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GQA LEVEL 4 DIPLOMA IN OCCUPATIONAL  
LEADERSHIP IN A GLASS OR GLASS RELATED  
WORKING ENVIRONMENT

**Qualification Number**  
600/9176/9

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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		
J/504/5671	Knowledge of promoting, maintaining and evaluating Health and Safety in the Glass or Glass related working environment	4	6		
GEN115					
Y/503/3847	Understanding the Environmental Impact of work activities	4	6		
PR444					
H/503/4094	CPD as a self development tool	3	4		
GEN112					
T/503/4097	Provide Leadership in the Workplace	4	8		
PR556					
A/503/4831	Understanding and contributing to the aims of the Organisation	4	6		
PR560					
<b>Optional Units Group B - Occupational Knowledge (Optional - Credits: 3 Minimum)</b>					
<b>Optional Units Group C - Business Improvements (Optional - Credits: 7 Minimum)</b>					
<b>Optional Units Group D - Leadership (Optional - Credits: 12 Minimum)</b>					

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



**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		
IQA		
EQA		

# Introduction to the Qualification

## Who is this Qualification for?

This qualification is aimed at those who have the responsibility and/or opportunity for providing leadership in a Glass or Glass Related working environment. This qualification is at Level 4, although some units may be at different levels.

Level 4 qualifications are aimed at those who are fully trained and experienced in a wide range of roles that involve decision making.

Candidates will require knowledge of Health and Safety and environmental issues in their part of the Glass Industry along with the need to understand the importance of keeping their own and others skills and knowledge current.

The qualification has been written in a way that will require the candidate to also prove knowledge of technical matters and how to make improvements to the business as a whole and individuals within the business. This may be in terms of identifying potential for improvements in working practices and procedures of themselves, individuals, departments and processes and procedures.

Although the qualification would be ideally suited to Business Owners this is not the only group of people it could be taken by, nor is it restricted to those with managerial responsibility but Candidates must ensure they will have the opportunity to produce the required evidence.

Due to the wide range of job roles and the diverse nature of organisations in the Glass Industry it is difficult to give a definitive list of job roles the qualification may be appropriate for.

Some possible examples of job titles are shown below.

- General Manager
- Operations Manager
- Department /Process Manager
- Supervisor
- Line Manager
- Team Leader
- Site Manager
- Production Coordinator

## What is required from candidates?

GQA qualifications are made up of a number of units that have a credit value or credits.

These credits must be achieved in the correct combination from mandatory and optional units: this qualification has 5 mandatory units with a credit value of 30 credits and 3 groups of optional units. Candidates must achieve credits for all 5 mandatory units, plus a minimum of 3 credits from optional group 1, a minimum of 7 credits from optional group 2 and a minimum of 12 credits from optional group 3. This makes the minimum credit value of the qualification 52 credits.

When selecting the optional units it is necessary for candidates to have or be able to gain the skills, knowledge and opportunity to demonstrate a full understanding of the unit content.

Unit Ref	Title	Level	Credit
<b>Mandatory Units</b>			
J/504/5671	Knowledge of promoting, maintaining and evaluating Health and Safety in the Glass or Glass related working environment	4	6
GEN115			
Y/503/3847	Understanding the Environmental Impact of work activities	4	6
PR444			
H/503/4094	CPD as a self development tool	3	4
GEN112			
T/503/4097	Provide Leadership in the Workplace	4	8
PR556			
A/503/4831	Understanding and contributing to the aims of the Organisation	4	6
PR560			
<b>Optional Units Group B - Occupational Knowledge (Optional - Credits: 3 Minimum)</b>			
L/600/8454	Know how to Set-Up and Monitor Equipment in a Glass or Glass Related Environment	3	5
GRO18			

