



**GQA LEVEL 3 NVQ DIPLOMA IN FENESTRATION
INSTALLATION**

**Qualification Number
501/1688/5**

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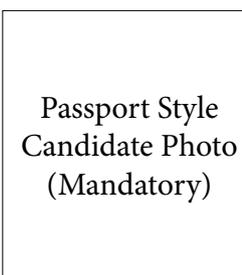
PERSONAL COMPETENCE SUMMARY

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		
FI1 A/600/7624	Maintain Health and Safety within the Fenestration Installation Working Environment	2	4		
AG13 J/600/7657	Identify and Rectify Technical Problems in a Glass or Glass Related Working Environment	3	5		
FIS2 R/600/8262	Improve the Work of the Organisation through the use of Resources, Communication and Working Relationships in a Glass or Glass Related Working Environment	3	5		
CW1 Y/600/6691	Identify and Confirm Installation Requirements in Glass and Related Work	2	4		
Optional Units of Credit – A minimum 9 credits to be achieved from group 1, a minimum 4 credits must be achieved from group 2 & 3. Then a further minimum of 3 credits from group 4 – see qualification introduction page for details					

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

- | | | | |
|------------------------------|--------------------------|-------------------------|--------------------------|
| Observation in the workplace | <input type="checkbox"/> | Assessment of knowledge | <input type="checkbox"/> |
| Records of prior experience | <input type="checkbox"/> | Witness statement(s) | <input type="checkbox"/> |
| Testimonial(s) | <input type="checkbox"/> | Photographic evidence | <input type="checkbox"/> |
| Work records | <input type="checkbox"/> | External testing | <input type="checkbox"/> |



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?

This qualification is aimed at those who install doors, windows and conservatories or curtain walling.

This qualification is at Level 3, and should be taken by those who are experienced installers capable of dealing with a wide range of problems, including working with installations that have complex requirements, and who are capable of dealing with all aspects of an installation, including the identification and rectification of technical problems. Candidates may be required to show the skills and knowledge to assess products or work procedures and identify possible improvements. Candidates may take a technical or supervisory role, particularly in relation to less-experienced installers. They will also work closely with colleagues and have well-developed knowledge of the industry and the regulations and legislation that apply.

There are also Level 2 qualifications for Fenestration Installation and Curtain Wall Installation. Additionally there is a Level 3 qualification for Surveying. More information can be found at www.gqaqualifications.com

Candidates for this qualification will primarily be:

- Working on site
- Installing or controlling installations

Candidates could have jobs entitled:

- Window and door installer/fitter
- Curtain wall installer
- Team Leader/Supervisor

What is required from candidates?

GQA qualifications are made up of a number of units that have a credit value or credits. These credits must be achieved in the correct combination from mandatory and optional units: this qualification has 4 mandatory units, which have a total of 18 credits, and 4 groups of optional units. Candidates should achieve all 4 mandatory units, plus a minimum of 9 credits from optional units Group B, a minimum of 4 credits from optional Group C, a minimum of 4 credits from optional units Group D and a minimum of 3 credits from optional Group E. This makes the minimum credit value of the qualification 38 credits.

Please note: There are units within the groups of optional units that are more appropriate for window and door installers with others being more appropriate for those working on Curtain Wall installations.

The units are made up of the things you need to know and the things you need to be able to do to carry out your job safely and correctly. These are called Learning Outcomes, and all must be met to achieve the unit.

Unit Ref	Title	Level	Credit
Mandatory Units (All Units Must Be Completed)			
FI1 A/600/7624	Maintain Health and Safety within the Fenestration Installation Working Environment	2	4
AG13 J/600/7657	Identify and Rectify Technical Problems in a Glass or Glass Related Working Environment	3	5
FIS2 R/600/8262	Improve the Work of the Organisation through the use of Resources, Communication and Working Relationships in a Glass or Glass Related Working Environment	3	5
CW1 Y/600/6691	Identify and Confirm Installation Requirements in Glass and Related Work	2	4
Optional Unit Group 1 (minimum 9 credits to be achieved)			
FIS7 A/600/8269	Install Conservatories	3	14
FI16 F/602/4974	Remove and Install Box Sash Windows	3	9
FI17 J/602/4975	Remove and Install Oriel Windows	3	9
CW4 K/600/6677	Post Curtain Walling Activity	2	3
FI15 M/602/4971	Install Bay Windows	3	9
CW6 R/601/9200	Create Datum Points for Curtain Wall Installation	3	6
FI18 R/602/4977	Remove and Install Rooflight Windows	3	9
FI14 T/602/4969	Remove Bay Windows	3	8

CW7	Install Facetted, Structurally Glazed or Unitised Curtain Walling Systems	3	7
Y/602/4978			
Optional Unit Group 2 (minimum 4 credits to be achieved)			
AG12	Assess the Quality of Materials and Components in a Glass or Glass Related Working Environment	3	4
A/600/7655			
FI11	Maintain/Repair Windows and Doors or Conservatories	3	6
H/600/8430			
FIS10	Control the Installation of Doors and Windows, or Conservatories, or Curtain Walling	3	8
J/602/4426			
AG2	Promote and Maintain Health and Safety within Glass or Glass Related Working Environment	3	4
T/600/7363			
AG18	Ensure Resources are available to meet Work Requirements in a Glass or Glass Related Working Environment	3	3
Y/600/8151			
Optional Unit Group 3 (minimum 4 credits to be achieved)			
CW2	Install Curtain Walling Systems	2	11
R/600/6687			
FI8	Install Window and Door	2	8
T/600/8416			
FI10	Install Glass and/or Panels into Windows and Doors	2	4
Y/600/8425			
Optional Unit Group 4 (minimum 3 credits to be achieved)			
FIS1	Understanding the Building Regulations in the Fenestration Industry	3	3
K/600/8445			
FT8	Knowledge of Building Regulations and Legislation in Facades	3	5
A/503/0536			

Achieving the combination of Mandatory units and the correct choice of Optional credits will mean the qualification has been completed and GQA will provide the Diploma with the qualification title. Where a candidate has completed additional credits the Diploma will list these as “additional credits”, in cases where the candidate has not completed the full qualification and will not go on to do so, a Certificate of credit can be issued for the credits achieved.

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 through 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 relevant 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

Collation of Evidence for Level 3 Qualifications

The definition of a Level 3 NVQ/SVQ is that competence in a broad range of varied work activities is performed in a wide variety of contexts, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often required.

By the very nature of this, it is anticipated that Level 3 candidates will be able to provide evidence of their achievement drawn from successful work activities or projects, in other words, real examples of their work over time and range.

The following comments will help in the planning of evidence collection for Level 3 qualifications:

- Level 3 assessments are not normally carried out by the use of checklists
- Level 3 candidates are encouraged to provide evidence of their achievements drawn from their actual current work activities
- In many cases, evidence of achievement is not difficult to find
- Although not mandatory it is often seen as good practice that Level 3 candidates should produce a CV that clearly indicates their relevant experience and achievement that contribute to the qualification
- The evidence must be cross referenced against the NVQ/SVQ standard (and where necessary justified)
- It may be appropriate for Level 3 candidates to undertake the related Level 2 qualification or some Level 2 units as a milestone/interim qualification
- Level 3 qualifications may include units of competence from Level 2 qualifications. If the candidate has already achieved any unit(s) and is regarded as currently competent then he/she will not be required to be reassessed on the same unit(s)
- Assessors will need to carry out performance and knowledge assessments for units but the need for ongoing formal observations should not be as great if the candidate has produced a quality portfolio.

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.....

