



**GQA LEVEL 3 NVQ CERTIFICATE IN THE  
FABRICATION OF GLASS SUPPORTING  
STRUCTURES**

**Qualification Number**  
**500/7821/5**

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# PERSONAL COMPETENCE SUMMARY

|           |                         |
|-----------|-------------------------|
| Name      | Company/Centre          |
| Job Title | GQA Registration Number |

| UNITS OF COMPETENCE   |  |       |        | ASSESSOR SIGNATURE<br>Performance and knowledge<br>assessment completed and<br>supplemented with evidence<br>overtime | DATE |
|-----------------------|--|-------|--------|---|------|
| Unit Number           | Mandatory Units  | Level | Credit |   |      |
| T/600/7363<br>AG2     | Promote and maintain Health and Safety in a Glass or Glass Related Working Environment   | 3     | 4      |   |      |
| R/600/8262<br>FIS2    | 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      |   |      |
| A/600/7364<br>AG3     | Communicating and Working with Others in the Glass and Related Working Environments  | 2     | 3      |   |      |
| <b>Optional Units</b> |  |       |        |   |      |
|                       |  |       |        |   |      |
|                       |  |       |        |   |      |
|                       |  |       |        |   |      |
|                       |  |       |        |   |      |
|                       |  |       |        |   |      |
|                       |  |       |        |   |      |
|                       |  |       |        |   |      |

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 undertake work to produce fabricated products such as door and window frames and units, conservatories and fabrications used in curtain walling systems etc. Units in this qualification cover the processing and fabricating of frames by joining and assembly. It is not expected that candidates working in this area all do the same activities: the qualification is structured to ensure that there is a high degree of flexibility in the qualification. The standard covers the most important aspects of the job. This qualification is at Level 3, although some individual units may be at different levels, and should be taken by those who are experienced fabricators. Candidates will often take a technical supervisory role, particularly in relation to less-experienced workers and will be required to be able to carry out quality checks on materials and fabrications.

A further qualification that covers the Fabrication of Glass Supporting Systems at Level 2 is also available. Candidates for this qualification could be assessed in the context of fabricating Windows and Doors, Curtain Walling, Screen Walling, or Conservatories.

Candidates for this qualification will primarily be working in fabrication factories with non glass materials or semi finished products

Candidates could have jobs entitled:

- Aluminium Fabricator
- Conservatory Fabricator
- Framemaker
- PVCu Fabricator
- Screen Walling Fabricator
- Curtain Walling Fabricator
- Fabricator
- Window and Door Maker
- Window Fabricator

## What is required from candidates?

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 is made up of 3 mandatory units, which have a total credit value of 12 credits, and 3 groups of optional units.

| Unit ref   | Title  | Level | Credit |
|--|--|-------|--------|
| <b>Mandatory Units</b>   |  |       |        |
| T/600/7363<br>AG2  | Promote and Maintain Health and Safety in a Glass or Glass Related Working Environment   | 3     | 4      |
| A/600/7364<br>AG3  | Communicating and Working with Others in the Glass and Related Working Environments  | 2     | 3      |
| R/600/8262<br>FIS2   | 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      |
| <b>Optional units group 1 (a minimum of 11 credits must be achieved)</b> |  |       |        |
| L/600/7661<br>FGSS3  | Prepare Equipment/Machinery/Tools for the Fabrication of Glass Supporting Systems  | 2     | 3      |
| A/600/7669<br>FGSS5  | Apply Coatings or Treatments to Products and Materials used in the Fabrication of Glass Supporting Systems   | 2     | 4      |
| R/600/7743<br>FGSS7  | Process Materials for Fabricating Glass Supporting Systems   | 2     | 3      |
| Y/600/7744<br>FGSS8  | Fabricate Glass Framing/Supporting Systems by Joining  | 2     | 4      |
| D/600/7745<br>FGSS9  | Fabricate Glass Supporting Systems by Assembly   | 2     | 4      |
| <b>Optional units group 2 (a minimum of 8 credits must be achieved)</b>  |  |       |        |
| M/600/7748<br>FGSS16   | Set up Equipment for Operations in the Fabrication of Glass Supporting Systems   | 3     | 4      |

