GQA LEVEL 2 NVQ DIPLOMA IN FENESTRATION INSTALLATION

Qualification Number

500/7825/2

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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 in the Fenestration Installation Working Environment	2	4		
AG3 A/600/7364	Communicating and Working with Others in a Glass and Related Working Environments	2	3		
FI3 K/600/7649	Locate, Transport, Handle and Position Materials and Components in Fenestration Installation	2	4		
CW1 Y/600/6691	Identify and Confirm Installation Requirements in Glass and Related Work	2	4		
Optional Units of Credit – Minimum of 11 credits to be achieved from group 1, a minimum of 8 credits from group 2 and a minimum of 3 credits from group 3 – see qualification introduction page for details					

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

Observation in the workplace ☐
Records of prior experience ☐
Testimonial(s) ☐
Work records ☐

Assessment of knowledge ☐
Witness statement(s) ☐
Photographic evidence ☐
External testing ☐

Passport Style Candidate Photo (Mandatory)

COMPETENCE COMPLETION SIGNATURES

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

	Name and Signature	Date
Candidate		
Lead Assessor		
Internal Verifier		
EQA		

Introduction to the Qualification

Who is this Qualification for?

This qualification is aimed at those who work as installers of glass supporting systems, which include window and door units. The standards cover the most important aspects of the job. This qualification is at Level 2, although there may be individual units at other levels, and should be taken by those who are fully trained to deal with routine assignments. Candidates should require minimum supervision in undertaking the job.

A further qualification that covers Fenestration Installation and Surveying at Level 3 is also available.

Candidates for this qualification could be assessed in the context of installing windows and doors or Conservatories. Candidates for this qualification will primarily be working on customers' premises and installing windows, doors, conservatories.

Candidates could have jobs entitled:

- Conservatory Installer
- Double Glazier
- Installer of Replacement Windows and Doors
- Window Fitter
- Installer of Glass Supporting Systems
- Installer

What is required from candidates?

The 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 and 3 groups of optional units.

Candidates should achieve all 4 mandatory units listed below, plus a minimum of 11 credits from group 1 of the optional units, a minimum of 8 credits from group 2 and a minimum of 3 credits from group 3 and a minimum of 3 from group 4. This makes the minimum credit value of the qualification 40 credits.

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 in the Fenestration Installation Working Environment	2	4
AG3 A/600/7364	Communicating and Working with Others in the Glass and Related Working Environments	2	3
F13 K/600/7649	Locate, Transport, Handle and Position Materials and Components in the Fenestration Installation	2	4
CW1 Y/600/6691	Identify and Confirm Installation Requirements in Glass and Related Work	2	4
Optional Units Group 1 (a minimum of 11 credits must be achieved)			
FI4 F/600/8418	Prepare and Shape Fenestration Installation Products and Materials	2	5
FI6 A/600/7638	Prepare the Site, Equipment and Tools for Fenestration Installation	2	4
FI7 A/600/8420	Remove Existing Windows and Doors and Prepare Apertures	2	8
FI9 J/600/8422	Prepare and Position Window and Door Units ready for Installation	2	3
FI10 Y/600/8425	Install Glass and/or Panels into Windows and Doors	2	4

Optional Units Group 2 (a minimum of 8 credits must be achieved)			
FIS7	Install Conservatories	3	14
A/600/8269			
FI8	Install Window and Doors	2	8
T/600/8416			
Optional Units Group 3 (a minimum of 3 credits must be achieved)			
FI11	Maintain/Repair Windows and Doors or Conservatories	3	6
H/600/8430			
FI13	Post Windows and Doors or Conservatories Installation Activity	2	3
A/600/8434			
Optional Units Group 4 (a minimum of 3 credits must be achieved)			
FIS1	Understanding the Building Regulations in the Fenestration Industry	3	3
K/600/8445			
BR2	Knowledge of Building Regulations in the Installation of Windows and Doors	2	4
J/507/6144			

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 though performance or by responding to questions.

Quantity of evidence:

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

Potential sources of evidence:

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

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

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

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

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

1. Equality of Opportunity

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

2. Recognised/Approved Assessment Centres

2.1 Individual centres must be approved by GQA to offer specific qualifications and / or units of credit. A centre may be a single organisation or a partnership of two or more organisations. It may operate at a single location or have satellites. For further details see the GQA booklet "Guide to Centre Approval". The Centre Approval process is carried out by a GQA approved EQA. Each Centre must maintain a centre file. It is important to be clear what the steps in the assessment process are:

- plan evidence collection and opportunities for assessment
- collect evidence
- judge evidence
- determine whether sufficient evidence has been presented
- make an assessment decision and give feedback to the candidate

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

2.2 Assessors and Verifiers

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

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

EQAs are responsible for ensuring accurate and consistent standards of assessment across centres, qualifications, units of credit and over time. They should have a relevant occupational background, be competent in external quality assurance and hold the 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 EQA's for review.