Guidance on the format of a unit

This is an example of a Unit of competence

The Unit has a title clearly explaining what the unit is concerned with



There is an explanation of what the unit is about



Each unit has a level, this indicates the difficulty of the unit



Each unit has a credit value; based on how long it would take to get the skills and knowledge needed to complete the unit



REPAIR DAMAGED WINDSCREEN GLASS IN VEHICLES	
To complete this unit you need to have the knowledge and skills to carry out windscreen repairs. You need to know about the code of practice for repairing damaged windscreens and how to identify and confirm the damage with the customer. You need to know why it is important to identify the zone where the damage is, and also give the customer any relevant information, including any further actions needed.	
Level and Credit Value: Level 2, 5 Credits	
1. Know the industry code of practice relating to windscreen repair.	1.1 Name the industry code of practice referring to windscreen repairs and explain what this means in practice.
2. Be able to correctly identify the type of windscreen damage and confirm this with the customer.	2.1 Correctly identify the type of windscreen damage. 2.2 Correctly identify the zone in which the damage lies 2.3 Correctly determine the feasibility of repair. 2.4 Clearly inform the customer of the action required, the risks involved, customer expectations and obtain customer's agreement and confirmation of this action.
3. Be able to correctly carry out windscreen repair.	3.1 Select the correct equipment to carry out the repair.
	3.2 Select the correct materials.
	3.3 Correctly carry out the repair minimising the time the vehicle is not operational
4. Be able to correctly record information on the repair of damaged windscreens.	4.1 Correctly record information on the repair of damaged windscreens



The first column contains learning outcomes, these set out what you need to be able to do or what you need to know.
(This example has been reduced in the number of learning outcomes in the actual qualification unit to fit the space available)



The second column sets out the assessment criteria. This explains what you need to do to prove to you assessor that you have the skills and knowledge required, your assessor will decide and explain how much and what type of evidence will be required.

A/600/7624	Maintain Health and Safety within the Fenestration installation Working Environment	Level 2	4 Credits
F11			

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	Maintain Health and Safety within the Fenestration installation Working Environment (continued)	Level 2	4 Credits
FI1			

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

J/600/7657	Identify and Rectify Technical Problems in a Glass or Glass Related Working Environment	Level 3	5 Credits
AG13			

The aim of this unit is to provide the learner with the knowledge and skills to be able to accurately assess any technical issues that arise in a glass or glass related working environment, to be able to identify potential rectification methods and how to communicate to those involved or affected.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know the types of technical problems that can occur in a glass or glass related working environment and how to investigate them.	1.1 Describe 3 technical problems in a glass or glass related working environment e.g. problems with: <ul style="list-style-type: none"> • Equipment • Materials • Components • Design • Site/location 			
	1.2 Explain how to investigate the causes of the 3 problems highlighted above.			
2. Be able to investigate a technical problem, to identify the problem, its location and likely causes.	2.1 Identify the location and likely cause of the problem.			
3. Know when and how to obtain expert assistance to help identify technical problems.	3.1 Explain at what stage to obtain expert assistance and what implications this could have for the organisation and customer.			
	3.2 Explain how and where to obtain expert assistance.			
4. Be able to rectify the technical problem.	4.1 Evaluate potential solutions to an identified technical problem.			
	4.2 Rectify the problem using, as appropriate <ul style="list-style-type: none"> • Personnel • Equipment • Materials • Procedures 			
5. Know how to ensure that the technical problem has been rectified.	5.1 Explain how to ensure that the rectification meets the specifications and requirements.			
	5.2 Explain how to verify that the technical problem has been rectified.			
	5.3 Explain how to monitor the rectification.			
6. Know how to overcome problems in the identification and rectification of technical problems.	6.1 Describe two factors that can cause difficulties in the identification and rectification of technical problems and explain how these might be overcome.			
7. Know how to record technical problems, their location and rectification and how to inform people who need to know about this.	7.1 Explain how information on technical problems, their location and rectification are communicated.			
	7.2 Explain who needs to know.			

Assessor comments/feedback

R/600/8262	Improve the Work of the Organisation through the use of Resources, Communication and Working Relationships in a Glass or Glass Related Working Environment	Level 3	5 Credits
FIS2			

The aim of this unit is to provide the learner with the knowledge and skills to be able to contribute to the improvement of the organisation through the use of resources, communications and working relationships within the glass or glass related working environment.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to ensure that the correct quantities of products and materials and human resources are used and how surplus materials might be reused.	1.1 Explain how to ensure that the correct quantities of products and materials and human resources are selected.			
	1.2 Explain how surplus materials might be reused.			
	1.3 Give instructions to colleagues so that they know how to use correct quantities of products and materials and how to reuse surplus products and materials.			
	1.4 Monitor colleagues' use of products and materials.			
2. Know how to minimise wastage of materials.	2.1 List three types of material that can potentially be wasted.			
	2.2 Describe what actions can be taken to minimise wastage of the materials listed.			
3. Know why it is important to contribute to improving the effectiveness of the glass or glass related organisation.	3.1 Explain 3 reasons for contributing to improving the effectiveness of the glass or glass related organisation.			
4. Know the importance of clear, sufficient, accurate and prompt information.	4.1 Explain 3 benefits of sharing information which is clear, sufficient and accurate.			
5. Know why information needs to be shared with colleagues.	5.1 List 3 types of information which needs to be shared with colleagues, related to the glass or glass related activity.			
	5.2 Explain why this information needs to be shared.			
6. Be able to share information with colleagues.	6.1 Share information with colleagues using different methods, for example: <ul style="list-style-type: none"> • Toolbox Talks • Face to face conversations • Written notes • Drawings/sketches • Telephone (voice or text) • Email • Internet 			
7. Know how to identify and pass on improvements to work activities.	7.1 Explain 2 ways to identify improvements that can be made in work activities.			
	7.2 Explain how to pass on suggestions for improvements identified.			
	7.3 Explain who to make the suggestions to and why these people need to be made aware.			

Assessor comments/feedback

R/600/8262	Improve the Work of the Organisation through the use of Resources, Communication and Working Relationships in a Glass or Glass Related Working Environment (continued)	Level 3	5 Credits
FIS2			

8. Be able to identify and pass on improvements to work activities.	8.1 Identify a potential improvement with the glass or glass related activity.			
	8.2 Discuss potential improvements and outcomes.			
	8.3 Pass identified improvements on to colleagues.			
9. Know why good working relationships with colleagues are important.	9.1 State 3 benefits of having good working relationships with colleagues.			
10. Know why it is important to have good relationships with customers.	10.1 Explain 3 benefits of having good relationships with customers.			

Assessor comments/feedback

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

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

A/600/8269	Install Conservatories	Level 3	14 Credits
FIS7			

The aim of this unit is to provide the learner with the knowledge and skills to be able to join together conservatory frames and components, to join the framework to the existing structure (e.g. a house) and correctly install units into the framework

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know the different types of materials that are used and their functions.	1.1 State the different types of materials that are used when installing conservatories.			
	1.2 Explain the functions of the materials. To include: <ul style="list-style-type: none"> • Fixings • Products (frames and roof components) • Consumables 			
2. Be able to ensure that the installation site and all surfaces are prepared to specification.	2.1 Check that the installation site and all surfaces are prepared to specification.			
3. Be able to position, erect and join the materials for the structure according to specification.	3.1 Position and erect the materials to specification using correct handling methods.			
	3.2 Identify the correct joining methods and join the materials, to include roof assembly.			
	3.3 Secure the joined materials to the existing structure correctly.			
4. Know why it is important to keep drainage holes clear and functioning and how to do this.	4.1 Explain why it is important to keep drainage holes clear and functioning.			
	4.2 Explain how to ensure that drainage holes are clear and functioning.			
5. Be able to select and correctly apply specified materials for weatherproofing.	5.1 Select the specified weatherproofing materials and apply them correctly to provide a weatherproof installation.			
6. Be able to ensure that units are plumb and functioning correctly after being secured.	6.1 Ensure that units are plumb and functioning correctly after being secured.			
7. Know how to agree the new position of fixtures and fittings with the customer.	7.1 Explain how to gain the agreement of the customer on the new position of fixtures and fittings.			