L/600/7451	Understanding Automotive Glazing Products	3	5
AG15			
K/600/8445	Understanding the Building Regulations in the Fenestration Industry	3	3
FIS1			
F/600/8449	Knowledge of Glass Cutting With a Range of Glass Types	3	4
GRO16			
D/600/8460	Know How to Produce Specifications for Windows and Doors, or Conservatories and Evaluate their Effectiveness	3	6
GRO17			
L/502/9309	Principles of Fire-Resistant Glazing	3	5
FRG1			
T/600/8495	Knowledge of the Fascia, Soffit and Bargeboard Removal and Installation Process	2	4
GRO19			
T/503/0454	Theory of Curtain Walling	4	5
FT3			
T/503/6187	The Principles of Glass and Glass Related Distribution and Warehousing	2	6
GDW005			
L/502/9715	Knowledge of Photovoltaic systems	3	6
PV2			
K/600/7960	Knowledge of the Glass Container Manufacturing Process	3	13
GCM2			
<b>Optional Units Group C - Business Improvements (Optional - Credits: 7 Minimum)</b>			
L/503/4199	Understanding Methods of Continuous Improvement	4	10
GEN991			
J/503/4198	Understanding How to Review Job Changeover Processes	4	9
GEN990			
F/503/3843	Understand how to Organise The Workplace	4	7
GEN992			
<b>Optional Units Group D - Leadership (Optional - Credits: 12 Minimum)</b>			
R/503/1188	Providing Operational Support	4	4
GEN098			
K/503/6185	Monitor and develop individual staff to improve performance and efficiency	3	8
GDW017			
K/503/4095	Delivery of Effective Training Programmes	4	10
GEN998			
L/503/3862	Understanding and contributing to the achievement of Customer satisfaction	4	6
PR559			
L/503/1187	Identifying And Organising Resources To Fulfil Work Requirements	4	6
GEN113			
K/503/3836	Understanding Internal and External Supply Chains	4	6
PR555			
Y/503/4190	Understanding the principles of Quality Auditing	4	6
PR557			
J/503/4136	Supervising others	3	6
GEN996			

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

### **Assessment guidance:**

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

### **Types of evidence:**

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

### **Quantity of evidence:**

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

### **Potential sources of evidence:**

Due to the diverse range of units, activities and Businesses there are many potential sources of evidence. These could include the following types of physical or documentary evidence:

- Training records
- CPD records
- Quality/production records
- Environmental reports/records
- Audit reports
- Prepared and Completed customer orders
- Witness testimonies
- Purchase orders
- Staff records
- Emergency procedures, risk assessments, Accident Reporting systems
- Photographic evidence
- Professional discussion
- Responses to oral and written questions
- Written narrative

**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.

IQA's 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 IQA's national award. It is recommended that IQA's 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 IQA 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 IQA 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:
  - Dealing with emergencies
  - Dealing with accidents
  - Certain pre-approved real time simulators
  - 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.....



J/504/5671	<b>Knowledge of promoting, maintaining and evaluating Health and Safety in the Glass or Glass related working environment</b>	<b>Level 4</b>	<b>6 Credits</b>
GEN115			

The aim of this unit is to provide the learner with an understanding of Health and Safety legislation in a glass or glass related working environment and how to keep knowledge of these up to date. Candidates must also understand the risks and hazards associated with the work, how to minimise the risk from these and understand how to complete formal risk assessments. Candidates must also understand the need for safe working practices and how to report accidents and emergencies that may arise, including evacuation procedures. Finally candidates must understand how to evaluate and report on Health and safety procedures and evacuation procedures.

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 and where this information can be obtained.	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			
	1.3 Explain where the information can be obtained			
2 Know how to obtain information and keep aware of changes in health and safety acts, regulations and guidelines that apply to the Glass or Glass related working environment.	2.1 Give 3 reasons why it is important to obtain details of changes to Health and Safety related information in the Glass or Glass related working environment			
	2.2 Explain 3 ways to obtain information on changes in Health and Safety acts, regulations and guidelines			
	2.3 Describe 3 ways of obtaining explanations of Health and Safety updates or information			
	2.4 Critically compare each source of information with regards to: <ul style="list-style-type: none"> <li>•Reliability</li> <li>•Ease of access</li> <li>•Ease of understanding</li> <li>•Cost effectiveness</li> </ul>			
3 Understand how to minimise health risks in the Glass or Glass related working environment	3.1 List the relevant legislation in regards to personal health risks in the Glass or Glass related working environment			
	3.2 List the hazardous substances encountered in the Glass or Glass related working environment, and the risk they pose			
	3.3 Describe how to minimise the risks from hazardous substances			
	3.4 Describe the health and safety risks of Noise and the precautions to take to minimise these			
	3.5 Describe the health and safety risks of Manual Handling and the precautions to take to minimise these			
	3.6 Describe the health and safety risks of Personal protective equipment and the precautions to take to minimise these			
4 Understand how to minimise accidents and their effects in the Glass or Glass related working environment	4.1 List 5 of the major causes of major and over 3 days lost working time accidents in the Glass or Glass related working environment			
	4.2 Give 2 examples of activities that have the potential for major accidents in the Glass or Glass related working environment and explain how to minimise the risks			
	4.3 Explain why it is important to clearly and accurately report and record information on accidents, emergencies and other Health and safety related incidents			
	4.4 Explain how to investigate and identify the cause of an accident or near miss			
	4.5 Give 3 benefits from carrying out investigations into the causes of accidents or near misses			

