GQA LEVEL 2 NVQ CERTIFICATE IN CURTAIN WALL INSTALLATION

Qualification Number
603/7248/5

Welsh Qualification Number
C00/4490/3

Issue 2: December 2021

GQA Qualifications, Unit 1, 12 O'Clock Court, Attercliffe Road, Sheffield, S4 7WW
Tel: 0114 272 0033/272 0080
Email: info@gqaqualifications.com Website: www.gqaqualifications.com

PERSONAL COMPETENCE SUMMARY

Name	Company/Centre
Job Title	GQA Registration Number

	UNITS OF COMPETENCE			ASSESSOR SIGNATURE Performance and knowledge assessment completed and supplemented with evidence overtime	DATE
Unit Number	**MANDATORY UNITS**	**Level**	**Credit**		
A/600/7624 FI1	Maintain Health and Safety in the Fenestration Installation Working Environment	2	4		
A/600/7364 AG3	Communicating and working with others in the Glass related working environment	2	3		
K/600/7649 F13	Locate, Transport, Handle and Position and Materials and Components in Fenestration Installation	2	4		
Y/600/6691 CW1	Identify and Confirm Installation Requirements in Glass and Related Work	2	4		
L/618/6364 CWCC1	Knowledge of Drawings, specifications, Method Statements, and safety glazing relating to Curtain Walling Installation	3	4		
Optional Units 1 - minimum of 11 credits required from this group					
Optional Units 2 - minimum of 3 credits required from this group					

RELIABLE EVIDENCE: The forms of evidence available include (mark as appropriate)

Observation in the workplace	☐	Assessment of knowledge	☐
Records of prior experience	☐	Witness statement(s)	☐
Testimonial(s)		Photographic evidence	
Work records		External testing	

Passport Style Candidate Photo (Mandatory)

COMPETENCE COMPLETION SIGNATURES

By signing here, the Candidate and Assessor confirm that evidence presented is authentic and that the assessments took place in accordance with the relevant assessment strategy. Details of the assessments and evidence must be recorded in the assessment decision record/summaries at the end of each unit.

	Name and Signature	Date
Candidate		
Lead Assessor		
Internal Verifier		
EQA		

Introduction to the Qualification

Who is this Qualification for?

The aim of this qualification is to confirm that the candidate has the skills and knowledge to install Curtain Wall systems on site. It is not expected that all curtain wall installers will carry out identical tasks as there are many variations in system types and installation environments so the qualification had been developed to allow as wide an uptake as possible. All of the work needs to be completed in accordance with relevant legislation, regulations and health and safety guidelines.

What is required from candidates?

GQA qualifications are made up of a number of units that have a credit value or credits. This qualification is comprised of a group of mandatory units and 2 groups of optional units. Candidates must achieve all 18 mandatory credits, minumum 11 credits from optional group 1 and minimum 3 credits from optional group 2, giving the qualification a minimum credit value of 32 credits

Unit Number	MANDATORY UNITS	Level	Credit
A/600/7624	Maintain Health and Safety in the Fenestration Installation Working Environment	2	4
FI1			
A/600/7364	Communicating and working with others in the Glass related working environment	2	3
AG3			
K/600/7649	Locate, Transport, Handle and Position and Materials and Components in Fenestration Installation	2	4
F13			
Y/600/6691	Identify and Confirm Installation Requirements in Glass and Related Work	2	4
CW1			
L/618/6364	Knowledge of Drawings, specifications, Method Statements, and safety glazing relating to Curtain Walling Installation	3	4
CWCC1			
Optional Units 1 - minimum of 11 credits required from this group			
R/600/6687	Install curtain walling systems	2	11
CW2			
Y/602/4978	Install Facetted, Structurally Glazed or Unitised Curtain Walling Systems	3	7
CW7			
A/600/7638	Prepare the Site, Equipment and Tools for Fenestration Installation	2	4
FI6			
Optional Units 2 - minimum of 3 credits required from this group			
F/600/6684	Install Infill Units into Curtain Walling Systems	2	4
CW3			
K/600/6677	Post Curtain Walling Activity	2	3
CW4			
Y/600/6660	Knowledge of Curtain Walling Systems	2	3
CW5			

Assessment guidance

Evidence should show that you can complete all of the learning outcomes for each unit being taken.

Types of evidence:

Evidence of performance and knowledge is required. Evidence of performance should be demonstrated by activities and outcomes, and should be generated in the workplace only, unless indicated under potential sources of evidence (see below). Evidence of knowledge can be demonstrated though performance or by responding to questions.

Quantity of evidence:

Evidence should show that you can meet the requirements of the units in a way that demonstrates that the standards can be achieved consistently over an appropriate period of time.