Assessor comments/feedback

A/600/8269	Install Conservatories (continued)	Level 3	14 Credits
FIS7			

8. Be able to install and restore fixtures, fittings and surface finishes.	8.1 Ensure that the existing fixtures, fittings and decorations are undamaged from the work.			
	8.2 Ensure that the fixtures and fittings are secured correctly.			
	8.3 Fill redundant fixing positions and holes with the correct materials.			
	8.4 Apply finishing materials consistently and completely and ensure they are level and comparable with existing surfaces.			
	8.5 Remove all loose materials and debris from the site.			
9. Be able to ensure that the work is finished to specified requirements and to the customer's satisfaction.	9.1 Check that the installation work meets all agreed requirements.			
	9.2 Answer questions in sufficient details to satisfy the customer.			
	9.3 Advise the customer on the operation of the installation.			
	9.4 Carry out a final inspection of the installation work.			
10. Know how to identify and overcome problems in the installation of conservatories.	10.1 Describe three typical problems that can occur in the installation of conservatories and explain how these problems might be overcome.			
11. Be able to record information on the installation of conservatories.	11.1 Accurately record information on the installation of conservatories using the correct recording system.			

Assessor comments/feedback

F/602/4974	Remove and Install Box Sash Windows	Level 3	9 Credits
FI16			

The aim of this unit is to provide the learner with the knowledge and skills to remove and install box sash windows in accordance with relevant building regulations and current codes of practice.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know which parts of the building regulations relate to the removal and installation of box sash windows and how they apply in practice.	1.1 State which parts of the building regulations relate to the removal and installation of box sash windows.			
	1.2 Explain how these apply in practice.			
2. Know what types of dangerous components or materials might be discovered and what actions should be taken if they are discovered.	2.1 State the types of dangerous components or materials that may be revealed, to include: <ul style="list-style-type: none"> Existing materials Infestations 			
	2.2 State what action should be taken if dangerous components or materials are discovered, to include reference to, for example: <ul style="list-style-type: none"> Authorisation Training Licences/permits 			
3. Know why it is important to label removed fixtures and fittings.	3.1 Explain why it is important to label removed fixtures and fittings.			
4. Be able to remove fixtures and fittings that prevent or restrict installation and label and store them correctly.	4.1 Identify which fixtures and fittings will prevent or restrict the installation.			
	4.2 Remove, label and store fixtures and fittings in an effective manner.			
5. Be able to correctly remove components, materials and outer frames from the aperture.	5.1 Remove components and materials from the aperture causing minimum damage.			
	5.2 Remove outer frames with minimum damage to the surrounding structure.			
6. Know how to ensure the damp-proof course is effective.	6.1 Explain how to check if any existing damp-proofing methods are fit for purpose.			
7. Know different methods of securing installation materials to different types of structure.	7.1 Explain fixing methods in accordance with current codes of practice.			
	7.2 Give three examples of different types of structure and explain how installation materials would be secured to them.			
8. Be able to ensure that the new or restructured apertures meet specification.	8.1 Prepare aperture to meet job specification, taking into account, for example: <ul style="list-style-type: none"> Damp-proofing Lintels Dimensions Plumb, level and square 			
9. Be able to handle and position installation materials safely.	9.1 Handle installation materials safely and position them to specification.			

F/602/4974	Remove and Install Box Sash Windows (continued)	Level 3	9 Credits
FI16			

10. Be able to securely fix the installation materials to the structure using the correct tools, equipment and fixings safely and in accordance with the job specification.	10.1 Select and use safely the appropriate tools and equipment for fixing the installation.			
	10.2 Select the correct fixings according to job specification and relevant building regulations.			
	10.3 Securely fix the installation materials to the structure using the correct fixings.			
	10.4 Accurately check windows to ensure that they are plumb level and square after being secured.			
	10.5 Check that windows function according to specification.			
11. Know the correct weatherproofing materials for different types of installations.	11.1 Describe three different types of weatherproofing materials used to weatherproof box sash windows.			
12. Be able to apply the specified materials safely to provide a weatherproof installation.	12.1 Apply the specified materials in accordance with manufacturer's instructions to provide a weatherproof installation.			
13. Know why it is important to have drainage holes clear and functioning.	13.1 Explain why it is important to have drainage holes clear and functioning.			
14. Be able to ensure drainage holes are clear and functioning.	14.1 Ensure that drainage holes are clear and functioning.			
15. Know how to overcome problems in the installation.	15.1 Describe three problems that can occur in the installation of box sash windows and explain how these might be overcome.			
16. Know the different types of materials that can be used for internal and external finishes.	16.1 List three different types of material that can be used for internal finishes.			
	16.2 List three different types of materials that can be used for external finishes.			
17. Be able to finish off the work to specification.	17.1 Ensure the completed work meets the job specification.			
18. Know the type of information and instructions to provide to customers.	18.1 Explain the information and instructions to provide to customers relating to the installation, to include: <ul style="list-style-type: none"> • Operation • Cleaning 			
	18.2 Explain how to ensure the customer understands the information provided.			
19. Be able to complete documentation related to the installation in accordance with Company requirements.	19.1 Complete all documentation accurately and in accordance with Company requirements.			

Assessor comments/feedback

J/602/4975	Remove and Install Oriel Windows	Level 3	9 Credits
FI17			

The aim of this unit is to provide the learner with the knowledge and skills to remove and install Oriel windows in accordance with relevant building regulations and current codes of practice.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know which parts of the building regulations relate to the removal and installation of Oriel windows and how they apply in practice.	1.1 State which parts of the building regulations relate to the removal and installation of Oriel windows.			
	1.2 Explain how these apply in practice.			
2. Know what types of dangerous components or materials might be discovered and what actions should be taken if they are discovered.	2.1 State the types of dangerous components or materials that may be revealed, to include: <ul style="list-style-type: none"> Existing materials Infestations 			
	2.2 State what action should be taken if dangerous components or materials are discovered, to include reference to, for example: <ul style="list-style-type: none"> Authorisation Training Licences/permits 			
3. Know why it is important to label removed fixtures and fittings.	3.1 Explain why it is important to label removed fixtures and fittings.			
4. Be able to remove fixtures and fittings that prevent or restrict installation and label and store them correctly.	4.1 Identify which fixtures and fittings will prevent or restrict the installation.			
	4.2 Remove, label and store fixtures and fittings in an effective manner.			
5. Be able to correctly remove components, materials and outer frames from the aperture.	5.1 Remove components and materials from the aperture causing minimum damage.			
	5.2 Remove outer frames with minimum damage to the surrounding structure.			
6. Know how to ensure the damp-proof course is effective.	6.1 Explain how to check if any existing damp-proofing methods are fit for purpose.			
7. Know the correct methods for the assembly of window components.	7.1 Explain how to assemble window components, for example: <ul style="list-style-type: none"> Bay post assemblies Cill assemblies 			
8. Know different methods of securing installation materials to different types of structure.	8.1 Explain fixing methods in accordance with current codes of practice.			
	8.2 Give three examples of different types of structure and explain how installation materials would be secured to them to comply with manufacturer's recommended instructions.			
9. Be able to ensure that the new or restructured apertures meet specification.	9.1 Prepare aperture to meet job specification, taking into account, for example: <ul style="list-style-type: none"> Damp-proofing Lintels Dimensions Plumb, level and square 			