<b>J/504/5671</b>	<b>Knowledge of promoting, maintaining and evaluating Health and Safety in the Glass or Glass related working environment (continued)</b>	<b>Level 4</b>	<b>6 Credits</b>
<b>GEN115</b>			

5 Know how to implement and monitor changes in Health and Safety practices of others to comply with legislation, regulations and organisational guidelines	5.1 Explain how to introduce and implement changes in Health and Safety practices of others			
	5.2 Explain how to monitor the implementation of changes in Health and Safety working practices of others in the Glass or Glass related working environment			
6 Know how to evaluate the effect of changes introduced to Health and Safety practices in the Glass or Glass related working environment	6.1 Explain how to evaluate the effect of changes introduced in Health and Safety practices of others			
	6.2 Describe 3 benefits of evaluating this type of information			
7 Know how to carry out a formal assessment of hazards and risks in the Glass or Glass related working environment	7.1 Describe the steps in carrying out a formal risk assessment			
	7.2 Give examples of 4 potential hazards that can be found in the Glass or Glass related working environment			
	7.3 Evaluate the potential impact that the 4 named hazards could have and suggest recommendations for change			
8 Be able to carry out a formal risk assessment of the Glass or Glass related working environment	8.1 Complete a formal risk assessment of the Glass or Glass related working environment			
	8.2 Record and report the findings of the risk assessment in accordance with Company guidelines			
9 Know how to adopt and promote safe working practices	9.1 Explain how to find and follow employer's and manufacturer's instructions on the safe use of equipment and materials			
	9.2 Explain how to select and recommend appropriate personal protective equipment and materials required to carry out the work			
	9.3 Give 3 examples of ways that safe working procedures can be promoted to others in the Glass or Glass related working environment			

**Assessor comments/feedback**

J/504/5671	<b>Knowledge of promoting, maintaining and evaluating Health and Safety in the Glass or Glass related working environment (continued)</b>	<b>Level 4</b>	<b>6 Credits</b>
<b>GEN115</b>			

10 Understand how to evaluate the effectiveness of Health and Safety procedures within the Organisation	10.1 Explain the monitoring procedures regarding health and safety in the Glass or Glass related working environment			
	10.2 Describe the Organisations's auditing and review process in health and safety related matters			
11 Know how to ensure there is no unauthorised or unsafe access to the working areas and why this is important	11.1 Explain how to ensure that only authorised persons can enter the work area			
	11.2 Explain how to ensure that authorised people entering the work area are kept safe			
	11.3 Give 3 reasons why unauthorised or unsafe access to the work area should be prevented			
12 Know what to do in the event of an emergency and how to evaluate the effectiveness of evacuation procedures	12.1 Describe the Organisation's procedures to follow in the case of an emergency or drill that requires evacuation, to include fire			
	12.2 Explain how to evaluate the effectiveness of evacuation procedures following an emergency or drill			
13 Be able to evaluate the effectiveness of evacuation procedures	13.1 Carry out an evaluation of evacuation procedures			
	13.2 Record and report the findings in accordance with Company guidelines			

**Assessor comments/feedback**

<b>Y/503/3847</b>	<b>Understanding the Environmental Impact of Work Activities</b>	<b>Level 4</b>	<b>6 Credits</b>
<b>PR444</b>			