Potential sources of evidence:

The main source of evidence for each unit will be observation of the candidate's performance and knowledge demonstrated during the completion of the unit. This can be supplemented by the following types of physical or documentary evidence:

- Accident book/reporting systems
- Safety records
- Training records
- Audio records
- Job specifications and documentation
- Delivery Records
- Witness testimonies
- Correspondence with customers
- Notes and memos
- Photo/video evidence
- Work diaries
- Timesheets
- Telephone Logs
- Meeting records
- Records of toolbox talks
- Equipment
- Prepared materials and sites
- Completed work

Please Note that photocopied or downloaded documents such as manufacturers' or industry guidance, H&S policies, Risk Assessments etc, are not normally acceptable evidence for GQA qualifications unless accompanied by a record of a professional discussion or Assessor statement confirming candidate knowledge of the subject. If you are in any doubt about the validity of evidence, please contact your GQA EQA.

GQA Qualification Implementation Requirements covering Centre Approval, Candidate Assessment and ongoing Quality Assurance

This document indicates the requirements of Approved Centres delivering GQA qualifications and / or units of credit.

1. Equality of Opportunity
Equality of access to fair and valid assessment is necessary for all candidates undergoing assessment. This may mean making reasonable adjustments to normal assessment methods for candidates with particular or special assessment requirements. Candidates work patterns should not become a barrier to assessment, the organisation of which may have to be flexible. In the same way, reasonable adjustment arrangements may be necessary for candidates with a disability. For example, a candidate who is unable, through disability, to produce oral or written evidence, may be allowed to use the method they normally use as a substitute for the required form of communication. Reasonable adjustments need to be approved by GQA.

2. Recognised/Approved Assessment Centres
2.1 Individual centres must be approved by GQA to offer specific qualifications and / or units of credit. A centre may be a single organisation or a partnership of two or more organisations. It may operate at a single location or have satellites. For further details see the GQA booklet "Guide to Centre Approval". The Centre Approval process is carried out by a GQA approved EQA. Each Centre must maintain a centre file. It is important to be clear what the steps in the assessment process are:
• plan evidence collection and opportunities for assessment
• collect evidence
• judge evidence
• determine whether sufficient evidence has been presented
• make an assessment decision and give feedback to the candidate

NB Any deviation from the norm must be approved by a GQA EQA

2.2 Assessors and Verifiers

All Assessors of candidate performance must be competent, to make qualitative judgements, both in the skills they are assessing and in the assessment of candidates and hold the appropriate Assessor national award. Assessor occupational knowledge related to the qualifications being assessed is essential and must be illustrated to GQA prior to approval.

Internal Verifiers are responsible for the quality assurance of the assessment process within a centre. They should have a relevant occupational background, be competent in internal verification and hold the Internal Verifier national award. It is recommended that Internal Verifiers work towards national recognition of assessor competence.

EQAs are responsible for ensuring accurate and consistent standards of assessment across centres, qualifications, units of credit and over time. They should have a relevant occupational background, be competent in external quality assurance and hold the relavant national external quality assurance award. GQA will approve and licence all individuals involved in the assessment and verification of its approved qualifications and / or units of credit. Individuals who are working towards the Assessor or Internal Verifier national awards can only be provisionally licensed. The judgement of provisional licence holders will need to be agreed/authorised by a fully qualified and GQA licensed individual who cannot carry out a dual role in relation to a specific candidate.

All GQA Assessors and Verifiers must undertake a minimum of 2 significant CPD activities in both occupational areas and assessment and verification. Reflective CPD records must be maintained and made available to GQA EV's for review.

2.3 Centre Approval, Monitoring Reviews and Quality Assurance
The centre recognition/approval process is the start of a significant part of the awarding body's quality assurance system. The Approval process will begin with an EQA review of centre procedures to ascertain the potential centres ability to deliver GQA qualifications and / or units of credit. Centres will be expected to meet the relevant regulatory authority criteria for delivery of qualifications prior to initial approval; continued compliance with the criteria will be monitored through regular EQA visits. It is recommended that centre reviews are conducted at minimum every six months by a GQA EQA.

New or multi-site centres may be required to undertake quarterly or more frequent EV reviews to ensure that different locations can be seen to satisfy the national requirements.

GQA will ensure that unacceptable barriers relating to the assessment and internal verification of candidates in small companies do not deny recognition of competence to competent young workers. In such circumstances, GQA will demonstrate that its quality assurance procedures remain sufficient and rigorous to ensure that the competence outcomes have standing and credibility in the occupational area.