|   |  |   |   |
|---|--|---|---|
| Y/600/8408<br>FGSS18  | Monitor and control Operations in a Glass or Glass Related Working Environment                           | 3 | 5 |
| J/600/7657<br>AG13  | Identify and Rectify Technical Problems in a Glass or Glass Related Working Environment                  | 3 | 5 |
| K/600/7652<br>AG11  | Develop New Work Procedures in a Glass or Glass Related Working Environment                              | 3 | 5 |
| Y/600/8151<br>AG18  | Ensure Resources are available to meet Work Requirements in a Glass or Glass Related Working Environment | 3 | 3 |
| <b>Optional units group 3 (a minimum of 2 credits must be achieved)</b> |  |   |   |
| H/600/7746<br>FGSS10  | Check the Quality of Products used in the Fabrication of Glass Supporting Systems                        | 2 | 2 |
| A/600/7655<br>AG12  | Assess the Quality of Materials/Components in a Glass or Glass Related Working Environment               | 3 | 4 |

### 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 on a minimum of three occasions, 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 books/reporting systems
- Safety records
- Training records
- Invoices/job cards
- Witness testimonies
- Notes and memos
- Photographic/video evidence
- Telephone logs
- Customer feedback

### Examples of Evidence could include:

- Treated and/or Coated products and components
- Fabricated products/components
- Packaged products
- Joined/assembled products
- Communication with Suppliers
- Changes to procedures and systems
- Equipment inc. personal protective equipment, manual and power tools
- Resources inc. people, time, materials, equipment, energy
- Work instruction
- Inspection reports
- Information systems, manual or electronic
- Emergency procedures inc. responding to alarms, using firefighting equipment, isolating power and/or fuel supplies

**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 verification and hold the EQA national 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 Verification 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. All evidence should be dated, signed and authenticated/authorised by a recognised responsible person.

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
- Level 3 candidates should produce a CV that clearly indicates their relevant experience and achievement that contribute to the qualification
- A collation of evidence in the form of a Level 3 portfolio may be used to demonstrate competence against the standard
- 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/elements/pcs etc but the need for ongoing formal observations should not be as great if the candidate has produced a quality portfolio.

Some aspects of evidence may be subjected to independent assessment or enhanced external verification to satisfy the requirements of the standards setting body's assessment strategy

# 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 in 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.....



|                   |   |                |                  |
|-------------------|---|----------------|------------------|
| <b>T/600/7363</b> | <b>Promote and Maintain Health and Safety in a Glass or Glass Related Working Environment</b> | <b>Level 3</b> | <b>4 Credits</b> |
| <b>AG2</b>        |   |                |                  |

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"> <li>• Accessing HSE information</li> <li>• Receiving training updates.</li> </ul> |                 |  |  |
|   | 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"> <li>• hand tools</li> <li>• power tools</li> </ul>  |                 |  |  |
|   | 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.   |                 |  |  |

**Assessor comments/feedback**

|                   |   |                |                  |
|-------------------|---|----------------|------------------|
| <b>T/600/7363</b> | <b>Promote and Maintain Health and Safety in a Glass or Glass Related Working Environment (continued)</b> | <b>Level 3</b> | <b>4 Credits</b> |
| <b>AG2</b>        |   |                |                  |

|  |  |  |  |  |
|--|--|--|--|--|
| 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.   |  |  |  |
| 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"> <li>• Problem with communicating information to others</li> <li>• Problem with introducing changes</li> <li>• Problem with monitoring colleagues compliance with Health and Safety requirements</li> </ul> |  |  |  |
|  | 10.2 Give an explanation of how to overcome each of the problems given in answer to  |  |  |  |

***Assessor comments/feedback***

|                   |  |                |                  |
|-------------------|--|----------------|------------------|
| <b>A/600/7364</b> | <b>Communicating and Working with Others in the Glass and Related Working Environments</b> | <b>Level 2</b> | <b>3 Credits</b> |
| <b>AG3</b>        |  |                |                  |

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: <ul style="list-style-type: none"> <li>• Face to face conversations.</li> <li>• Company systems</li> <li>• Written notes.</li> <li>• Drawings / sketches.</li> <li>• Telephone (voice or text).</li> <li>• Email.</li> <li>• Internet.</li> </ul> |                 |  |  |
| 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: <ul style="list-style-type: none"> <li>• Information</li> <li>• Physical assistance</li> <li>• Advice</li> </ul>   |                 |  |  |
| 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**