The aim of this unit is to provide the learner with the knowledge and skills to be able to understand the environmental issues in the Organisation, know how to interpret legislation and assess the environmental impact of work activities. There is also the requirement to review the outcomes of environmental assessments and recommend changes to procedures. There is also the need to monitor the compliance of others to environmental policies. Finally the learner has to be able to put all this together to develop an environmental policy.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Understand the work activities that could have environmental impact.	1.1 Summarise the work activities within your Organisation that could have an impact on the environment.			
	1.2 Explain how the environment could be affected.			
2. Understand the legal requirements regarding the environmental impact of work activities.	2.1 Explain the relevant legislation that governs environmental issues linked to the Organisation's processes.			
	2.2 Explain how this applies in practice to the working environment.			
	2.3 Describe the consequences of non-compliance with environmental legislation.			
3. Understand how to assess the impact of work activities on the environment.	3.1 Explain in detail how to plan an accurate assessment of the environmental impact of work activities, to include: <ul style="list-style-type: none"> <li>• Objectives</li> <li>• Timescales</li> <li>• Resources</li> <li>• Data/Information</li> <li>• Responsibilities</li> <li>• Methods</li> <li>• External advice/support</li> </ul>			
	3.2 Explain how to carry out the assessment to ensure the information obtained is accurate, objective and based on recognised guidelines, relevant legislation and good practice.			
4. Understand how the outcomes of environmental assessments are recorded and reported.	4.1 Describe 3 different ways that the results of environmental assessments can be recorded.			
	4.2 Critically compare the different methods taking into account, for example: <ul style="list-style-type: none"> <li>• Ease of access</li> <li>• Ease of understanding</li> <li>• Ease of updating/amending</li> <li>• Cost effectiveness</li> <li>• Practicality</li> </ul>			
5. Know how to review and evaluate the findings of environmental reports and decide on suggested changes.	5.1 Explain how to evaluate the findings with regards to: <ul style="list-style-type: none"> <li>• Prioritising</li> <li>• Benchmarking</li> <li>• Ensuring acceptable outcomes are maintained or improved</li> <li>• Implementing changes to improve areas in need of improvement</li> </ul>			
	5.2 Identify the factors to take into account when devising and suggesting changes based on the findings of the environmental assessment.			
	5.3 Explain how to communicate the suggested changes to the relevant people.			
6. Understand the principles of environmental management.	6.1 Explain the purpose of an environmental policy.			

Y/503/3847	Understanding the Environmental Impact of Work Activities (continued)	Level 4	6 Credits
PR444			

	6.2 Explain how to collect and evaluate objective and verifiable data on the suitability of existing environmental policies and procedures.			
	6.3 Explain the importance of continued improvements with regards to environmental performance.			
	6.4 Describe the potential consequences of not managing significant aspects of environmental performance.			
7. Understand how to communicate information on environmental issues to the relevant personnel.	7.1 Describe 3 ways environmental information can be made available to relevant people, to include: <ul style="list-style-type: none"> <li>• Existing policies/procedures</li> <li>• Changes/newly introduced policies/procedures</li> </ul>			
	7.2 Critically compare the different methods taking into account, for example: <ul style="list-style-type: none"> <li>• Ease of access</li> <li>• Ease of understanding</li> <li>• Ease of updating/amending</li> <li>• Cost effectiveness</li> <li>• Practicality</li> </ul>			
	7.3 Explain how to produce an environmental policy.			
8. Understand how to monitor the adherence of staff to environmental policies.	8.1 Explain in detail how to plan accurate monitoring of the adherence of individuals to environmental policies/procedures.			
	8.2 Explain how to carry out the monitoring to ensure findings are accurate, objective and relevant.			

**Assessor comments/feedback**

<b>H/503/4094</b>	<b>CPD as a Self-development Tool</b>	<b>Level 3</b>	<b>4 Credits</b>
<b>GEN112</b>			