Enhanced quality procedures to ensure consistency of assessment and verification will be necessary and will include:
• a high level of sampling of assessment decisions N.B. In some instances the EQA may visit each assessment location and qualification / unit of credit candidate (e.g. single candidates dispersed throughout different small companies on government funded programmes)
• an in-depth scrutiny of assessment plans, materials and records
• specific centre guidance aimed at the successful implementation of qualifications and / or units of credit in SMEs via approved centre partnerships. This can include guidance on the quantity and quality of valid, authentic, and transferable evidence expected to be attributed to individual candidates
• ensuring centres are following the requirements prescribed in any appropriate assessment strategies and applicable codes of practice
• the identification and publication of good practice in centres

As part of the Quality Assurance process Proskills require an Enhanced external quality assurance process. This will be in the form of 1 significant underpinning knowledge question answered by the candidate for each unit of the qualification. The questions will be decided by GQA, and guideline answers must be submitted for approval and once approved kept in the Centre File to allow independent assessment

3. Qualification / Unit of Credit Candidates
All candidates must register with a GQA recognised/approved centre. The centre must maintain appropriate candidate personal details for external audit purposes etc.
The centre will provide candidates with advice and guidance on how to prepare for assessment and allocate an Assessor who will assess candidate ability to meet the requirements of the relevant qualifications / unit of credit. It is the candidate's responsibility to demonstrate competence and to do this they must:
• prove they can consistently meet all the qualification and / or unit of credit criteria
• provide evidence from work, that they can perform competently in all the contexts specified in the qualification / unit of credit requirements
• prove that they have the knowledge and understanding required to perform competently, even where they have not provided evidence from the workplace

It is therefore critical that quality evidence is provided in a format to allow the Assessor to make a decision and for the Internal Verifier to audit/verify his/her decision.

4. Evidence
A qualification and / or credit is awarded when a person has achieved the necessary outcomes of the qualification and / or unit of credit.
The specific combination of units necessary to achieve a qualification is detailed in the qualification structure. Certificates of Unit Credit can be awarded when candidates achieve any one, or more, units from the qualification.
The evidence the candidate brings forward is primarily evidence of performance of what he/she can do, not just what he/she knows. The assessment criteria / qualification requirements are described within the qualification and / or unit of credit itself and can incorporate practical skills and knowledge.
The assessor's role is to judge each relevant item of evidence. Each must be judged against the qualification and / or unit of credit requirements. It is not sensible to collect evidence against individual criteria. Nor is it effective. If items of evidence were collected for each of the criteria, the candidate may have to produce many items of evidence, well above the number actually required. GQA recommend holistic assessment.

When judging each item of evidence, the assessor is deciding whether the evidence:
• is authentic – i.e. actually produced by the candidate
• meets the criteria
• relates as appropriate to a context defined within the qualification and / or unit of credit
• confirms that the candidate has the required underpinning knowledge

When the assessor makes a decision about the candidate's competence, he or she examines all the evidence available to determine:
• if the evidence, as a whole, covers all the evidence of achievement
• whether the evidence indicates consistency in competent performance
• whether there is enough evidence on which to base an inference of competence
The answer can only be:
• yes (the candidate is competent)
• no (the candidate is not yet competent)
• there is insufficient evidence to make a decision

Consistency means that the individual is likely to achieve the standard in their work role, in the different activities defined in the qualification and / or unit of credit over time and range of work. The assessor must judge how long a time period is enough to be confident that the candidate can perform reliably to the standard. Unsupported evidence i.e. based on a single assessment/visit will not normally prove consistency.

Performance evidence
Performance evidence can be what the individual actually produces, or the way the individual achieves the standard. One is called product evidence and the other process evidence.
Product evidence is tangible – you can look at it and feel it. Products can be inspected and the candidate can be asked questions about them.

In order to make a fair and objective assessment, the assessor must be able to answer the question: Is there sufficient evidence that the candidate can consistently meet the requirements of the qualification and / or unit of credit?
Process evidence describes the way the candidate has achieved an outcome – how they went about it. This may be, for example, the way the quality of products is checked or the way customer complaints are handled. This usually means observing the candidate in action.

Performance evidence may cover a number of outcomes. It makes sense to plan evidence collection so that what the candidate does, in the normal course of their job, can be related to different outcomes and units. The activities that clearly link to the qualification and / or unit of credit requirements are the things to concentrate on when planning evidence collection and assessment and when monitoring the candidate's progress. Look for opportunities in the candidate's job when evidence can be collected against a number of units at the same time.