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

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"> <li>• Toolbox Talks</li> <li>• Face to face conversations</li> <li>• Written notes</li> <li>• Drawings/sketches</li> <li>• Telephone (voice or text)</li> <li>• Email</li> <li>• Internet</li> </ul> |                 |  |  |
| 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**

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

|   |  |  |  |  |
|---|--|--|--|--|
| 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***

|            |   |         |           |
|------------|---|---------|-----------|
| L/600/7661 | Prepare Equipment/Machinery/Tools for the Fabrication of Glass Supporting Systems | Level 2 | 3 Credits |
| FGSS3      |   |         |           |

The aim of this unit is to provide the learner with the knowledge and skills to be able to prepare equipment /machinery/ tools used in the fabrication of glass supporting systems.

| Learning outcome. The learner will:   | Assessment criteria. The learner can:   | Evidence.Ref.No |  |  |
|---|---|-----------------|--|--|
| 1. Know how to confirm the correct specification for the work being undertaken.                                   | 1.1 Explain how to obtain the specification.  |                 |  |  |
|   | 1.2 Explain how to confirm that the specification is correct.   |                 |  |  |
| 2. Be able to obtain and confirm the specification for the work being undertaken.                                 | 2.1 Obtain and confirm the specification.   |                 |  |  |
| 3. Know the types of equipment /machinery/tools used in the fabrication of glass supporting systems               | 3.1 Name 2 of each of the following types of equipment, machinery or tools used in the fabrication of glass supporting systems: <ul style="list-style-type: none"> <li>• manual tools</li> <li>• Powered machinery/equipment</li> </ul> |                 |  |  |
| 4. Be able to select the correct equipment to do the work.  | 4.1 Select the correct equipment to do the work, e.g. <ul style="list-style-type: none"> <li>• machinery</li> <li>• manual tools</li> <li>• Power tools</li> </ul>  |                 |  |  |
|   | 4.2 Confirm that the equipment is available and safe for use.   |                 |  |  |
| 5. Know how to prepare the selected equipment   | 5.1 Explain how to prepare 3 types of equipment /machinery or tools for use including any safety checks that need to be completed   |                 |  |  |
|   | 5.2 Explain 3 problems that can occur in preparation and give a potential solution for each   |                 |  |  |
| 6. Be able to prepare the equipment to carry out the specified task.  | 6.1 Confirm that the equipment is available, free from defect and safe for use.   |                 |  |  |
|   | 6.2 Prepare the equipment to carry out the specified task in line with company guidance   |                 |  |  |
| 7. Know the types of problems that can occur with the availability of suitable equipment and how to overcome them | 7.1 Explain 3 problems that can make suitable equipment unavailable   |                 |  |  |
|   | 7.2 Give a solution for each problem  |                 |  |  |

**Assessor comments/feedback**

|                   |   |                |                  |
|-------------------|---|----------------|------------------|
| <b>A/600/7669</b> | <b>Apply Coatings or Treatments to Products and Materials used in the Fabrication of Glass Supporting Systems</b> | <b>Level 2</b> | <b>4 Credits</b> |
| <b>FGSS5</b>      |   |                |                  |

The aim of this unit is to provide the learner with the required skills and knowledge to be able to apply coatings or treatments to materials and products for use in the fabrication of glass supporting systems.

| Learning outcome. The learner will:  | Assessment criteria. The learner can:  | Evidence.Ref.No |  |  |
|--|--|-----------------|--|--|
| 1. Know how to identify and confirm the specification for the work to be undertaken.   | 1.1 Explain how to identify the specification for the work to be undertaken.           |                 |  |  |
|  | 1.2 Explain how to confirm the specification for the work to be undertaken.            |                 |  |  |
| 2. Be able to identify and confirm the specification.  | 2.1 Identify and confirm the specification for the process to be undertaken.           |                 |  |  |
| 3. Know how to prepare the products for coating  | 3.1 Explain how to prepare the products for coating                                    |                 |  |  |
| 4. Be able to prepare the products for processing.   | 4.1 Prepare the products and materials according to the job specification.             |                 |  |  |
| 5. Know the different methods for applying coatings or treatments to materials for the fabrication of glass supporting systems | 5.1 State 3 methods of applying coatings or treatment to materials                     |                 |  |  |
| 6. Be able to identify and confirm the method for coating or treating the products and materials.                              | 6.1 Identify and confirm the method for coating or treating the products and materials |                 |  |  |
| 7. Be able to apply coatings or treatment correctly.   | 7.1 Apply coatings or treatments in accordance with job specification.                 |                 |  |  |
|  | 7.2 Check the application to ensure it meets the job specification.                    |                 |  |  |
|  | 7.3 Correctly remove the products after the process.                                   |                 |  |  |