The aim of this unit is to provide the learner with the knowledge and skills to be able to identify areas within their DEC job role that require development. There is the need to seek out opportunities to update skills and knowledge, complete CPD records and also be able to review the CPD activities undertaken and reflect on them.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Understand the principles of continued professional development and the benefits it can bring.	1.1 Explain the purpose of CPD.			
	1.2 Explain the main tasks within their current job role that may need CPD and provide a rationale.			
	1.3 Summarise the benefits of CPD, giving 2 benefits each for: <ul style="list-style-type: none"> <li>• Self</li> <li>• Company</li> </ul>			
2. Understand how to identify CPD opportunities.	2.1 Explain how to identify a need for CPD in: <ul style="list-style-type: none"> <li>• A specific area of current job role</li> <li>• Possible future job roles</li> </ul>			
	2.2 Describe the sources available to identify CPD opportunities.			
	2.3 Explain how to select and prioritise CPD activities from the options identified to create a self development plan taking into account the Company objectives and policies.			
	2.4 Explain how to ensure the self development plan stays relevant and effective. Assessor comments/feedback			
3. Be able to carry out effective CPD	3.1 Complete CPD activities in line with self development plan.			
4. Know how to introduce and maintain effective CPD records.	4.1 Explain the benefits of recording CPD for: <ul style="list-style-type: none"> <li>• The organisation</li> <li>• The individual</li> </ul>			
	4.2 Explain the type of information that should be recorded.			
	4.3 Explain when and how records should be updated.			
	4.4 Explain 2 reasons CPD records should be kept up to date.			
5. Be able to complete accurate CPD records.	5.1 Produce an up to date and accurate personal CPD record.			
6. Understand how to evaluate the benefits of the CPD activities undertaken.	6.1 Describe the information and input from others required to get an objective opinion on the impact of CPD activities.			
	6.2 Describe changes in working methods or behaviours brought about as a result of CPD activities and the benefits of the changes.			

**Assessor comments/feedback**

<b>T/503/4097</b>	<b>Provide Leadership in the Workplace</b>	<b>Level 4</b>	<b>8 Credits</b>
<b>PR556</b>			

The aim of this unit is to provide the learner with the knowledge and skills to be able to provide leadership to teams and/or individuals in accordance with legislation and Company guidelines. This includes understanding workloads, job roles, responsibilities and expected standards of work and behaviours. Knowledge of appraisal systems and disciplinary and grievance procedures are also required, as is the ability to review and revise the leadership provided by self analysis and taking into account the performance and views of others.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Understand the personal skills, behaviours and knowledge required to provide leadership.	1.1 Classify the personal skills and behaviours required to lead effectively.			
	1.2 Summarise the key aspects of relevant legislation, regulations, ethical guidelines and Company procedures to be observed.			
	1.3 Identify Company objectives and how individuals or teams can contribute towards them.			
	1.4 Recommend the industry specific knowledge and understanding required to be able to provide effective leadership and give a rationale.			
2. Understand the roles and responsibilities of those being provided with leadership.	2.1 Explain how to identify those in need of leadership, and how to determine the roles and responsibilities of the individuals or teams requiring leadership.			
	2.2 Explain how to identify the standards of performance required by those.			
3. Know the workload/objectives to be completed by those being provided with leadership.	3.1 Explain how to ascertain an accurate record of the workload of your area of responsibility.			
	3.2 Explain how to produce an effective plan of work for your area of responsibility, including how to identify any priorities or critical activities, and the resource required.			
4. Understand how to provide leadership to individuals or teams in the workplace.	4.1 Explain how to effectively brief individuals and/or teams on allocated work.			
	4.2 Explain how to allocate work fairly and to balance the needs of the Company with the skills and resource available.			
	4.3 Explain how to ensure the plan of work is understood by the relevant people.			
	4.4 Explain how to encourage the individuals or teams to seek clarification, ask questions or make suggestions in relation to the allocated work.			
	4.5 Explain how and when to provide effective feedback.			
	4.6 Explain how to identify where additional support or resource may be required to complete the schedule of work.			
	4.7 Explain how to review and revise plans of work to take account of developments or changes in priority and how to communicate the changes to those affected.			
	4.8 Explain how to monitor the progress and quality of the work of individuals and teams against the Company standards or expected performance, to include reporting and recording.			
	4.9 Explain how to monitor their area of responsibility for conflict and how to deal with it effectively.			