Performance evidence can be:
• Naturally occurring – evidence produced in the normal course of work. Evidence of this sort is usually of high quality and reliable. It is also cost effective to collect naturally occurring evidence
• Taken from previous achievements – the candidate may be able to bring forward evidence from previous work experience to show that they are still competent to the standard.
• Evidence of prior achievement can be used when it can be shown to support a judgment that the candidate can still achieve the standard. So, the assessor must be satisfied that the evidence of prior achievement is sufficiently reliable to justify saying that the candidate is currently competent.
• Simulated – from circumstances specially designed to enable the candidate's performance to be assessed. Simulation is generally not acceptable. The exceptions to this are:

- o Dealing with emergencies
- o Dealing with accidents
- o Certain pre-approved real time simulators
- o Limited other procedures that cannot be practically performed in the workplace, and for which sufficient evidence can be collected through other means.

NB:It is not always possible or feasible to collect naturally occurring evidence. It is likely that some simulation may be needed, when it may take too long to wait for the evidence to arise e.g. it may be an aspect of performance which occurs infrequently. An example of this may be evidence of how to deal with emergencies i.e. it makes sense to look for evidence from sources other than naturally occurring ones, rather than for, say, waiting for the building to burn down. Centres must obtain GQA EQA approval prior to the use of simulation.

Knowledge evidence
Being able to achieve a standard requires the ability to put knowledge to work. The qualification and / or unit of credit indicates the knowledge each person should use if they are to perform competently.
It should not be necessary to test all of the candidate's knowledge separately; however, any exception to this would be detailed in the relevant Assessment Strategy. Performance evidence could show that the candidate knows what he or she is doing. When this is not the case, or if the assessor is not convinced from the performance evidence, it may be necessary to check the individual's knowledge separately.

Oral or written assessments must clearly provide a suitable means of checking the breadth and depth of an individual's knowledge. Assessors will need to judge the best mix of knowledge evidence according to individual circumstances. Knowledge evidence is useful when deciding the quality of performance evidence, but must not be used in isolation to judge competence or as an alternative to performance evidence. Care must be taken that candidate evidence is auditable and verifiable.

NB: These Qualification implementation guidelines are generic across the full range of GQA qualifications. Further guidance on acceptable evidence on each qualification will be found in the Introduction to the Qualification section of the candidate booklet

Candidate Declaration

Candidate Name.....

Centre/Company Name.....

Assessor(s) Name(s).....

I acknowledge receipt of this copy of GQA qualification booklet. The unit structure provides information on which units must be achieved to be awarded the qualification. The individual units detail the necessary requirements etc that I must achieve.

I understand that I will have an important role in preparing for and planning assessments and with guidance from the Assessor. I will collect and record relevant evidence.

I have been informed of the appeals system, should I want to appeal against any part of the assessment process.

I understand the assessments will be carried out with regard to the company's/centre's Equal Opportunities Policy.

Candidate signature.....

Date.....

Production/Process Activity Guideline

To aid new or established workers, a centre may wish to describe a normal production/process activity relevant to the achievement of the national vocational qualification and identify which units/elements it will contribute to, e.g. the act of preparation for work, implementation and completion will contribute to a number of units of competence.

Production/Process Activity Relevant to the Achievement of this Qualification	Contributory to: Units/Elements

A/600/7624 FI1	Maintain Health and Safety within the Fenestration installation Working Environment	Level 2	4 Credits

The aim of the unit is to provide the learner with the knowledge and skills to work safely in the fenestration installation working environment and to be able to carry out the correct actions should an accident or emergency occur.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know which, acts, regulations and guidelines apply to the fenestration installation environment and how these apply in practice.	1.1 State which acts, regulations and guidelines apply to the fenestration installation environment.			
	1.2 Explain how these acts, regulations and guidelines apply to the fenestration installation environment.			
2. Know how to carry out an assessment of hazards and risks in the Fenestration Installation working environment and the types of hazards or risks that can occur.	2.1 Describe the steps in carrying out a risk assessment.			
	2.2 Give 3 examples of risks or hazards that can occur in your working environment.			
	2.3 Explain the actions required when discovering unsafe working conditions. To include reporting systems.			
3. Be able to identify hazards and assess risks in the fenestration installation environment.	3.1 Carry out an accurate risk assessment of the fenestration installation environment.			
4. Know how to adopt safe working practices.	4.1 State the employer's and manufacturer's instructions available for equipment in your work area and how to access them.			
	4.2 Describe three tasks in your work area and the equipment and personal protective equipment used.			
	4.3 Explain the choices of equipment and personal protective equipment given in the example above.			
	4.4 Explain what to do if the required PPE or tools and equipment are not fit for purpose.			
5. Be able to adopt a safe system of work.	5.1 Correctly select and use safety equipment, to include: • Barriers • Signage • Electrical isolators			
	5.2 Correctly select and use personal protective equipment relative to the task and explain the reasons why it is needed.			
	5.3 Correctly select and safely use equipment required to carry out the work.			
	5.4 Correctly select and use materials, to include: • Components • Consumables • Substances			
	5.5 Describe your work place, indicating the guidance documents relating to safe working in your job role.			
6. Know how to ensure there is no unauthorised or unsafe access to the working areas.	6.1 Explain how to establish who is authorised to enter the work area.			
	6.2 Explain how to establish if a person is authorised to enter the work area.			
	6.3 Explain how to ensure that authorised people entering the work area are kept safe.			