J/602/4975	Remove and Install Oriel Windows (continued)	Level 3	9 Credits
FI17			

10. Be able to handle and position installation materials correctly.	10.1 Handle installation materials correctly and position them to specification.			
11. Be able to securely fix the installation materials to the structure using the correct tools, equipment and fixings safely and in accordance with the job specification.	11.1 Select and use safely the appropriate tools and equipment for fixing the installation.			
	11.2 Select the correct fixings according to job specification and relevant building regulations.			
	11.3 Securely fix the installation materials to the structure using the correct fixings.			
	11.4 Accurately check windows to ensure that they are plumb, level and square after being secured.			
	11.5 Check that windows function according to specification.			
12. Know the correct weatherproofing materials for different types of installations.	12.1 Describe three different types of weatherproofing materials used with Oriel windows.			
13. Be able to apply the specified materials safely to provide a weatherproof installation.	13.1 Apply the specified materials in accordance with manufacturer's instructions to provide a weatherproof installation.			
14. Know why it is important to have drainage holes clear and functioning.	14.1 Explain why it is important to have drainage holes clear and functioning.			
15. Be able to ensure drainage holes are clear and functioning.	15.1 Ensure that drainage holes are clear and functioning.			
16. Know how to overcome problems in the installation.	16.1 Describe three problems that can occur in the installation of Oriel windows.			
	16.2 Give a possible solution for each problem identified.			
17. Know the different types of materials that can be used for internal and external finishes.	17.1 List three different types of material that can be used for internal finishes.			
	17.2 List three different types of materials that can be used for external finishes.			
18. Be able to finish off the work to specification.	18.1 Ensure the completed work meets the job specification.			
19. Know the type of information and instructions to provide to customers.	19.1 Explain the information and instructions to provide to customers relating to the installation, to include: <ul style="list-style-type: none"> • Operation • Cleaning 			
	19.2 Explain how to ensure the customer understands the information provided.			
20. Be able to complete documentation related to the installation in accordance with Company requirements.	20.1 Complete all documentation accurately and in accordance with Company requirements.			

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

M/602/4971	Install Bay Windows	Level 3	9 Credits
FI15			

The aim of this unit is to provide the learner with the knowledge and skills to correctly install bay windows.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know which parts of the Building Regulations relate to the structural aspect of the installation of bay windows and how they apply in practice.	1.1 State which parts of the Building Regulations relate to the structural aspect of the installation of bay windows.			
	1.2 Explain how these apply in practice.			
2. Be able to handle, cut and assemble materials correctly and safely.	2.1 Handle the materials correctly.			
	2.2 Cut the cill accurately to the required size and shape.			
	2.3 Assemble materials correctly to specification.			
	2.4 Follow all organisational guidance on Health and Safety.			
3. Know what bearing plates are and when they should be used.	3.1 Explain the make-up of bearing plates.			
	3.2 Explain the purpose of bearing plates and when and how they should be used.			
	3.3 Give an example of a situation where bearing plates are not required.			
4. Know why it is important for the load to be transmitted correctly from and to the building structure and the bay pole assembly, and how to ensure this happens.	4.1 Explain the problems that can occur if loads are not transmitted correctly from and to the building structure and the bay pole assembly.			
	4.2 Give 2 examples of how this can be ensured.			
5. Be able to ensure that others involved in the process carry out the required actions.	5.1 Ensure that others taking part in the installation process are aware of their role.			
	5.2 Ensure that the actions of others are carried out to assist in the installation process.			
6. Know different methods of securing installation materials to different types of structure.	6.1 Explain fixing methods in accordance with current codes of practice.			
	6.2 Give three examples of different types of structure and explain how installation materials would be secured to them.			
7. Be able to handle and position installation materials correctly.	7.1 Handle installation materials correctly and position them to specification.			
8. Be able to securely fix the installation materials to the structure using the correct tools, equipment and fixings safely.	8.1 Select and use safely the appropriate tools and equipment for fixing the installation.			
	8.2 Select the correct fixings according to job specification.			
	8.3 Securely fix the installation materials to the structure using the correct fixings.			
9. Know the correct weatherproofing materials for different types of installations.	9.1 Describe the different types of weatherproofing materials used to weatherproof single storey and 2 storey bay windows.			
10. Be able to apply the specified materials safely to provide a weatherproof installation.	10.1 Apply the specified materials in accordance with manufacturer's instructions to provide a weatherproof installation.			
11. Know why it is important to have drainage holes clear and functioning.	11.1 Explain why it is important to have drainage holes clear and functioning.			

M/602/4971	Install Bay Windows (continued)	Level 3	9 Credits
FI15			

12. Be able to ensure drainage holes are clear and functioning.	12.1 Ensure that drainage holes are clear and functioning.			
13. Be able to ensure that windows are plumb after being secured, and that they function correctly.	13.1 Accurately check windows to ensure that they are plumb after being secured.			
	13.2 Check that windows function correctly.			
14. Know how to overcome problems in the installation.	14.1 Describe three problems that can occur in installation and explain how these might be overcome.			
15. Know the different types of materials that can be used for internal and external finishes.	15.1 List three different types of material that can be used for internal finishes.			
	15.2 List three different types of materials that can be used for external finishes.			
16. Be able to finish off the work to specification.	16.1 Carry out an inspection of the work.			
	16.2 Finish off the work and carry out a final inspection to ensure the work meets specification.			
17. Be able to complete documentation related to the installation in accordance with company requirements.	17.1 Complete all documentation accurately and in accordance with company requirements.			

Assessor comments/feedback

R/601/9200	Create Datum Points for Curtain Wall Installation	Level 3	6 Credits
CW6			

This unit is for those creating datum points for installation of curtain wall systems.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Understand the composition of site drawings relating to curtain wall installation.	1.1 Explain abbreviations included on site drawings, this could include both industry standard and non-standard abbreviations.			
	1.2 Explain symbols included on site drawings, this could include both industry standard and non-standard abbreviations.			
	1.3 Identify datum points on site drawings.			
	1.4 Explain the purpose of a datum point.			
2. Be able to identify equipment used in datum point setting.	2.1 Identify the appropriate equipment for setting datum points.			
3. Understand how to use equipment for datum point setting.	3.1 Evaluate 2 methods for setting datum points, including equipment used.			
	3.2 Describe how to prepare the area for datum point setting.			
4. Be able to transfer information from site drawings to the installation site.	4.1 Prepare the area for datum point setting.			
	4.2 Set out datum points from drawings in accordance with approved method statements.			
5. Understand the problems that can arise in the setting of datum points.	5.1 Explain the implications of not preparing the area correctly.			
	5.2 Give 3 examples of problems that can be caused by setting incorrect datum points.			

Assessor comments/feedback

R/602/4977	Remove and Install Rooflight Windows	Level 3	9 Credits
F118			

The aim of this unit is to provide the learner with the knowledge and skills to remove and install rooflight windows in accordance with relevant building regulations and current codes of practice.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know which parts of the building regulations relate to the removal and installation of rooflight windows and how they apply in practice.	1.1 State which parts of the building regulations relate to the removal and installation of rooflight windows			
	1.2 Explain how these apply in practice			
2. Know what types of dangerous components or materials might be discovered and what actions should be taken if they are discovered.	2.1 State the types of dangerous components or materials that may be revealed, to include: <ul style="list-style-type: none"> Existing materials Infestations 			
	2.2 State what action should be taken if dangerous components or materials are discovered, to include for example: <ul style="list-style-type: none"> Authorisation Training Licences/permits 			
3. Know why it is important to label removed fixtures and fittings.	3.1 Explain why it is important to label removed fixtures and fittings.			
4. Be able to remove fixtures and fittings that prevent or restrict installation and label and store them correctly.	4.1 Identify which fixtures and fittings will prevent or restrict the installation.			
	4.2 Remove, label and store fixtures and fittings correctly.			
5. Be able to correctly remove components, materials and outer frames from the aperture.	5.1 Remove components and materials from the aperture causing minimum damage.			
	5.2 Remove outer frames with minimum damage to the surrounding structure.			
6. Know how to ensure the damp-proof course is effective.	6.1 Explain how to check if any existing damp-proofing methods are fit for purpose.			
7. Know the correct methods for the assembly of window components.	7.1 Explain how to assemble rooflight window components.			
8. Know different methods of securing installation materials to different types of structure.	8.1 Explain fixing methods in accordance with current codes of practice.			
	8.2 Give three examples of different types of structure and explain how installation materials would be secured to them to comply with manufacturer's recommended instructions.			
9. Be able to ensure that the new or restructured apertures meet specification.	9.1 Prepare aperture to meet job specification, taking into account, for example: <ul style="list-style-type: none"> Damp-proofing Lintels Dimensions Plumb, level and square 			
10. Be able to handle and position installation materials correctly.	10.1 Handle installation materials correctly and position them to specification.			