**Assessor comments/feedback**

|                   |   |                |                  |
|-------------------|---|----------------|------------------|
| <b>A/600/7669</b> | <b>Apply Coatings or Treatments to Products and Materials used in the Fabrication of Glass Supporting Systems (continued)</b> | <b>Level 2</b> | <b>4 Credits</b> |
| <b>FGSS5</b>      |   |                |                  |

|   |   |  |  |  |
|---|---|--|--|--|
| 8. Know the type of problems that can occur in the coating or treatment of products and materials and how to overcome them.               | 8.1 Describe three problems that can occur in the coating or treatment of products and materials and explain how these might be overcome.               |  |  |  |
| 9. Know the different methods of finishing the coating or treatment   | 9.1 State 3 methods of finishing the coating or treatment   |  |  |  |
| 10. Be able to identify and confirm the method for finishing the coating or treatment.  | 10.1 Identify and confirm the method for finishing the coating or treatment process   |  |  |  |
| 11. Be able to finish the treatment or coating in accordance with the job specification.  | 11.1 Finish the treatment or coating in accordance with the job specification.  |  |  |  |
| 12. Know the type of problems that can occur in the finishing of coating or treatment of products and materials and how to overcome them. | 12.1 Describe three problems that can occur in the finishing of coating or treatment of products and materials and explain how these might be overcome. |  |  |  |
| 13. Be able to correctly record information on the coating or treatment of products and materials.  | 13.1 Correctly record information on the coating or treatment of products and materials.  |  |  |  |

***Assessor comments/feedback***

|                   |  |                |                  |
|-------------------|--|----------------|------------------|
| <b>R/600/7743</b> | <b>Process materials for Fabricating of Glass Supporting Systems</b> | <b>Level 2</b> | <b>3 Credits</b> |
| <b>FGSS7</b>      |  |                |                  |

The aim of this unit is to equip the candidate with the required skill, knowledge and problem solving to be able to process materials for the fabrication of glass supporting systems.

| Learning outcome. The learner will:   | Assessment criteria. The learner can:   | Evidence.Ref.No |  |  |
|---|---|-----------------|--|--|
| 1.Be able to identify and confirm the specification for the processing of materials.                  | 1.1 Identify and confirm the specification for the preparation of materials.  |                 |  |  |
| 2.Know different methods for processing materials for fabrication.                                    | 2.1 Describe 3 different methods of processing materials for fabrication  |                 |  |  |
|   | 2.2 Explain the tools and equipment required for each process and the safe operating procedures   |                 |  |  |
|   | 2.3 Describe a problem that can occur when carrying out each of the processes listed above and a potential solution for each problem identified |                 |  |  |
| 3.Know how and when to monitor the processed materials and the importance of monitoring               | 3.1 Explain how to monitor the materials –give 2 examples   |                 |  |  |
|   | 3.2 Explain when monitoring should take place   |                 |  |  |
|   | 3.3 Explain why monitoring is important   |                 |  |  |
| 4.Be able to process the materials safely and according to the job specification, minimising wastage. | 4.1 Carry out 3 different processes on the materials in a safe manner and using the appropriate equipment and methods                           |                 |  |  |
|   | 4.2. Monitor the processing to ensure the job specification is met  |                 |  |  |
|   | 4.3 Ensure waste is minimised.  |                 |  |  |
| 5.Be able to record information on the processing of materials.                                       | 5.1 Correctly record information on the processing of materials.  |                 |  |  |

**Assessor comments/feedback**

|                   |  |                |                  |
|-------------------|--|----------------|------------------|
| <b>Y/600/7744</b> | <b>Fabricate Glass Framing/Supporting Systems by Joining</b> | <b>Level 2</b> | <b>4 Credits</b> |
| <b>FGSS8</b>      |  |                |                  |

The aim of this unit is to provide the candidate with the required level of skills and knowledge to fabricate glass framing/ supporting systems by joining.