A/600/7624 FI1	Maintain Health and Safety within the Fenestration installation Working Environment (continued)	Level 2	4 Credits

7. Know what to do in the event of accidents or emergencies.	7.1 Describe the correct procedure to follow in the case of an accident.			
	7.2 Describe the correct procedure to follow in the case of an emergency.			
	7.3 Describe the procedure for evacuating workers and visitors.			
	7.4 Describe the procedure for reporting and recording accidents and emergencies.			

Assessor comments/feedback

A/600/7364 AG3	Communicating and Working with Others in the Glass and Related Working Environments	Level 2	3 Credits

The aim of this unit is to provide the learner with the knowledge and skills to communicate and work effectively with others in the glass and related working environments.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know what information to share with colleagues on your job role and why this is important.	1.1 Give 3 examples of information linked to your job role that needs to be shared with colleagues.			
	1.2 Explain why sharing information with colleagues is important.			
2. Be able to share information with colleagues.	2.1 Share information with colleagues using different methods, for example: • Face to face conversations • Company systems • Written notes • Drawings/sketches • Telephone (voice or text) • Email • Internet			
3. Know why it is important to respond promptly to requests.	3.1 Explain why it is important to respond promptly to requests from colleagues and customers and give 3 examples.			
4. Be able to respond promptly to requests from colleagues.	4.1 Respond promptly to requests from colleagues and/or customers to include the provision of: • Information • Physical assistance • Advice			
5. Know why good working relationships with colleagues are important and how barriers to this can be overcome.	5.1 Explain why good working relationships are important.			
	5.2 Give 3 examples of problems in developing and maintaining good working relationships with colleagues and suggest solutions.			
6. Be able to develop and maintain good working relationships with colleagues.	6.1 Develop and maintain good working relationships with colleagues.			

Assessor comments/feedback

K/600/7649 FI3	Locate, Transport, Handle and Position Materials and Components in Fenestration Installation	Level 2	4 Credits

The aim of this unit is to provide the learner with the knowledge and skills to correctly locate, transport, handle and position, in readiness for work, materials and components in the fenestration installation environment.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Be able to locate and select the correct type and quantity of materials and components.	1.1 Identify materials and components by their labels/ identification marks.			
	1.2 Locate materials and components.			
	1.3 Check that materials and components match their markings.			
	1.4 Select the correct type and quantity of materials and components for the job.			
2. Be able to handle and transport materials and components correctly.	2.1 Handle the materials and components safely, using the correct handling methods including: • Correct handling equipment • Correct manual handling techniques • Personal protective equipment			
	2.2 Transport the materials and components safely using the correct transportation methods and equipment. For example: • Carrying devices • Lifting devices • Vehicles • Securing			
3. Know the impact of incorrect handling and transporting materials and components correctly.	3.1 Describe the type of damage that can occur during the handling and transportation of installation materials and components.			
	3.2 Give 3 examples of how incorrect handling and transporting of materials and components can impact on installation work.			
4. Know how to position materials and components correctly.	4.1 Explain why materials and components need to be positioned correctly, to include: • Protection from damage • Security • Ease of access			
	4.2 Give 3 examples of difficulties/hazards in positioning materials and components.			
	4.3 Give solutions to the 3 examples given.			
5. Be able to position materials and components correctly.	5.1 Position materials and components correctly, taking into account: • Avoiding damage to the materials or surrounding objects • Security of materials and components • Ease of access for further work			

Assessor comments/feedback

Y/600/6691 CW1	Identify and Confirm Installation Requirements in Glass and Related Work	Level 2	4 Credits

The aim of this unit is to provide the learner with the knowledge and skills to accurately identify and confirm installation requirements in glass and related environments.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to identify and confirm the specifications required to complete the installation.	1.1 Name the sources of information that may be available to confirm the specification.			
	1.2 Explain how to confirm the specification is accurate and up to date to ensure all work is carried out to the latest specification.			
2. Know how to establish the type, location, characteristics and features of the installation.	2.1 Explain how to establish the type and location of the installation work.			
	2.2 Explain how to identify the characteristics and features of the site.			
	2.3 Explain how characteristics, features and other conditions can affect the way the installation is carried out.			
3. Be able to examine the materials and components to ensure they meet the specification of the installation.	3.1 Examine the materials and components and confirm that they meet the specification of the installation.			
	3.2 Inspect the materials and components for damage prior to installation.			
4. Be able to ensure that the job specification will meet the requirements of the installation.	4.1 Check that the information available will meet the specification and requirements of the installation.			
	4.2 Interpret the job specification to establish the type, characteristics and features of the installation.			
5. Know how to overcome problems in the confirmation of installation requirements.	5.1 Describe three problems that can occur in the confirmation of installation requirements and explain how these might be overcome.			

