own practical timber frame experience

The learner must know:

- a) The effectiveness of the completed structure
- b) How to optimise future performance
- c) The effectiveness of feedback given

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used.)

For **7.a**, learners should *review* the completed structure to identify successful and/or unsuccessful outcomes.

For **7.b**, learners should *explain* how to optimise future performance.

For **7.c**, learners should *comment critically* on feedback given. The feedback may include feedback from the Assessor and/or team members.



Component

04 Understanding Natural Building

Level	Two
GLH	24
Code	D/508/3665
Assessment Type	Internal

Component Summary

This component provides learners with the knowledge to understand sustainability in the built environment. Learners will examine the use of natural building materials, the environmental impact of a building and energy efficiency. This includes reviewing the sustainability of their own home.

Standards

- Standard 1 - Understand issues related to sustainability in construction projects
- Standard 2 - Know about the importance of environmental considerations on the built environment
- Standard 3 - Know about building materials used in the construction of natural buildings
- Standard 4 - Understand the importance of energy efficiency in the built environment
- Standard 5 - Know about sustainability performance of own home

Standard 1

The learner will:

Understand issues related to sustainability in construction projects

The learner must know:

- a)** The definition of sustainability
- b)** Different ways in which the built environment affects sustainability
- c)** Ways of improving building practices for each aspect of sustainability

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used.)

For **1.a**, learners should *define* sustainability.

For **1.b**, learners should *describe* ways in which the built environment affects sustainability. This must refer to social, economic and environmental sustainability.

For **1.c**, learners should *suggest* ways of improving building practices for each aspect of sustainability.



Standard 2

The learner will:

Know about the importance of environmental considerations on the built environment

The learner must know:

- a) What is meant by the term 'environmental impact'
- b) Ways in which a building may impact on its environment
- c) The environmental impact of a specific building over its lifecycle within its context

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used.)

For **2.a**, learners should *explain* what is meant by the term 'environmental impact'.

For **2.b**, learners should *describe* ways in which a building may impact on its environment. This may include soil quality, water quality, air quality, biodiversity, human health, local physical and culture heritage.

For **2.c**, learners should *describe* the environmental impact of a specific building over its lifecycle within its context. Lifecycle includes:

- a) mining/extraction/harvesting
- b) manufacture
- c) construction
- d) use
- e) demolition

Standard 3

The learner will:

Know about building materials used in the construction of natural buildings

The learner must know:

- a) The advantages and disadvantages of different natural building materials
- b) The use of different materials in specific building projects

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used.)

For **3.a**, learners should *describe* the advantages and disadvantages of the following natural building materials:

- a) Straw
- b) Rammed earth
- c) Timber
- d) Cob
- e) Hempcrete

For **3.b**, learners should *compare* the use of a minimum of 2 (from above) different materials in specific building projects.



Standard 4

The learner will:

Understand the importance of energy efficiency in the built environment

The learner must know:

- a)** How the use of sustainable materials and products affects:
- a) Energy Performance
 - b) Carbon Footprint
 - c) Embodied Energy
 - d) Longevity
- b)** How to calculate the carbon footprint of a specific building

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used.)

For **4.a**, learners should explain how the use of sustainable materials and products affects:

- a) Energy Performance: should refer to ways of managing and preventing the growth in energy use. For example, something is more energy efficient if it delivers more services for the same energy, or the same services for less energy input.
- b) Carbon Footprint: should refer to the amount of carbon dioxide and other carbon compounds emitted due to the consumption of fossil fuels.
- c) Embodied Energy: should refer to the energy consumed by all processes associated with the production of a building (throughout the entire lifecycle)
- d) Longevity: should refer to a building's long term impact (long term sustainability)

For **4.b**, learners should *calculate* the carbon footprint of a specific building.

Standard 5

The learner will:

Know about sustainability performance of own home

The learner must know:

- a)** The sustainability performance of own home
- b)** Ways of improving the sustainability of own home

Assessment Guidance

This standard is assessed internally by the centre and externally verified by AIM. Please read this guidance in conjunction with Appendix 1 - A Guide to Assessing AIM Qualifications.

The following assessment methods can be used in the assessment of this standard:

- Written tasks/questions and answers
- Written assignments/essays
- Group discussion

(This list is not exhaustive and other appropriate assessment methods may be used.)

For **5.a**, learners should *report* on the sustainability performance of your own home, using a sustainability checklist.

For **5.b**, learners should *identify* ways of improving the sustainability of your own home.



Operational Guidance

Section Four

Approval to Offer the Qualification

Centres wishing to offer this qualification must complete and submit a Qualification Approval request. 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 using the AIM portal. Learners must be registered onto the correct qualification via the portal. Centres then select their chosen components.

For all registration and certification processes, please refer to the portal guidance document which can be downloaded from our website (www.aim-group.org.uk). Details of assessment, internal verification and external verification can be found in Appendix 1 - A guide to assessing AIM qualifications of this 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.

Fees and Charges

The AIM Fees and Charges brochure includes all qualification charges and is available on our website. Please note that registrations will not be processed if centre fees have not been paid.



Appendices

Section Five

Appendices and Links

Appendix Title

A Guide to Assessing AIM Qualifications





+44 (0)1332 341822



enquiries@aim-group.org.uk



www.aim-group.org.uk

AIM Qualifications and Assessment Group

3 Pride Point Drive

Pride Park

Derby

DE24 8BX