2.3 Centre Approval, Monitoring Reviews and Quality Assurance

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

New or multi-site centres may be required to undertake quarterly or more frequent EV reviews to ensure that different

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

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

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

3. Qualification / Unit of Credit Candidates

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

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

4. Evidence

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

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

When the assessor makes a decision about the candidate's competence, he or she examines all the evidence available to determine:
• if the evidence, as a whole, covers all the evidence of achievement
• whether the evidence indicates consistency in competent performance
• whether there is enough evidence on which to base an inference of competence
The answer can only be:
• yes (the candidate is competent)

• no (the candidate is not yet competent)
• there is insufficient evidence to make a decision

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

Performance evidence

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

In order to make a fair and objective assessment, the assessor must be able to answer the question: Is there sufficient evidence that the candidate can consistently meet the requirements of the qualification and / or unit of credit?
Process evidence describes the way the candidate has achieved an outcome – how they went about it. This may be, for example, the way the quality of products is checked or the way customer complaints are handled. This usually means observing the candidate in action.
Performance evidence may cover a number of outcomes. It makes sense to plan evidence collection so that what the candidate does, in the normal course of their job, can be related to different outcomes and units. The activities that clearly link to the qualification and / or unit of credit requirements are the things to concentrate on when planning evidence collection and assessment and when monitoring the candidate's progress. Look for opportunities in the candidate's job when evidence can be collected against a number of units at the same time.

Performance evidence can be:
• Naturally occurring – evidence produced in the normal course of work. Evidence of this sort is usually of high quality and reliable. It is also cost effective to collect naturally occurring evidence
• Taken from previous achievements – the candidate may be able to bring forward evidence from previous work experience to show that they are still competent to the standard.
• Evidence of prior achievement can be used when it can be shown to support a judgment that the candidate can still achieve the standard. So, the assessor must be satisfied that the evidence of prior achievement is sufficiently reliable to justify saying that the candidate is currently competent.
• Simulated – from circumstances specially designed to enable the candidate's performance to be assessed. Simulation is generally not acceptable. The exceptions to this are:
    - o Dealing with emergencies
    - o Dealing with accidents
    - o Certain pre-approved real time simulators
    - o Limited other procedures that cannot be practically performed in the workplace, and for which sufficient evidence can be collected through other means.

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

Knowledge evidence

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

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

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

Candidate Declaration

Candidate Name.....

Centre/Company Name.....

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

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

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

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

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

Candidate signature.....

Date.....

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.

Production/Process Activity Guideline

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

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

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

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

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

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

Assessor comments/feedback

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

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

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

Assessor comments/feedback

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

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

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

Assessor comments/feedback

Y/600/6691	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

F/600/8418	Prepare and Shape Fenestration Installation Products and Materials	Level 2	5 Credits
FI4			

The aim of this unit is to provide the learner with the knowledge and skills to prepare and shape products and materials to be used in fenestration installation.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Be able to prepare the correct type, quantity and quality of materials for shaping.	1.1 Identify and confirm the specification for the preparation of products and materials.			
	1.2 Confirm the availability of the specified products and materials.			
	1.3 Select the correct type, quantity and quality of products and materials, e.g. • Components • Consumables • Substances • Products			
	1.4 Prepare products and materials correctly.			
2. Know how to identify and overcome problems related to the preparation of products and materials.	2.1 Describe the different preparation processes that may be applied to different products and materials.			
	2.2 Describe the type of problems that can occur during the preparation of products and materials and explain how these problems might be overcome, e.g. • Technical difficulties • Resource issues • Organisation difficulties			
3. Be able to shape products and materials correctly, minimising waste.	3.1 Describe 3 methods of shaping products and materials.			
	3.2 Select the correct methods for shaping products and materials.			
	3.3 Position products and materials for shaping.			
	3.4 Explain how to utilise products and materials to minimise waste.			
	3.5 Shape the products and materials correctly to specification, minimising wastage.			
4. Know how to overcome problems relating to the shaping of products and materials.	4.1 Give 3 examples of problems that can occur during the shaping of products and materials.			
	4.2 Explain how these 3 examples might be overcome.			