| Learning outcome. The learner will:   | Assessment criteria. The learner can:  | Evidence.Ref.No |  |  |
|---|--|-----------------|--|--|
| 1.Be able to identify and confirm the specification for the preparation of materials for joining.                                 | 1.1 Identify and confirm the specification for the preparation of materials for joining.   |                 |  |  |
| 2.Know how to prepare the materials for joining   | 2.1 Explain how to prepare the materials for joining   |                 |  |  |
| 3.Be able to prepare the materials for joining.   | 3.1 Select the correct type, quantity and quality of materials for joining.  |                 |  |  |
|   | 3.2 Correctly prepare the materials for joining.   |                 |  |  |
| 4.Know different methods for joining materials for glass framing/supporting systems.  | 4.1 Describe 2 different methods for joining materials for glass framing/supporting systems.   |                 |  |  |
|   | 4.2 Explain how to determine which joining method to select.   |                 |  |  |
| 5.Be able to join materials according to the job specification.   | 5.1 Select the correct materials for joining.  |                 |  |  |
|   | 5.2 Select the appropriate method and equipment for joining.   |                 |  |  |
|   | 5.3 Position the materials correctly.  |                 |  |  |
|   | 5.4 Join the materials correctly.  |                 |  |  |
|   | 5.5 Check that joins are square and true.  |                 |  |  |
| 6.Know the type of problems that can occur in the joining of glass framing/supporting systems and how to overcome these problems. | 6.1 Describe three problems that can occur in the joining of glass framing/supporting systems and explain how these might be overcome. |                 |  |  |

**Assessor comments/feedback**

|                   |   |                |                  |
|-------------------|---|----------------|------------------|
| <b>D/600/7745</b> | <b>Fabricate Glass Supporting Systems by Assembly</b> | <b>Level 2</b> | <b>4 Credits</b> |
| <b>FGSS9</b>      |   |                |                  |

The aim of this unit is to provide the candidate with the required level of skills and knowledge to fabricate glass supporting systems by assembly.

| Learning outcome. The learner will:  | Assessment criteria. The learner can:   | Evidence.Ref.No |  |  |
|--|---|-----------------|--|--|
| 1.Be able to identify and confirm the specification for the preparation of materials for assembly.                         | 1.1 Identify and confirm the specification for the preparation of materials for assembly.                                       |                 |  |  |
| 2.Know how to prepare the materials for assembly   | 2.1 Explain how to prepare the materials for assembly   |                 |  |  |
|  | 2.2 Give 3 examples of ancillary products that may be used in assembly  |                 |  |  |
| 3.Be able to prepare the materials for assembly.   | 3.1 Select the correct type, quantity and quality of materials for assembly.  |                 |  |  |
|  | 3.2 Correctly prepare the materials for assembly.   |                 |  |  |
| 4.Be able to assemble materials and components according to the job specification.   | 4.1 Select the correct materials and components for assembly.   |                 |  |  |
|  | 4.2 Select the appropriate method and equipment for assembly.   |                 |  |  |
|  | 4.3 Position the materials correctly.   |                 |  |  |
|  | 4.4 Assemble the materials correctly.   |                 |  |  |
|  | 4.5 Check that assembled materials and components are square and true.  |                 |  |  |
| 5.Know the type of problems that can occur in the assembly of glass supporting systems and how to overcome these problems. | 5.1 Describe three problems that can occur in the assembly of glass supporting systems and explain how these might be overcome. |                 |  |  |

***Assessor comments/feedback***

|                   |  |                |                  |
|-------------------|--|----------------|------------------|
| <b>M/600/7748</b> | <b>Set up Equipment for Operations in the Fabrication of Glass</b> | <b>Level 3</b> | <b>4 Credits</b> |
| <b>FGSS16</b>     | <b>Supporting Systems</b>  |                |                  |

The aim of this unit is to provide the candidate with the required level of skills and knowledge to set up and adjust equipment to carry out operations to fabricate glass supporting systems.