R/602/4977	Remove and Install Rooflight Windows (continued)	Level 3	9 Credits
FI18			

11. Be able to securely fix the installation materials to the structure using the correct tools, equipment and fixings safely and in accordance with the job specification.	11.1 Select and use safely the appropriate tools and equipment for fixing the installation.			
	11.2 Select the correct fixings according to job specification and relevant building regulations.			
	11.3 Securely fix the installation materials to the structure using the correct fixings.			
	11.4 Accurately check windows to ensure that they are plumb, level and square after being secured.			
	11.5 Check that windows function according to specification.			
12. Know the correct weatherproofing materials for different types of installations.	12.1 Describe three different types of weatherproofing materials used to weatherproof rooflight windows.			
13. Be able to apply the specified materials safely to provide a weatherproof installation.	13.1 Apply the specified materials in accordance with manufacturer's instructions to provide a weatherproof installation.			
14. Know why it is important to have drainage holes clear and functioning.	14.1 Explain why it is important to have drainage holes clear and functioning.			
15. Be able to ensure drainage holes are clear and functioning.	15.1 Ensure that drainage holes are clear and functioning.			
16. Know how to overcome problems in the installation.	16.1 Describe three problems that can occur in the installation of a rooflight window.			
	16.2 Describe a possible solution for each problem.			
17. Know the different types of materials that can be used for internal and external finishes.	17.1 List three different types of material that can be used for internal finishes.			
	17.2 List three different types of materials that can be used for external finishes.			
18. Be able to finish off the work to specification.	18.1 Ensure the completed work meets the job specification.			
19. Know the type of information and instructions to provide to customers.	19.1 Explain the information and instructions to provide to customers relating to the installation, to include: <ul style="list-style-type: none"> • Operation • Cleaning 			
	19.2 Explain how to ensure the customer understands the information provided.			
20. Be able to complete documentation related to the installation in accordance with Company requirements.	20.1 Complete all documentation accurately and in accordance with Company requirements.			

Assessor comments/feedback

T/602/4969	Remove Bay Windows	Level 3	8 Credits
FI14			

The aim of this unit is to provide the learner with the knowledge and skills to correctly remove existing bay windows.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to prepare the internal and external parts of the dwelling for the removal of bay windows to minimise damage and disruption and why these preparations are necessary.	1.1 Explain how to prepare the internal part of the dwelling for the removal of a bay window so that damage and/or disruption are minimised.			
	1.2 Explain how to prepare the external part of the dwelling for the removal of a bay window so that damage and/or disruption are minimised.			
	1.3 Explain why these areas need this preparation and why it is important to minimise damage and disruption.			
2. Be able to prepare the internal and external parts of the dwelling in a way that will minimise damage and disruption for the removal of bay windows.	2.1 Prepare the internal and external parts of the dwelling for the removal of a Bay window in a way that will keep damage or disruption to a minimum.			
3. Know what checks to carry out for structural problems before commencing removal of materials and what actions should be taken if they are present.	3.1 Explain the checks to carry out for structural problems before commencing removal of materials.			
	3.2 Explain what these checks will identify.			
	3.3 Describe 2 structural problems that could be discovered and how to deal with each.			
4. Know what types of dangers can be revealed with the components of Bay Window removal and what actions to take with any discovered.	4.1 State what types of dangerous components or materials might be discovered, to include: <ul style="list-style-type: none"> Existing materials Infestations 			
	4.2 State what action should be taken if dangerous components or materials are discovered, to include: <ul style="list-style-type: none"> Authorisation Training Licences/permits 			
5. Know the types and use of structural supports during the removal of an existing bay window.	5.1 Give 2 examples of when structural supports may be needed when removing existing bay windows.			
	5.2 Give 2 examples of structural supports and the differences in use between them.			

Assessor comments/feedback

T/602/4969	Remove Bay Windows (continued)	Level 3	8 Credits
FI14			

6. Be able to remove fixtures and fittings that prevent or restrict installation and label and store them correctly.	6.1 Identify which fixtures and fittings will prevent or restrict the installation.			
	6.2 Remove, label and store fixtures and fittings correctly.			
7. Know how to determine the sequence of removal of windows in a 2 storey bay.	7.1 Explain how to remove windows in a 2 storey bay to avoid unnecessary damage.			
8. Be able to correctly remove components, materials and outer frames from the aperture in the correct sequence, using the appropriate tools, equipment and structural supports correctly and safely and in accordance with manufacturer recommendations.	8.1 Select and use tools and equipment safely.			
	8.2 Use structural supports correctly avoiding damage at support bearing points.			
	8.3 Explain how and why to monitor supports and pre existing structure for signs of settlement.			
	8.4 Remove components and materials from the aperture causing minimum damage.			
	8.5 Remove outer frames with minimum damage to the surrounding structure.			
9. Be able to ensure that others involved in the process carry out the required actions.	9.1 Ensure that others taking part in the removal process are aware of their role.			
	9.2 Ensure that the actions of others are carried out to assist in the removal process.			
10. Know what site conditions and other factors can determine whether the bay window is assembled prior to positioning or whether the window will be assembled in situ.	10.1 Give 3 examples of factors that could determine whether the bay window is assembled prior to positioning or whether the window will be assembled in situ.			
	10.2 Explain the consequences of choosing the wrong option in the above scenarios.			
	10.3 Explain why it is important to ensure no applied loads are carried by the individual segments of the window.			
11. Understand when and why to ensure any defects in the structure should be addressed before the installation commences.	11.1 Explain why defects should be addressed before installation commences.			
12. Know how to overcome problems in preparing apertures for installation.	12.1 Describe three typical problems that can occur in the preparation of apertures and explain how these might be overcome.			
13. Know how to ensure the new or restructured aperture meets specification and why this is important.	13.1 Explain how to check the new or restructured aperture meets specification.			
	13.2 Explain how to correct any aspect of the aperture preparation that is not to the required specification.			
	13.3 Explain why it is important that apertures are prepared to the correct specification.			
14. Be able to ensure that the new or restructured apertures meet specification.	14.1 Accurately check and ensure that the new or restructured apertures meet specification.			

Assessor comments/feedback

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

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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/600/7655	Assess the Quality of Materials and Components in a Glass or Glass Related Working Environment	Level 3	4 Credits
AG12			

The aim of this unit is to provide the learner with the knowledge and skills to be able to assess the quality of glass and related products, identify the areas to be assessed and communicate effectively with others involved in or affected by the information obtained.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to identify the quantity, quality and type of glass and glass related materials/components needed.	1.1 Explain how to identify the quantity, quality and type of glass and glass related materials/components needed.			
2. Be able to check that the quantity, quality and type of glass and glass related materials match the specifications.	2.1 Ensure that any equipment used to assess quality is functioning correctly.			
	2.2 Select the correct method and equipment to assess glass and glass related materials/components.			
	2.3 Identify the main characteristics and features of the glass and glass related materials/components.			
	2.4 Check that the glass and glass related materials/components accord with the information on them.			
	2.5 Confirm accordance with specifications, or report discrepancies clearly and accurately, to the correct people.			
	2.6 Record findings clearly and accurately.			
3. Know the types of variations in quality that can occur and how to recognise these variations.	3.1 Describe three types of variations in quality that can occur in: <ul style="list-style-type: none"> • Glass • Glass related materials/components 			
	3.2 Explain how to recognise the examples given.			
4. Know how to identify the causes of variation in quality.	4.1 Describe how to identify the most likely causes of variation in quality in: <ul style="list-style-type: none"> • Glass • Glass related materials/components 			
5. Know the corrective actions to be carried out when a variation in quality is identified.	5.1 Explain 3 types of corrective action that can be carried out and what variation in quality each action will correct.			
6. Know when and where to obtain expert assistance to help identify causes of variation in quality.	6.1 Explain at what stage to obtain expert assistance to help identify causes of variation in quality.			
	6.2 Explain how and where to obtain expert assistance.			
7. Know how to make recommendations to correct variations in quality.	7.1 Explain how and who to make recommendations for correcting variations in quality.			
	7.2 Explain the importance of quality checks and the possible implications if they are not done.			