Assessor comments/feedback

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

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

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

Assessor comments/feedback

A/600/8420 FI7	Remove Existing Windows and Doors and Prepare Apertures	Level 2	8 Credits

The aim of this unit is to provide the learner with the knowledge and skills to correctly remove existing windows and doors and prepare apertures in readiness for the installation of replacement products.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know what types of dangerous components or materials might be discovered and what actions should be taken if they are discovered.	1.1 State what types of dangerous components or materials might be discovered, to include: • Existing materials • Infestations			
	1.2 State what action should be taken if dangerous components or materials are discovered, to include: • Authorisation • Training • Licences/permits			
2. Know of the use of structural supports during removal of existing windows or doors.	2.1 Give 2 examples of when structural supports may be needed when removing existing windows or doors.			
	2.2 Give 2 examples of structural supports.			
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. Be able to ensure the damp proof course is effective.	6.1 Check if any existing damp proof course is working and fit/ replace if needed.			
7. Know the different types of materials that can be used for internal and external finishes.	7.1 List 3 different types of material that can be used for internal finishes.			
	7.2 List 3 different types of materials that can be used for external finishes.			

Assessor comments/feedback

A/600/8420 FI7	Remove Existing Windows and Doors and Prepare Apertures (Continued)	Level 2	8 Credits

8. Know why it is important to assemble materials correctly during the aperture preparation process.	8.1 Give 3 examples of assembling materials for preparing apertures.			
	8.2 Explain the consequences of not assembling materials correctly.			
9. Be able to handle, cut and assemble materials correctly.	9.1 Handle the materials correctly.			
	9.2 Cut the materials accurately to the required size and shape.			
	9.3 Assemble materials correctly to specification.			
	9.4 Ensure materials will fit plumb and square to the prepared aperture.			
10. Be able to check that the new or restructured apertures meet specification.	10.1 Accurately check that the new or restructured apertures meet specification.			
11. Know how to overcome problems in preparing apertures for installation.	11.1 Describe three typical problems that can occur in the preparation of apertures and explain how these might be overcome.			

Assessor comments/feedback

J/600/8422 FI9	Prepare and Position Window and Door Units Ready for Installation	Level 2	3 Credits

The aim of this unit is to provide the learner with the knowledge and skills to correctly prepare and position replacement window and door units ready for installation.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Be able to establish the correct position for the window and door units and ensure that the window and door units are the correct size, shape and appearance for the installation.	1.1 Establish the correct position for the window and door units.			
	1.2 Accurately carry out measurements to ensure that the window and door units are the correct size for the installation.			
	1.3 Check that the supplied materials meet the specification including: • Appearance • Drainage • Locking mechanisms			
2. Be able to select the correct tools for the installation.	2.1 Select the correct tools for the installation.			
3. Know how to prepare different types of window and door units.	3.1 Describe 2 different types of window units and two different types of door units and explain how these would be prepared.			
	3.2 Describe the types of damage that can affect installation materials.			
4. Be able to prepare window and door units correctly.	4.1 Prepare window and door units for installation correctly to specification.			
5. Know which sealing or bonding materials should be used for different installations.	5.1 Describe 3 different types of installation and explain which sealing or bonding materials should be used, to include: • Internal • External			
6. Be able to select the correct sealing or bonding material and apply it correctly.	6.1 Select the correct sealing or bonding material.			
	6.2 Correctly apply the selected sealing or bonding material.			
7. Be able to position window and door units correctly into apertures according to specification.	7.1 Position window and door units correctly into apertures according to specification,			
	7.2 Ensure that window and door units are plumb, level and square ready for securing			

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: • 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

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: • 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.			

Assessor comments/feedback

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.			
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

T/600/8416	Install Windows and Doors	Level 2	8 Credits
FI8			

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

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.			
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

A/600/8434	Post Windows, Doors or Conservatories Installation Activity	Level 2	3 Credits
FI13			

The aim of this unit is to provide the learner with the knowledge and skills to finish the installation of Windows, Doors and/or Conservatories to the satisfaction of the customer.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Be able to ensure that all correct fixtures and fittings are secured as agreed.	1.1 Ensure existing fixtures and fittings are undamaged.			
	1.2 Ensure correct positioning of fixtures and fittings prior to securing.			
	1.3 Ensure fixtures and fittings are secured.			
	1.4 Fill any redundant fixing positions or holes with the correct materials.			
	1.5 Apply finishing materials, consistently and completely ensuring that they are level and comparable with existing surfaces.			
2. Know why it is important to remove all materials and debris from the site.	2.1 Explain why it is important to remove all materials and debris from the site.			
3. Be able to remove all surplus materials and debris from the site.	3.1 Remove all surplus materials and debris from the site.			
4. Be able to finish off the work to specified requirements	4.1 Finish off the work to specified requirements and carry out a final inspection.			
	4.2 Carry out a final inspection.			
5. Be able to provide customers with clear instructions and answer any questions concerning the work.	5.1 Provide customers with clear instructions relating to the operation of the window and door units.			
	5.2 Check that the customer understands.			
	5.3 Answer, to the satisfaction of the customer, any questions concerning the work.			
6. Know how to identify and overcome problems in relation to the post installation activity.	6.1 Describe three problems that might occur in the post installation activity and explain how they might be overcome.			
7. Record information related to the installation activity.	7.1 Give 2 examples of information that is recorded on the installation activity.			
	7.2 Accurately record information on the installation activity.			