<b>T/503/4097</b>	<b>Provide Leadership in the Workplace (continued)</b>	<b>Level 4</b>	<b>8 Credits</b>
<b>PR556</b>			

	4.10 Explain the limits of own authority in the leadership of people.			
5. Understand the support available to assist in the provision of leadership.	5.1 Describe 3 situations that may require the support or guidance of others, to include: <ul style="list-style-type: none"> <li>• Internal support/guidance</li> <li>• External support/guidance</li> </ul>			
	5.2 Explain when and how to obtain this support or guidance in accordance with Company procedures.			
	5.3 Explain the possible benefits of the use of support and guidance.			
	5.4 Explain the possible disadvantages of the use of support and guidance.			
6. Understand the Company appraisal system and the part they play in it.	6.1 Summarise the appraisal process in place in the Company.			
	6.2 Explain how the results of monitoring individual performance can contribute to the appraisal process.			
	6.3 Explain the potential benefits of an appraisal process.			
	6.4 Critically evaluate the Company appraisal system.			
7. Know the problems that can arise with the provision of leadership.	7.1 Describe 3 problems that can occur/that may occur when providing leadership.			
	7.2 Explain how to minimise the impact of the problems identified in 7.1.			
	7.3 Explain the Company procedures for dealing with issues concerning the delivery of leadership that are unable to be resolved.			
8. Understand the Company grievance and disciplinary policies and procedures.	8.1 Summarise the Company grievance procedures.			
	8.2 Summarise the Company disciplinary procedures.			
9. Understand how to review, analyse and evaluate the effectiveness of the leadership provided	9.1 Explain how to get accurate information on the effectiveness of the leadership provided, to include: <ul style="list-style-type: none"> <li>• Who to involve</li> <li>• How to gather the information</li> <li>• When to gather the information</li> <li>• Amount of information required</li> </ul>			
	9.2 Explain the KPI that will give clear indication of the effectiveness of the leadership provided.			
	9.3 Explain how to objectively use the information gathered.			
	9.4 Explain how the review of the leadership can help in future situations.			

**Assessor comments/feedback**

<b>A/503/4831</b>	<b>Understanding and contributing to the aims of the Organisation</b>	<b>Level 4</b>	<b>6 Credits</b>
<b>PR560</b>			

The aim of this unit is to provide the learner with the knowledge and skills to be able to identify the business objectives of the Organisation and how their own role plays a part in these objectives. Understanding of current and potential customers is required, as is the ability to identify opportunities to minimise waste, and add new products, services and processes to the Organisation.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Understand the organisation in which they work.	1.1 Explain the Organisation's mission and purpose.			
	1.2 Explain the role of industry and relevant professional and trade associations.			
	1.3 Explain the type and purpose of legislation in the Organisation's sector.			
	1.4 Produce a summary of the Organisational structure.			
2. Understand the products and services provided by the Company.	2.1 Summarise the Organisation in terms of: <ul style="list-style-type: none"> <li>• Products and services provided by the Organisation as a whole</li> <li>• Products and services in the specific area of responsibility</li> </ul>			
3. Understand their own contribution to achieving their organisation's aims and objectives.	3.1 Clarify their main responsibilities at work.			
	3.2 Evaluate how their own role fits into the Organisation's structure and contributes to its operation.			
	3.3 Explain how to provide support to others in the Organisation to make a contribution to its operation.			
	3.4 Explain how to work with external organisations or individuals in a way that will protect and improve the image of their Organisation.			
	3.5 Explain the policies, procedures, systems and values of their organisation that are relevant to their post.			
4. Know the makeup of the Organisation's current and potential customer base.	4.1 Describe the current customer base, for example: <ul style="list-style-type: none"> <li>• Split between retail/commercial</li> <li>• Key customers</li> <li>• Profile</li> </ul>			
	4.2 Explain how to identify areas for increased business, to include: <ul style="list-style-type: none"> <li>• Extending the products/services provided to existing customers</li> <li>• New customers</li> </ul>			
	4.3 Identify potential new customers.			
5. Understand how to recognise opportunities to change the products and services available from the Organisation.	5.1 Explain how to identify realistic potential new products the Organisation could provide.			
	5.2 Explain how to identify realistic potential new services the Organisation could provide.			
	5.3 Understand how to identify and recommend changes to the products or services provided by the Organisation.			
	5.4 Identify a realistic additional product or service the Organisation could provide.			
6. Understand the potential effects of introducing new products or services.	6.1 Explain when and how to evaluate the potential effects of introducing new products or services, to include: <ul style="list-style-type: none"> <li>• Resource levels/increased skillset</li> <li>• Additional costs v increased income</li> <li>• Impact on service levels</li> </ul>			