Assessor comments/feedback

H/600/8430	Maintain/Repair Windows and Doors or Conservatories	Level 3	6 Credits
FI11			

The aim of this unit is to provide the learner with the knowledge and skills to be able to maintain windows and doors, or conservatories. Including dismantling windows and doors, or conservatories, in order to undertake the maintenance and reinstatement of the maintained systems.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Be able to identify the requirements of the maintenance work.	1.1 Identify the requirements of the maintenance work.			
2. Be able to identify what methods and equipment are necessary to deal with requirements.	2.1 Identify what methods and equipment are necessary to deal with the maintenance requirements.			
3. Know what actions should be taken if dangerous materials are exposed during dismantling	3.1 Explain the actions that need to be taken if dangerous materials are exposed during dismantling.			
4. Know which structural supports should be used for different installations.	4.1 Describe the correct structural supports for two different installations.			
5. Be able to remove and store fixtures and fittings that prevent or restrict maintenance/repair activities.	5.1 Identify which fixtures and fittings require removal			
	5.2 Remove the required fixtures and fittings.			
	5.3 Correctly store the removed fixtures and fittings.			
6. Be able to remove materials from the installation, causing minimum damage to the surrounding structure, and safely remove and dispose of debris.	6.1 Remove materials from the installation causing minimum damage to the surrounding structure.			
	6.2 Safely remove and dispose of debris in accordance with company/industry guidelines.			
7. Be able to undertake maintenance/repair to the required standard.	7.1 Select and use materials that are fit for purpose and meet customer requirements.			
	7.2 Carry out maintenance/repairs as required within a timescale acceptable to all parties.			
8. Know how to ensure that the maintenance/repair meets customer requirements.	8.1 Describe alternative solutions that could be offered to the customer.			
	8.2 Explain how to minimise the period during which the installation cannot be used.			
	8.3 Explain how to inform customers of further actions required if repairs are only temporary.			
9. Be able to correctly remove any structural supports that were used.	9.1 Correctly remove any structural supports used to support the installation.			

Assessor comments/feedback

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H/600/8430	Maintain/Repair Windows and Doors or Conservatories	Level 3	6 Credits
FI11	(continued)		

10. Be able to apply finishing materials correctly.	10.1 Apply finishing materials consistently and completely, ensuring they are level and comparable with existing surfaces.			
11. Be able to replace fixtures and fittings.	11.1 Correctly replace any fixtures and fittings removed during maintenance/repair.			
12. Be able to ensure glazing components function correctly.	12.1 Check all glazing components to ensure that they function correctly.			
13. Know why it is important to remove materials and debris from site after completing all work.	13.1 Explain why it is important to remove all materials and debris from the site after completing all work.			
14. Be able to remove materials and debris from site after completing all work.	14.1 Remove materials and debris from site after completing all work.			
15. Know the type of problems that can occur with maintenance work and how to overcome them.	15.1 Describe three problems that can occur with maintenance work and explain how these might be overcome.			

Assessor comments/feedback

J/602/4426	Control the Installation of Doors and Windows, or Conservatories, or Curtain Walling	Level 3	8 Credits
FIS10			

The unit is intended to give the required level of skills and knowledge to understand the need for accurate implementation, monitoring and control of the installation process. The unit also requires knowledge of qualifications and licences that may be required in some aspects of an installation, also effective communication skills and problem solving skills are necessary to meet the unit aims.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to prepare for controlling installation work.	1.1 Explain how to obtain the following: <ul style="list-style-type: none"> Schedules for the installation work Installation specifications Installation method statements Customer requirements 			
2. Know how to determine if the Installers have the necessary skills, qualifications and licences.	2.1 Explain how to identify if installers have the necessary skills/qualifications/licences to carry out the installation.			
	2.2 Explain why it is important to check and what to do if there are problems with the results of these checks.			
3. Be able to prepare for controlling installation work.	3.1 Obtain and confirm installation documentation, for example: <ul style="list-style-type: none"> Specifications Schedules Method statements Customer requirements 			
	3.2 Ensure that installers have the necessary skills or qualifications or licences (e.g. Reach Truck).			
4. Be able to control installation activities to ensure that the work is carried out according to specification.	4.1 Monitor progress of installation activities, including: <ul style="list-style-type: none"> Identifying potential issues Identifying good practice 			
	4.2 Make recommendations to ensure that the installation is carried out to specification.			
	4.3 Provide prompt, clear and accurate information and guidance to colleagues, for example: <ul style="list-style-type: none"> Specifications Schedules Method statements 			
5. Know how to identify and overcome problems in controlling the installation.	5.1 State three problems in controlling an installation and explain how these might be overcome.			
6. Know why it is important to record clear and concise information on the installation activity.	6.1 Explain why it is important to record information clearly.			
7. Be able to record clear and concise information on the installation activity.	7.1 Clearly and accurately record information on the installation activity. For example: problems, solutions, good working practice, recommendations for improvements, manpower issues.			

Assessor comments/feedback

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T/600/7363	Promote and Maintain Health and Safety within the Glass or Glass Related Working Environment	Level 3	4 Credits
AG2			

The aim of this unit is to provide the learner with the knowledge and skills to work safely in the glass or glass related environment, to be able to carry out the correct actions should an accident or emergency occur and to promote and develop safe working practices. The learner will also be required to show awareness of associated problems that can occur and possible solutions.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know which acts, regulations and guidelines apply to the glass or glass related working environment.	1.1 State which acts, regulations and guidelines apply to the glass or glass related working environment.			
	1.2 Explain how these acts, regulations and guidelines apply to the glass or glass related working environment.			
2. Know how to monitor and implement changes in health and safety acts, regulations and guidelines.	2.1 Explain how to monitor changes in health and safety acts, regulations and guidelines, to include: <ul style="list-style-type: none"> • Accessing HSE information • Receiving training updates 			
	2.2 Explain how to introduce and implement changes.			
	2.3 Explain how to monitor the implementation of changes in health and safety to the working environment.			
3. Know how to carry out a formal assessment of hazards and risks in the glass or glass related working environment and the types of risk or hazards that exist.	3.1 Describe the steps in carrying out a formal risk assessment.			
	3.2 Explain how to record the findings and why recording is important.			
	3.3 Explain who should be made aware of the findings and how.			
	3.4 Explain why it is important to inform the relevant people of the findings.			
	3.5 Give 3 examples of risks or hazards that can occur in your working environment.			
4. Be able to identify hazards and assess risks in the glass or glass related working environment.	4.1 Carry out an accurate risk assessment of the glass or glass related working environment.			
	4.2 Report the findings to the correct authority.			
5. Be able to adopt a safe method of work.	5.1 Plan and organise a safe method of work.			
	5.2 Correctly select and use personal protective equipment.			
	5.3 Correctly select and use tools and equipment, to include: <ul style="list-style-type: none"> • Hand tools • Power tools 			
	5.4 Correctly select and use glass and glass related materials.			
6. Know how to ensure there is no unauthorised or unsafe access to the working areas.	6.1 Explain how to establish if a person is authorised to enter the work area.			
	6.2 Explain how to ensure that authorised people entering the work area are kept safe.			
7. Know how to monitor colleagues to ensure they comply with health and safety requirements.	7.1 Explain how to monitor colleagues to ensure they comply with health and safety requirements.			