Assessor comments/feedback

L/618/6364 CWCC1	Knowledge of Drawings, specifications, Method Statements and safety glazing relating to Curtain Walling Installation	Level 2	3 Credits

The aim of this unit is to provide learners with the knowledge and understanding of how to use relevant drawings, specifications and method statements when carrying out curtain walling installation. It also covers the requirements for safety glass to be installed in certain parts of the curtain walling system

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know the purpose of Methods statements used for curtain wall installations	1.1 Explain what a method statement is			
	1.2 List the contents of a typical method statement used for curtain walling installations			
	1.3 Explain how to use the method statement when carrying out the installation of curtain walling			
	1.4 State how to identify how the current version of the method statement for the work being carried out			
	1.5 Explain why there is a need to acknowledge that the method statement has been read and the organisation's procedures for doing this			
	1.6 State who is responsible for writing the method statement			
	1.7 Explain what the term RAMS refers to and clarify the different aims of the 2 parts			
2. Know the types of drawings used in relation to installing curtain walling	2.1 State the purpose of a site plan and what it shows			
	2.2 State the purpose of a block plan and what it shows			
	2.3 State the purpose of an Elevation Drawing and what it shows			
	2.4 State the purpose of a Construction detail drawing and what it shows			
	2.5 State the purpose of a section detail drawing and what it shows			
	2.6 State the purpose of a Glazing detail drawing and what it shows			
	2.7 State the purpose of a fixing bracket detail drawing and what it shows			
	2.8 State the purpose of a perimeter detail drawing and what it shows			
	2.9 Explain how to identify that the current version of a drawing is being used			
	2.10 Explain what to do if an error was found on one of the drawings.			
3. Know the types of specifications used in the installation of curtain walling	3.1 Explain the purpose of a specification and how it is used when installing curtain walling			
	3.2 Explain the term NBS in relation to curtain walling specifications			
	3.3 State which NBS relates to curtain walling installations			
	3.4 Describe what information is contained in a specification and how it is used for installing curtain walling			
	3.5 State what would happen if the curtain walling was not installed as stated in the specification			

L/618/6364 CWCC1	Knowledge of Drawings, specifications, Method Statements and safety glazing relating to Curtain Walling Installation (Continued)	Level 2	3 Credits

4. Know the types of loads that can be applied on a curtain wall structure	4.1 State 3 types of loads that can be applied to a curtain walling system			
	4.2 Explain how each type of load stated in 4.1 can affect the curtain waling structure			
5. Know the types of safety glazing used in curtain walling and why it is used	5.1 List the types of safety glass that can be used in curtain walling systems			
	5.2 State where safety glass needs to be used in a curtain walling installation and why it is required in these locations			
	5.3 Explain how to ensure the glass being installed is safety glass			
	5.4 Explain where fire safety glass might be required to be installed in a curtain walling project.			

Assessor Feedback/comments

R/600/6687 CW2	Install Curtain Walling Systems	Level 2	11 Credits

The aim of this unit is to provide the learner with the knowledge and skills to correctly install curtain walling systems.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Be able to assemble and adjust curtain walling components to form a grid.	1.1 Assemble mullions and transoms according to specification, using tools correctly and safely at all times.			
	1.2 Weatherproof the joints of the curtain walling system, to include: • Mullion joints • Transom to mullion joints			
2. Be able to securely fix curtain walling to the structure.	2.1 Plumb, level and square the assembled curtain walling according to the job specification.			
	2.2 Securely fix the curtain walling to the structure using correct fixtures and according to job specification.			
	2.3 Use tools correctly and safely during the fixing of curtain walling to the structure.			
3. Know different methods of assembling curtain walling systems.	3.1 Name 3 different methods of assembling curtain walling systems.			
	3.2 Describe the function of six components of the curtain walling.			
	3.3 Describe how to weatherproof the mullion joints and transom to mullion joints of the curtain walling system.			
4. Know how to adjust assembled curtain walling systems and securely fix to a structure.	4.1 Describe 2 methods of fixing curtain walling systems to a structure.			
	4.2 Explain how to plumb a mullion.			
	4.3 Explain how to check that an aperture is square.			
	4.4 Explain how to level a transom.			
5. Know equipment and tools used in curtain walling installation.	5.1 Name three pieces of equipment used for assisted lifting.			
	5.2 Name three means of checking a curtain walling grid is plumb, level and square.			
	5.3 Describe how to check equipment and tools are in correct working order. Give three examples, one of which must be a calibrated piece of equipment.			
6. Know how to overcome problems in the installation of curtain walling.	6.1 Describe three typical problems that can occur during curtain walling installation.			
	6.2 Explain how the above three problems can be overcome.			
	6.3 Explain the outcome of an incorrect curtain walling assembly. Give three examples.			