<b>A/503/4831</b>	<b>Understanding and contributing to the aims of the Organisation (continued)</b>	<b>Level 4</b>	<b>6 Credits</b>		
<b>PR560</b>					

7. Know how to minimise wastage of materials.	7.1 List three types of material that can potentially be wasted.			
	7.2 Describe what actions can be taken to minimise wastage of the materials listed.			
8. Know how to identify potential improvements to work activities and procedures.	8.1 Explain 2 ways to identify improvements that can be made in work activities and procedures.			
	8.2 Explain how to deal with potential improvements identified.			

***Assessor comments/feedback***

<b>L/600/8454</b>	<b>Know how to Set-Up and Monitor Equipment in a Glass or Glass Related Environment</b>	<b>Level 3</b>	<b>5 Credits</b>
<b>GR018</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 in a glass or glass related working environment, be able to monitor the effectiveness of equipment and make recommendations for improvement.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know the types of equipment used in the organisation to fabricate glass supporting systems.	1.1 List the equipment used in the organisation to fabricate glass supporting systems.			
	1.2 Explain the purpose of each type of equipment listed above.			
2. Know how to prepare for setting up equipment for operations.	2.1. Explain how to obtain and confirm schedules, specifications and manufacturer's instructions for operations.			
	2.2. Give 3 reasons why it is important to follow organisational and manufacturer's guidelines on the set up of equipment.			
3. Know how to determine the correct settings for the equipment and why this is important.	3.1 Explain how to determine the correct settings required to carry out the work to comply with the job specification.			
	3.2 Explain why it is important to determine the correct settings.			
4. Know the types of adjustment that can be made to equipment and when it should be made.	4.1 Explain 3 adjustments that can be made to equipment.			
	4.2 Explain how to make the adjustments described.			
	4.3 Explain why adjustments may be necessary and when they should be.			
	4.4 Explain how to evaluate the effectiveness of adjustments made.			
5. Know how to monitor the equipment used.	5.1 Explain how to monitor 3 different pieces of equipment to ensure operational efficiency.			
	5.2 Describe 3 variations that could occur when monitoring equipment.			
6. Know how to evaluate the operational efficiency of the equipment.	6.1 Explain how to evaluate the operational efficiency of the equipment.			
	6.2 Explain 3 benefits of evaluating the operational efficiency of equipment.			

***Assessor comments/feedback***

<b>L/600/8454</b>	<b>Know how to Set-Up and Monitor Equipment in a Glass or Glass Related Environment (continued)</b>	<b>Level 3</b>	<b>5 Credits</b>
<b>GR018</b>			

7. Know how to investigate for the cause of variation in the product following the use of equipment.	7.1 Explain how to carry out an investigation of the causes of variation.			
	7.2 Explain who to inform of the outcome of the investigation and why they need to be informed.			
	7.3 Explain how to inform the necessary people and why this important.			
8. Know when and how to obtain outside assistance to help identify or rectify problems with equipment.	8.1 Explain at what stage to obtain outside assistance and what implications this could have for the organisation and customer.			
	8.2 Explain how and where to obtain outside assistance			
9. Know how to evaluate the effectiveness of outside assistance in the identification of and rectification of equipment.	9.1 Explain how to evaluate the effectiveness of outside assistance			
	9.2 Explain how the organisation could reduce the need for outside assistance and give 3 reasons why this may be beneficial.			
	9.3 Explain how to evaluate if the initiatives introduced to reduce the need for outside assistance have been effective.			