| Learning outcome. The learner will:   | Assessment criteria. The learner can:   | Evidence.Ref.No |  |  |
|---|---|-----------------|--|--|
| 1. Know how to prepare for setting up equipment for operations.   | 1.1 Explain how to obtain and confirm schedules, specifications and manufacturer's instructions for operations.   |                 |  |  |
| 2. Be able to prepare for setting up equipment for operations.  | 2.1 Obtain and confirm schedules and specifications.  |                 |  |  |
|   | 2.2 Obtain manufacturer's instructions for the equipment to be used.  |                 |  |  |
| 3. Be able to select the correct equipment and ensure it is available.  | 3.1 Select the correct equipment, e.g. <ul style="list-style-type: none"> <li>• cutting equipment</li> <li>• mitring equipment</li> <li>• welding equipment</li> <li>• power tools</li> <li>• hand tools</li> </ul> |                 |  |  |
|   | 3.2 Ensure that the equipment is available.   |                 |  |  |
| 4. Know how to determine the correct settings for the equipment and make adjustments                            | 4.1 Explain how to determine the settings required according to the job specification   |                 |  |  |
|   | 4.2 Explain how to make adjustments and why it is important the adjustments are made  |                 |  |  |
| 5. Be able to determine the correct settings for the equipment and adjust the settings accordingly.             | 5.1 Determine the correct settings for the equipment, to include: <ul style="list-style-type: none"> <li>• cutting equipment</li> <li>• mitring equipment</li> <li>• welding equipment</li> </ul>                   |                 |  |  |
|   | 5.2 Adjust the settings to be able to meet specifications.  |                 |  |  |
| 6. Know how to ensure that the equipment monitoring and control systems are appropriate                         | 6.1 Know the equipment monitoring and control systems that are available. Give 3 examples.  |                 |  |  |
|   | 6.2 Explain how to identify the appropriate monitoring and control systems to be used for 3 different operations  |                 |  |  |
| 7. Be able to ensure that the equipment monitoring and control systems are appropriate and operating correctly. | 7.1 Check that the equipment and monitoring and control systems are operating correctly.  |                 |  |  |
|   | 7.2 Make any adjustments to enable correct operations to continue.  |                 |  |  |
| 8. Know the type of problems that can occur in the setting up of equipment and how these can be overcome.       | 8.1 Describe three problems that can occur in the setting up of equipment and explain how these can be overcome   |                 |  |  |
| 9. Be able to record information on the setting up of equipment.  | 9.1 Correctly record information on the setting up of equipment in the appropriate recording system.  |                 |  |  |

**Assessor comments/feedback**

|                   |   |                |                  |
|-------------------|---|----------------|------------------|
| <b>Y/600/8408</b> | <b>Monitor and Control Operations in a Glass or Glass Related Working Environment</b> | <b>Level 3</b> | <b>5 Credits</b> |
| <b>FGSS18</b>     |   |                |                  |

The aim of this unit is to ensure the learner has the skills and knowledge to set up a range of equipment for use in glass processing, monitor the machinery to ensure effective use, and also be able to resolve problems that may occur.

| Learning outcome. The learner will:  | Assessment criteria. The learner can:   | Evidence.Ref.No |  |  |
|--|---|-----------------|--|--|
| 1. Know how to prepare for monitoring of the glass or glass related operations.                                | 1.1 Explain how to obtain the schedules and specifications for the glass or glass related operations.   |                 |  |  |
|  | 1.2 Explain how to confirm the job specifications.  |                 |  |  |
|  | 1.3 Explain what to look for when examining materials.  |                 |  |  |
|  | 1.4 Explain how to check if the operators have the necessary skills/qualification/licences to carry out the work required.  |                 |  |  |
|  | 1.5 Describe 3 problems that can arise in the preparation for operations and explain how these might be overcome.   |                 |  |  |
| 2. Be able to prepare for monitoring glass or glass related operations.  | 2.1 Obtain and confirm relevant documentation, e.g.: <ul style="list-style-type: none"> <li>• Specifications</li> <li>• Schedules</li> </ul>  |                 |  |  |
|  | 2.2 Check that operators have the necessary skills/ qualifications/licences.  |                 |  |  |
| 3. Know how to monitor glass or glass related operations and identify and correct incorrect working practices. | 3.1 Explain how to monitor operations.  |                 |  |  |
|  | 3.2 Explain how to identify problems with equipment or materials and provide solutions. Give 3 examples.  |                 |  |  |
|  | 3.3 Explain how to inform operators of the safe use of equipment. Give 2 examples.  |                 |  |  |
|  | 3.4 Explain how to identify any incorrect working practices and provide clear, correct advice or guidance, e.g. guidance on: <ul style="list-style-type: none"> <li>• Use of equipment</li> <li>• Use of materials</li> <li>• Safe working practices</li> </ul> |                 |  |  |
| 4. Be able to monitor glass or glass related operations.   | 4.1 Monitor operations.   |                 |  |  |
| 5. Know how to identify good practice or potential improvements and make recommendations.                      | 5.1 Explain how to identify good practice.  |                 |  |  |
|  | 5.2 Explain how to identify potential improvements.   |                 |  |  |
|  | 5.3 Explain how to make recommendations to adopt good working practice or improve working practice.   |                 |  |  |