Assessor comments/feedback

Y/602/4978 CW7	Install Facetted, Structurally Glazed or Unitised Curtain Walling Systems	Level 3	7 Credits

The aim of this unit is to provide the learner with the knowledge and skills to correctly install a curtain walling system that includes one or more of Facetted, Structurally Glazed and Unitised curtain wall systems.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Understand the installation of facetted, structurally glazed or unitised curtain wall systems.	1.1 Describe one of the following installations, including key points in preparation, installation and quality: • Facetted curtain wall • Structural glazed curtain wall • Unitised curtain wall			
	1.2 Describe the differences between a standard curtain wall installation and one of the following: • Facetted curtain wall • Structural glazed curtain wall • Unitised curtain wall			
2. Be able to assemble and adjust facetted, structurally glazed or unitised curtain walling components to form a grid.	2.1 Assemble frame components according to specification, using tools correctly and safely at all times.			
	2.2 Weatherproof the joints of the curtain walling system.			
3. Be able to securely fix facetted, structurally glazed or unitised curtain walling systems to a structure.	3.1 Plumb, level and square the assembled curtain walling according to the job specification.			
	3.2 Securely fix the curtain walling to the structure using correct fixtures and according to job specification.			
	3.3 Use tools correctly and safely during the fixing or curtain walling to the structure.			
4. Understand which equipment and tools are used in the installation of facetted, structurally glazed or unitised curtain walling systems.	4.1 Name three pieces of equipment used for assisted lifting.			
	4.2 Name three means of checking a curtain walling grid is plumb, level and square.			
	4.3 Describe how to check equipment and tools are in correct working order. Give three examples, one of which must be a calibrated piece of equipment.			
5. Understand how to overcome problems in the installation of facetted, structurally glazed or unitised curtain walling.	5.1 Describe three typical problems that can occur during the installation of one of the following: • Facetted curtain wall • Structural glazed curtain wall • Unitised curtain wall			
	5.2 Explain how the above three problems can be overcome.			
	5.3 Explain the outcome of an incorrect curtain walling assembly. Give three examples.			

Assessor comments/feedback

A/600/7638 FI6	Prepare the Site, Equipment and Tools for Fenestration Installation	Level 2	4 Credits

The aim of this unit is to provide the learner with the knowledge and skills to correctly prepare the site, equipment and tools in readiness for fenestration installation work including windows, doors, conservatories and curtain walling.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Be able to prepare the work areas correctly.	1.1 Mark out work areas clearly and isolate them from the rest of the site.			
	1.2 Protect all areas exposed to debris.			
	1.3 Prepare ground and floor surfaces ready to receive installation equipment and materials and access equipment.			
	1.4 Remove vulnerable objects.			
2. Know the different types of access equipment required for installation work.	2.1 Give examples of access equipment that may be used in installation work.			
	2.2 Explain in what situations the examples given of access equipment would be used.			
	2.3 Explain why it is important to regularly check access equipment.			
3. Be able to identify and safely use the correct access equipment.	3.1 Identify and select the correct access equipment.			
	3.2 Check the access equipment is available for use.			
	3.3 Prepare the access equipment according to supplier/ company guidance.			
	3.4 Position the access equipment safely and correctly.			
4. Know the different types of installation equipment and their uses.	4.1 Give 3 examples of the different types of installation equipment and their use; for example: • Battery supplied equipment • Machinery • Mains supplied equipment • Manual tools			
5. Be able to safely prepare the correct installation equipment.	5.1 Identify and select the correct installation equipment.			
	5.2 Set up the installation equipment correctly.			
	5.3 Ensuring that the equipment operates correctly.			
6. Be able to ensure the required equipment and tools are available for use.	6.1 Identify and confirm the specification for the materials.			
	6.2 Ensure the required equipment and tools are available.			
	6.3 Select the correct type of equipment and tools.			
	6.4 Correctly prepare the equipment and tools.			
	6.5 Correctly store the equipment and tools.			