Assessor comments/feedback

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

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: • 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.			
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.			

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

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: • 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: • 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.			
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.			

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

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.			
21. Understand the requirements of Part B (Fire Safety).	21.1 Explain the requirements for windows provided for emergency egress purposes to include: • 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

J/507/6144 BR2	Knowledge of Building Regulations in the Installation of Windows and Doors	Level 2	4 Credits

The aim of this unit is to ensure that individuals have the required depth and range of knowledge of Building Regulations to carry out compliant installations when replacing windows and doors. This includes knowledge from all relevant Approved Documents and how to apply them in practice. Knowledge of how to obtain up to date and accurate information on the Regulations is also included in the unit.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Understand why Building Regulations exist, where they apply, and how to keep up to date with information	1.1 Explain the main purpose of the Building Regulations			
	1.2 State what countries in the UK must comply with current Building Regulations			
	1.3 Explain where to find up to date information on Building Regulations			
2. Know who can carry out inspections on completed installations.	2.1 List 2 organisations that can carry out Inspections on completed installations			
	2.2 Explain the consequences of a failed inspection for the Installer, Installation Company and the Homeowner			
3. Know how Structural safety and integrity is covered in the Building Regulations.	3.1 State what Approved Document of the Building Regulations relates to Structure			
	3.2 State 3 loadings commonly associated with structure			
	3.3 State what is required above all apertures to support the structure			
	3.4 State who can approve structural alterations			
	3.5 Explain what is required to support bay windows during their removal.			
4. Know how Fire Safety is covered in the Building Regulations.	4.1 State what Approved Document of the Building Regulations relates to Fire Safety			
	4.2 State where fire escape access should be installed			
	4.3 State what hardware must be installed on all fire escape windows			
	4.4 Explain the difference between Fire Resistant Glazing that has integrity and Fire Resistant Glazing that has integrity and insulation			
	4.5 Explain how the performance of Fire Resistant Glazing is measured			
5. Know how Resistance to contaminants and moisture is covered in the Building Regulations	5.1 State what Approved Document of the Building Regulations relates to resistance to contaminants and moisture			
	5.2 List 2 products that can be used as a barrier against damp/ moisture			
	5.3 Describe 4 areas where Damp Proof Membrane (DPM) should be used.			
6. Know how Ventilation is covered in the Building Regulations	6.1 State what Approved Document of the Building Regulations relates to Ventilation			
	6.2 Explain what is meant by background ventilation			
	6.3 Explain what is meant by purge ventilation			
	6.4 Explain the required ventilation in relation to the floor space.			

J/507/6144 BR2	Knowledge of Building Regulations in the Installation of Windows and Doors (continued)	Level 2	4 Credits

7. Know how Conservation of Fuel and Power is covered in the Building Regulations.	7.1. State what Approved Document of the Building Regulations relates to the Conservation of Fuel and Power			
	7.2 Explain what must be installed to meet compliance with this regulation			
	7.3. List 3 areas where additional insulation could be used to conserve energy			
	7.4 State what range of energy efficient window systems are required to comply with Building Regulations			
8. Know how access to, and use of buildings is covered in the Building Regulations	8.1. State what Approved Document of the Building Regulations relates to access to, and use of buildings			
	8.2 Explain which part of the property this regulation mainly applies to			
	8.3 State the minimum width requirement for replacement doors covered by this regulation			
9. Know how Safety Glazing and Protection from falling is covered in the Building Regulations	9.1 State what Approved Documents of the Building Regulations relate to Safety Glazing and Protection from falling			
	9.2 Describe the critical glazing areas where safety glazing must be installed			
	9.3 Describe 2 other areas where safety glass must be installed			
	9.4 State what information must be permanently visible on all safety glazing			
	9.5 Name the 2 types of glass most commonly used in safety glazing			
	9.6 Explain the purpose and design of sash restrictors and where they must be used.			

Assessor comments/feedback

Notes

Notes

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