T/600/7363	Promote and Maintain Health and Safety within the Glass or Glass Related Working Environment (continued)	Level 3	4 Credits
AG2			

8. Know what to do in the event of accidents or emergencies.	8.1 Describe the correct procedure to follow in the case of an accident.			
	8.2 Describe the correct procedure to follow in the case of an emergency.			
	8.3 Describe the procedure for evacuating workers and visitors.			
	8.4 Describe the procedure for reporting and recording accidents and emergencies.			
9. Be able to correctly record information on accidents and emergencies.	9.1 Correctly record information on health and safety issues, for example: accidents, incidents, dangerous occurrences.			
10. Understand the problems that can occur with promoting and maintaining health and safety within the glass or glass related working environment and the potential solutions.	10.1 Give 3 examples of problems that can arise when promoting health and safety, 1 each of the following: <ul style="list-style-type: none"> • Problem with communicating information to others • Problem with introducing changes • Problem with monitoring colleagues' compliance with health and safety requirements 			
	10.2 Give an explanation of how to overcome each of the problems given in answer to 10.1.			

Assessor comments/feedback

Y/600/8151	Ensure Resources are available to meet Work Requirements in a Glass or Glass Related Working Environment	Level 3	3 Credits
AG18			

The aim of this unit is to provide the learner with the knowledge and skills to be able to identify work requirements, to identify and obtain the resources required, to devise a schedule of work and monitor and guide the progress of work and use of resources in a glass or glass related working environment.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to accurately identify work requirements.	1.1 Explain how to identify work requirements, e.g. <ul style="list-style-type: none"> • Amount of work required • Quality of work required • Difficulty of work required • Timescales • Specifications 			
2. Be able to accurately identify work requirements.	2.1 Accurately identify work requirements.			
3. Know how to select the correct option for achieving work requirements and the resources required for this.	3.1 Explain how to select the correct option to achieve work requirements.			
	3.2 Explain how to identify the resources required, e.g.: <ul style="list-style-type: none"> • Manpower • Skills • Equipment • Materials • Time 			
	3.3 Explain how to obtain the resources required.			
4. Be able to obtain the resources required to do the work.	4.1 Successfully obtain the resources required for different types of work.			
5. Be able to devise a schedule of work and select the resources for each work task.	5.1 Devise an achievable schedule of work.			
	5.2 Correctly select the resources for each work task.			
	5.3 Inform all the people who need to know.			
6. Be able to monitor and guide the progress of work, the use of materials and the use of manpower/skills.	6.1 Monitor the programmes of work.			
	6.2 Monitor the use of materials and minimise wastage.			
	6.3 Monitor the use of manpower and ensure skills are used to a maximum.			
	6.4 Give guidance in meeting work requirements.			
7. Know how to overcome problems in the use of resources to meet work requirements.	7.1 Describe 3 problems in the use of resources to meet work requirements and how these might be overcome.			
8. Know how to record information on the progress of work.	8.1 Explain how to record information on the progress of work.			

Assessor comments/feedback

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

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: <ul style="list-style-type: none"> • 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

T/600/8416	Install Windows and Doors	Level 2	8 Credits
F18			

The aim of this unit is to provide the learner with the skills and knowledge to install window and door units to specification.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Be able to handle and position installation materials correctly.	1.1 Handle installation materials correctly and position them to specification.			
2. Know different methods of securing installation materials to different types of structure.	2.1 Explain fixing methods in accordance with current codes of practice.			
	2.2 Give three examples of different types of structure and explain how installation materials would be secured to them.			
3. Be able to securely fix the installation materials to the structure.	3.1 Use the correct fixings according to job specification.			
	3.2 Securely fix the installation materials to the structure using the correct fixings.			
4. Know the correct weatherproofing materials for different types of installations.	4.1 Describe three different types of installation and explain which weatherproofing materials would be correct for each.			
5. Be able to apply the specified materials to provide a weatherproof installation.	5.1 Apply the specified materials correctly to provide a weatherproof installation.			
6. Know why it is important to have drainage holes clear and functioning.	6.1 Explain why it is important to have drainage holes clear and functioning.			
7. Be able to ensure drainage holes are clear and functioning.	7.1 Ensure that drainage holes are clear and functioning.			
8. Be able to ensure that window and door units are plumb after being secured, and that they function correctly.	8.1 Accurately check window and door units to ensure that they are plumb after being secured.			
	8.2 Check that window and door units function correctly.			
9. Know how to overcome problems in the installation.	9.1 Describe three problems that can occur in installation and explain how these might be overcome.			
	9.2 Describe when expansion gaps are required.			
10. Be able to finish off the work to specification.	10.1 Carry out an inspection of the work.			
	10.2 Rectify any incorrect or incomplete work.			
	10.3 Finish off the work and carry out a final inspection to ensure the work meets specification.			

Assessor comments/feedback

Y/600/8425	Install Glass and/or Panels into Windows and Doors	Level 2	4 Credits
FI10			

This unit aims to provide the learner with the knowledge and skills to install glass and/or panels into windows and doors. It deals with types of panels, products and materials to ensure an effective installation.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know why it is important for drainage holes to be clear and functioning.	1.1 Explain why it is important for drainage holes to be clear and functioning.			
2. Be able to ensure that drainage holes are clear and functioning.	2.1 Ensure that drainage holes are clear and functioning.			
3. Know the different installation products that may be used.	3.1 Describe 3 different glazing products used during installation, for example: <ul style="list-style-type: none"> • Single pane panels • Sealed units • Polycarbonate panels • Consumables • Substances 			
4. Be able to fit glass or panels correctly and securely into apertures.	4.1 Fit glass into apertures correctly and securely to specification.			
	4.2 Fit panels into apertures correctly and securely to specification.			
5. Be able to ensure that glass and/or panels are plumb after being secured.	5.1 Ensure that glass and/or panels are plumb after being secured.			
6. Be able to apply specified materials correctly to provide a weatherproof installation.	6.1 Select the correct waterproofing materials.			
	6.2 Apply specified materials correctly to provide a waterproof installation.			
7. Be able to finish off the work to specification and carry out a final inspection.	7.1 Finish off the work to specification.			
	7.2 Ensure that glass and/or panels function correctly.			
	7.3 Carry out a final inspection.			
8. Know how to identify and overcome problems in relation to the installation work.	8.1 Describe three problems related to the installation work and explain how these might be overcome.			

Assessor comments/feedback

K/600/8445	Understanding the Building Regulations in the Fenestration	Level 3	3 Credits
FIS1	Industry		

The aim of this unit is to provide the learner with the knowledge and understanding of the Building Regulations and how they affect the Fenestration Industry.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Understand why Building Regulations exist, and where they apply.	1.1 Explain the main purpose of the Building Regulations.			
	1.2 Explain which countries the Building Regulations apply to.			
	1.3 State if the building regulations apply to: <ul style="list-style-type: none"> Replacing the whole of a window frame Replacing broken glass or fogged double glazing units Replacing some opening parts in a main window frame 			
2. Know the main parts of Building Regulations that affect the Fenestration Industry.	2.1 Name the 5 main parts of the Building Regulations that affect the Fenestration Industry and which part they affect.			
3. Know who can carry out inspection of work covered by the Building Regulations and who is responsible for ensuring the inspection takes place.	3.1 Identify 2 bodies that can carry out inspection of work covered by Building Regulations and when each should be involved.			
	3.2 Explain how to decide who should arrange the inspection.			
4. Know the implications of a failed inspection.	4.1 Name 4 possible consequences of a failed inspection.			
5. Understand the aims of part L (Conservation of Fuel and Power) of the Building Regulations regarding U value requirements for Fenestration installation.	5.1 Explain the maximum acceptable U value across the whole of a window.			
	5.2 Explain the maximum acceptable U value when a glazed panel within a door is equal to or greater than 50% of the entire door area.			
6. Know the name and range of the UK's national system used for rating the energy efficiency of windows and the minimum energy rating band acceptable in the Building Regulations.	6.1 Identify the name and range of the UK's national system for rating the energy efficiency of windows.			
	6.2 State the minimum energy rating band acceptable in the Building Regulations.			
7. Know the optimum space for heat retention between 2 panes of glass in a double glazed unit.	7.1 State the optimum space for heat retention between 2 panes of glass in a double glazed unit.			