**Assessor comments/feedback**

|                   |   |                |                  |
|-------------------|---|----------------|------------------|
| <b>Y/600/8408</b> | <b>Monitor and Control Operations in a Glass or Glass Related Working Environment (continued)</b> | <b>Level 3</b> | <b>5 Credits</b> |
| <b>FGSS18</b>     |   |                |                  |

|  |  |  |  |  |
|--|--|--|--|--|
| 6. Know how to identify and overcome problems in glass or glass related operations.                                    | 6.1 Describe 3 problems in operations and explain how these might be overcome.   |  |  |  |
| 7. Know why it is important to record problems, solutions, good working practice and recommendations for improvements. | 7.1 Explain why it is important to record problems, solutions, good working practice and recommendations for improvements. |  |  |  |
|  | 7.2 Explain how to record problems, solutions, good working practice and recommendations for improvements.                 |  |  |  |

***Assessor comments/feedback***

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

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"> <li>• Equipment</li> <li>• Materials</li> <li>• Components</li> <li>• Design</li> <li>• Site/location</li> </ul> |                 |  |  |
|   | 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"> <li>• Personnel</li> <li>• Equipment</li> <li>• Materials</li> <li>• Procedures</li> </ul>   |                 |  |  |
| 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**

|                   |  |                |                  |
|-------------------|--|----------------|------------------|
| <b>K/600/7652</b> | <b>Develop New Work Procedures in a Glass or Glass Related Working Environment</b> | <b>Level 3</b> | <b>5 Credits</b> |
| <b>AG11</b>       |  |                |                  |

The aim of this unit is to provide the learner with the knowledge and skills to be able to accurately assess the requirements of the work to be done in a glass or glass related working environment and be able to specify a procedure for carrying out the work. The learner will also be able to test the procedure to ensure it meets work requirements and to provide sufficient details to enable the procedure to be effective.

| Learning outcome. The learner will:  | Assessment criteria. The learner can:   | Evidence.Ref.No |  |  |
|--|---|-----------------|--|--|
| 1. Know how to assess the requirements of the work activity.   | 1.1 Explain how to identify what work needs to be done and its purpose.   |                 |  |  |
|  | 1.2 Explain how to identify features and characteristics of the work that could affect work procedures.                                   |                 |  |  |
|  | 1.3 Explain how to identify any potential problems and possible solutions.  |                 |  |  |
|  | 1.4 Explain how to obtain information on previous examples of similar work.   |                 |  |  |
|  | 1.5 Explain how to identify if any special requirements are needed.   |                 |  |  |
|  | 1.6 Explain why written procedures are important.   |                 |  |  |
| 2. Know how to identify potential work procedures, assess their advantages and disadvantages and decide on the most likely procedure.              | 2.1 Explain how to assess advantages and disadvantages of potential work procedures.  |                 |  |  |
|  | 2.2 Explain how to identify the most likely procedure.  |                 |  |  |
| 3. Be able to specify a work procedure for testing.  | 3.1 Write a potential work procedure for testing.   |                 |  |  |
| 4. Be able to identify the resources and any special requirements needed to implement the specified work procedure.                                | 4.1 Identify the resources including equipment, materials, manpower, skills and time that will be needed to implement the work procedure. |                 |  |  |
|  | 4.2 Highlight any special requirements and confirm them with those who need to know.  |                 |  |  |
| 5. Know how to inform all those who need to know about the work procedure and provide them with a rationale for the introduction of the procedure. | 5.1 Explain who needs to know about the work procedure and the rationale.   |                 |  |  |
|  | 5.2 Explain how those who need to know will be informed.  |                 |  |  |
|  | 5.3 Explain how to provide a rationale for the work procedure.  |                 |  |  |
| 6. Know how to test the work procedure.  | 6.1 Explain how to test the potential work procedure and accurately assess if it needs to be modified.                                    |                 |  |  |
| 7. Be able to provide details to others so that the work procedure can be replicated.  | 7.1 Produce a work procedure that is clear and specific.  |                 |  |  |
|  | 7.2 Inform others with sufficient details to enable the procedure to be replicated.   |                 |  |  |