Assessor comments/feedback

F/600/6684	Install Infill Units into Curtain Walling Systems	Level 2	4 Credits
CW3			

The aim of this unit is to provide the learner with the knowledge and skills to install infill units, that could include, glass, panels, windows, doors, into curtain walling systems. The aim of this unit is to provide the learner with the knowledge and skills to install infill units, that could include, glass, panels, windows, doors, into curtain walling systems.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know the different materials that may be used during installation and weatherproofing.	1.1 Describe the different types of materials that might be used for installation.			
	1.2 Describe the different types of materials that might be used for weatherproofing.			
2. Be able to install infill units correctly and securely into curtain walling systems.	2.1 Position glass supports as per specification.			
	2.2 Install infill units into curtain walling systems correctly and securely to specification using correct torque settings. To include 2 of the following: • Glass • Panels • Windows • Doors			
3. Be able to apply specified materials correctly to provide a weatherproof installation.	3.1 Select the correct weatherproofing materials.			
	3.2 Apply specified materials correctly to provide a weatherproof installation.			
4. Be able to finish off the work to specification	4.1 Finish off the work to specification. i.e. Using pressure plate caps, trims or flashings			
5. Know the importance of system ventilation and drainage	5.1 Explain why it is important for system ventilation and drainage to function correctly			
6. Be able to ensure the system ventilation and drainage is functioning correctly	6.1 Ensure that system ventilation and drainage is functioning correctly.			

Assessor comments/feedback

K/600/6677	Post Curtain Walling Activity	Level 2	3 Credits
CW4			

The aim of this unit is to provide the learner with the knowledge and skills to finish the installation of curtain walling systems to the satisfaction of the client.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Be able to agree the installation meets the original job specification.	1.1 Discuss with the client/authorised representative the correct position/installation of components to ensure supplied installation meets specification.			
2. Be able to agree the system ventilation and drainage has been installed and is functioning correctly.	2.1 Ensure system ventilation and drainage has been implemented correctly.			
	2.2 Ensure system ventilation and drainage is functioning correctly.			
3. Be able to ensure that the system is secured to the structure correctly, plumbed and squared as required.	3.1 Ensure system brackets are fitted correctly.			
	3.2 Ensure system fixings have been installed correctly.			
	3.3 Ensure system is plumb and square.			
4. Know why it is important to remove, and dispose of correctly, all waste materials and debris from the site.	4.1 Explain why it is important to remove, and dispose of correctly, all materials and debris from the site.			
5. Be able to remove all surplus materials and debris from the site.	5.1 Remove all surplus materials and debris from the site, safely and in accordance with any site/company guidance.			
6. Know why it is important to salvage and recycle materials whenever possible.	6.1 Explain how to identify materials to be recycled / put back into stock.			
	6.2 Explain the reasons to recycle / re-use unused materials.			
7. Be able to carry out a site inspection to identify outstanding work and any system faults.	7.1 Inspect job and identify whether there are any unfinished items.			
	7.2 Recommend actions to complete unfinished items.			
	7.3 Identify system faults and recommend solutions.			
	7.4 Rectify system faults to the client's satisfaction.			

Assessor comments/feedback

Y/600/6660	Knowledge of Curtain Walling Systems	Level 2	3 Credits
CW5			

The aim of this unit is to provide the learner with knowledge of the components of curtain walling systems and subsequent installation of Curtain Walling.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Understand the purposes and functions of a generic Curtain wall/Façade system	1.1 Describe the purposes of a curtain wall system in terms of aesthetics, functionality and compliance with the relevant Building Regulations			
	1.2 Describe 2 methods of Draining & Ventilating a Curtain Wall system			
2. Understand the major components of a Curtain Wall system	2.1 Describe 2 major structural components of a standard curtain wall system			
	2.2 Describe the components for joining structural components of a standard curtain wall system			
	2.3 Describe the functions of the components required to weatherproof the system			
3. Understand how to fix a curtain wall to a structure	3.1 Describe the various fixing methods			
	3.2 Name 3 different materials the structure may be made of and explain the implications for the fixings			
4. Understand how to glaze into a curtain wall system.	4.1 Describe how to glaze a window and door into a wall			
	4.2 Describe how to temporary glaze glass/panel into a curtain wall			
	4.3 Describe how to permanently glaze glass/panel into a curtain wall			
5. Understand how to utilise edge details to seal the curtain wall to adjacent structures	5.1 Describe a typical side edge detail and how it is weatherproofed			
	5.2 Describe a typical floor detail and how it is weatherproofed			
	5.3 Describe a typical head detail and how it is weatherproofed			

Assessor comments/feedback

Notes

Notes

GQA Qualifications, Unit 1, 12 O'Clock Court, Attercliffe Road, Sheffield, S4 7WW
Tel: 0114 272 0033/272 0080
Email: info@gqaqualifications.com Website: www.gqaqualifications.com