Assessor comments/feedback

K/600/8445 FIS1	Understanding the Building Regulations in the Fenestration Industry (continued)	Level 3	3 Credits		
8. Know the types of glazing units other than “traditional” double glazed units that can help meet the requirements of Part L of the Building Regulations and the benefits of the different types.	8.1 Name 2 types of glazing unit other than “traditional” double glazed units that can help meet the requirements of Part L of the Building Regulations.				
	8.2 Describe a benefit of each of the 2 types named.				
9. Know the advantages of using types of glazing that minimise heat loss.	9.1 Give 5 advantages of using types of glazing that minimise heat loss.				
10. Understand what is meant by safety glazing.	10.1 Explain the types of glass used in safety glazing.				
11. Understand when safety glazing must be used.	11.1 Define “Critical Safety Area Locations”.				
	11.2 Explain when safety glazing must be used regarding: <ul style="list-style-type: none"> • Height from the finished floor level • Side panel distance from either edge of a door • Explain what is meant by “finished floor level” • Which dimension to use if the ground level varies inside and outside • Explain the “finished floor level” in a bathroom area where the window is adjacent to the bath/shower • Explain where the drop on a stairway is measured from 				
12. Know the exceptions to the use of safety glazing and the minimum thickness acceptable for the exceptions.	12.1 Explain exceptions to the use of safety glazing regarding dimensions.				
	12.2 State the minimum thickness for glass in traditional leaded lights and copper lights.				
	12.3 State the minimum thickness for all other exceptions.				
13. Know the requirements for visible glass markings.	13.1 Explain 3 pieces of information that must be clearly and indelibly present on safety glass.				
14. Know the common problems that can occur when taking delivery of glass and how to minimise the impact of these problems.	14.1 List reasons for some common problems that can occur, to include 1 reason for each of the following: <ul style="list-style-type: none"> • Incorrect type of glass being delivered • Incorrect dimensions of glass being delivered • No safety markings on glass • Safety mark not clear 				
	14.2 Explain ways the impact of each point raised above can be minimised.				
15. Know the types of windows and doors that part A (Structure) of the Building Regulations applies to.	15.1 Name the types of windows and doors that part A (Structure) of the Building Regulations applies to.				

Assessor comments/feedback

K/600/8445	Understanding the Building Regulations in the Fenestration	Level 3	3 Credits
FIS1	Industry (continued)		

16. Understand when Lintels should be used.	16.1 Explain who makes the decision when a Lintel must be fitted and what this decision is based on.			
17. Understand the process to be followed with Bay Window replacement.	17.1 Explain the 3 stages involved in Bay Window replacement.			
	17.2 Explain the types of temporary support to be used and when they should be introduced.			
	17.3 State the surrounding areas that may need support and protection prior to window removal.			
	17.4 Explain the use and positioning of support equipment to protect internal ceiling and floor finishes.			
	17.5 Explain the sequence of removal of the windows in a 2 storey bay and the importance of support of the structure.			
	17.6 Explain the correct and safe way to complete the removal of mullions.			
	17.7 Explain the use of load bearing supports and when and where they should be used.			
	17.8 Explain how to determine the bay window assembly process.			
	17.9 Explain how weather and/or site conditions can determine if the bay is assembled prior to installation or assembled in situ.			
18. Understand when and why to ensure any defects in the structure should be addressed before the installation commences.	18.1 Explain why defects should be addressed before installation commences.			
19. Know what bearing plates are and when they should be used.	19.1 Explain the make up of bearing plates.			
	19.2 Explain the purpose of bearing plates and when and how they should be used.			
	19.3 Give an example of a situation where bearing plates are not required.			
20. Understand the problems that can occur in bay window removal and replacement and how to overcome them.	20.1 Explain 3 problems that can occur when removing bay windows and how to overcome them.			
	20.2 Explain 3 problems that can occur with the installation of bay windows and how to overcome them.			

Assessor comments/feedback

K/600/8445	Understanding the Building Regulations in the Fenestration Industry (continued)	Level 3	3 Credits
FIS1			

21. Understand the requirements of Part B (Fire Safety).	21.1 Explain the requirements for windows provided for emergency egress purposes to include: <ul style="list-style-type: none"> • Minimum openable area • Minimum height and width • Maximum height from floor to the bottom of the openable area 			
	21.2 Explain which rooms on the ground floor require egress windows to be installed.			
	21.3 Explain 2 factors that govern if Part B applies to upper floors.			
22. Understand the requirements for purge ventilation.	22.1 Explain 2 purposes of purge ventilation.			
	22.2 Explain the required % of area of opening windows to floor area where the hinged or pivot window opens 30 degrees or more.			
	22.3 Describe the difference when the hinged or pivot window opens less than 30 degrees.			
	22.4 Explain how to measure the area of a sash window.			
23. Understand the requirements for and background ventilation.	23.1 Explain the area of habitable rooms that require trickle ventilation.			
	23.2 Explain the area of kitchens, bathrooms and other wet areas that require trickle ventilation.			
	23.3 Explain acceptable alternatives when installing a replacement window that had a trickle ventilator in the original window.			
	23.4 List 2 options for ventilation to make the customer aware of when no ventilation is provided in the windows removed.			

Assessor comments/feedback

A/503/0536	Knowledge of Building Regulations and Legislation in	Level 3	5 Credits
FT8	Facades		

The aim of this unit is to provide the learner with the knowledge of relevant Building Regulations, and how to interpret them. This includes safety glazing, fire safety, and energy efficiency. There is also the requirement to demonstrate an understanding of how to update knowledge in these areas.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Understand why Building Regulations and other statutory legislation exist, and where they apply.	1.1 Summarise the main purpose of the Building Regulations.			
	1.2 Explain which Countries the Building Regulations apply to.			
	1.3 State the key parts of the Building Regulations that apply to Curtain Walling.			
	1.4 Interpret the key parts and summarise what they mean in practice.			
	1.5 State 2 pieces of legislation other than Building Regulations that apply to Curtain Walling and summarise what they mean.			
2. Understand when safety glazing must be used.	2.1 Define the term 'Critical Safety Area Locations'.			
	2.2 Explain when safety glazing must be used, to include: <ul style="list-style-type: none"> • Height from the finished floor level • Side panel distance from either edge of a door • Definition of "finished floor level" • Which dimension to use if the ground level varies inside and outside • Explanation of where the drop on a stairway is measured from 			
3. Know the specific aspects of Fire-resistant glazing covered by Building Regulations.	3.1 List the 4 main criteria of fire-resistant glazing to achieve a safe structure in the event of fire.			
	3.2 Explain the requirements for windows provided for emergency egress purposes to include: <ul style="list-style-type: none"> • Minimum openable area • Minimum height and width • Maximum height from floor to the bottom of the openable area 			
	3.3 Explain which rooms on the ground floor require egress windows to be installed.			
	3.4 Explain 2 factors that govern if the relevant Building Regulations applies to upper floors.			
4. Know the name and range of the UK's national system used for rating the energy efficiency of windows.	4.1 Identify the name and range of the UK's national system for rating the energy efficiency of windows.			
	4.2 State the minimum energy rating band acceptable in the Building Regulations.			
5. Know how to keep knowledge of legislation and statutory requirements up to date.	5.1 Give 3 examples of the importance of keeping knowledge up to date, stating 1 benefit each for: <ul style="list-style-type: none"> • The Company • The Individual • The Customer 			
	5.2 Explain 3 ways to keep informed of changes in legislation.			
	5.3 Critically compare each response to 5.2 with regards to: <ul style="list-style-type: none"> • Reliability of information • Cost effectiveness • Ease of understanding • Transfer of accurate information to other relevant persons 			

Notes

Notes



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