**Assessor comments/feedback**

|                   |   |                |                  |
|-------------------|---|----------------|------------------|
| <b>Y/600/8151</b> | <b>Ensure Resources are Available to Meet Work Requirements</b> | <b>Level 3</b> | <b>3 Credits</b> |
| <b>AG18</b>       | <b>in a Glass or Glass Related Working Environment</b>          |                |                  |

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"> <li>• amount of work required</li> <li>• quality of work required</li> <li>• difficulty of work required</li> <li>• timescales</li> <li>• specifications</li> </ul> |                 |  |  |
| 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"> <li>• manpower</li> <li>• skills</li> <li>• equipment</li> <li>• materials</li> <li>• time</li> </ul>  |                 |  |  |
|  | 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 programs 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***

|                   |  |                |                  |
|-------------------|--|----------------|------------------|
| <b>H/600/7746</b> | <b>Check the quality of products used in the Fabrication of Glass Supporting Systems</b> | <b>Level 2</b> | <b>2 Credits</b> |
| <b>FGSS10</b>     |  |                |                  |

The aim of this unit is to equip the learner with the required level of knowledge and skills to carry out quality checks on fabricated glass supporting systems.

| Learning outcome. The learner will:   | Assessment criteria. The learner can:  | Evidence.Ref.No |  |  |
|---|--|-----------------|--|--|
| 1. Know how to obtain and confirm the product specification.  | 1.1 Explain how to obtain the product specification.                                       |                 |  |  |
|   | 1.2 Explain how to confirm the product specification.                                      |                 |  |  |
| 2. Be able to obtain and confirm the product specification.   | 2.1 Obtain the product specification   |                 |  |  |
|   | 2.2 Confirm the product specification  |                 |  |  |
| 3. Know the types of checks to carry out and the equipment required   | 3.1 Explain 3 ways to check the product quality  |                 |  |  |
|   | 3.2. Describe the use and purpose of any equipment required in the checks identified above |                 |  |  |
|   | 3.3 Explain how to check the equipment is suitable for use                                 |                 |  |  |
| 4. Select the appropriate method and equipment, ensure it is suitable for use and carry out the required checks | 4.1 Select the appropriate method and equipment  |                 |  |  |
|   | 4.2 Ensure it is suitable for use  |                 |  |  |
|   | 4.3 Carry out the required type and level of check   |                 |  |  |
| 5. Know the types of variations / defects that can occur.   | 5.1 Describe 3 types of variations / defects that can occur                                |                 |  |  |
| 6. Know the correct action to take when variations are detected.  | 6.1 Explain the correct action to take when variations are detected.                       |                 |  |  |
| 7. Be able to correctly record the results of the inspection and report to the correct authority.               | 7.1 Correctly record the results of the inspection.  |                 |  |  |
|   | 7.2 Accurately report the results to the correct authority.                                |                 |  |  |

***Assessor comments/feedback***

|                   |   |                |                  |
|-------------------|---|----------------|------------------|
| <b>A/600/7655</b> | <b>Assess the Quality of Materials and Components in a Glass or Glass Related Working Environment</b> | <b>Level 3</b> | <b>4 Credits</b> |
| <b>AG12</b>       |   |                |                  |

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"> <li>• Glass</li> <li>• Glass related materials/components</li> </ul>            |                 |  |  |
|  | 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"> <li>• Glass</li> <li>• Glass related materials/components</li> </ul> |                 |  |  |
| 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.  |                 |  |  |

***Assessor comments/feedback***

|                   |   |                |                  |  |  |
|-------------------|---|----------------|------------------|--|--|
| <b>A/600/7655</b> | <b>Assess the Quality of Materials and Components in a Glass or Glass Related Working Environment (continued)</b> | <b>Level 3</b> | <b>4 Credits</b> |  |  |
| <b>AG12</b>       |   |                |                  |  |  |

|   |  |  |  |  |
|---|--|--|--|--|
| 7. Know how to make recommendations to correct variations in quality. | 7.1 Explain how and who to make recommendations to, 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***

# ***Notes***

# ***Notes***



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