**Assessor comments/feedback**

L/600/7451	Understanding Automotive Glazing Products	Level 3	5 Credits
AG15			

The aim of this unit is to provide the learner with the knowledge and understanding of automotive glazing products, for example, laminated glass, toughened glass, PVB interlayers, tinted glass, light and rain sensors, integrated antennas, membranes, hydrophobic coatings. The learner will be able to list the products and describe the features of each.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know the difference in construction between laminated and toughened glass and how they behave on impact and how the different types of glass can be processed after manufacture.	1.1 Explain the typical make up of laminated glass.			
	1.2 Explain how toughened glass is manufactured.			
	1.3 Describe how laminated glass normally behaves on impact and what protection this gives.			
	1.4 Describe how toughened glass normally behaves on impact and what protection this gives.			
	1.5 Describe what processes can be carried out on laminated glass after manufacture.			
	1.6 Describe what processes can be carried out on toughened glass after manufacture.			
2. Know why the use of laminated glass in side and rear windows is minimal.	2.1 Explain why the use of laminated glass in side and rear windows is minimal.			
3. Know the properties of Polyvinyl Butyral (PVB) interlayers used in automotive glass manufacture.	3.1 Describe the properties of Polyvinyl Butyral (PVB) interlayers used in automotive glass manufacture.			
	3.2 Explain where the different thicknesses of PVB should be used.			
	3.3 Explain how the PVB interlayer differs from the norm on a windscreen with head up display.			
4. Know what a direct glazing system is and what its properties are.	4.1 Describe what a direct glazing system is.			
	4.2 Describe the effects of weather conditions on a direct glazing system.			
	4.3 Describe how to correctly use a direct glazing system.			
	4.4 Explain why it is important to use a direct glazing system correctly.			
5. Know the terminology for different types of windscreens and their properties.	5.1 Explain the meaning and make up of at least 2 of the following <ul style="list-style-type: none"> <li>• Acoustic glazing</li> <li>• Electrochromic glazing</li> <li>• Anti bandit glazing</li> <li>• Anti reflective glazing</li> </ul>			
6. Know the possible implications of installing an after market sunroof.	6.1 Describe the possible implications of installing an after market sunroof.			
7. Know the range of glass tints available, how to identify them and what problems can occur.	7.1 List at least four different glass tints.			
	7.2 Explain how to identify glass tints.			
	7.3 Describe the problems that can arise if the incorrect tint is fitted			
8. Know how solar control glass is constructed, what its uses are and how it works.	8.1 Explain how solar control glass is constructed.			
	8.2 Describe what solar control glass is used for. Give three purposes			
	8.3 Explain how solar control glass works.			

<b>L/600/7451</b>	<b>Understanding Automotive Glazing Products (continued)</b>	<b>Level 3</b>	<b>5 Credits</b>
<b>AG15</b>			

9. Know the purpose and meanings of glass marking.	9.1 Explain the purpose of glass marking.			
	9.2 Explain the meaning of glass marking symbols. Give four examples.			
10. Know the properties of heated rear and front windscreens.	10.1 Describe the properties of heated rear and front windscreens.			
11. Know why it is important to be aware of airbags, how to identify their presence and what precautions need to be taken when working near them.	11.1 Explain why it is important to be aware of airbags.			
	11.2 Explain how to identify the presence of airbags.			
	11.3 Describe the precautions that need to be taken when working near airbags.			
12. Know how rain sensors work for automatic wiper activation, how to check them, the types of problem that can occur and how to overcome them.	12.1 Explain how rain sensors work for automatic wiper activation.			
	12.2 Explain how to check rain sensors.			
	12.3 Describe two types of problem that can occur with rain sensors and explain how these might be overcome.			
13. Know how light sensors work, how to check them, the types of problem that can occur and how to overcome these.	13.1 Explain how light sensors work.			
	13.2 Explain how to check light sensors.			
	13.3 Describe two types of problem that can occur with light sensors and explain how these might be overcome.			
14. Know the types of resins and urethanes used in automotive glazing and what their uses are.	14.1 Describe the purpose of resin in automotive glazing repairs.			
	14.2 Give three examples of urethanes used in automotive glazing and describe their uses.			
	14.3 Explain the meanings of direct and indirect glazing			
	14.4 List the 2 most common types of rubber fitments used in indirect glazing			
15. Know the types of tools and equipment used in automotive glazing at what they are used for.	15.1 List six different types of tool or pieces of equipment used in automotive glazing and describe their uses.			
16. Know what integrated antennas are used for in automotive glazing, reasons Vehicle Manufacturers use them and what kind of problems they have and how to overcome them.	16.1 List what integrated antennas are used for in automotive glazing, giving three examples of Vehicle Manufacturers who use this technology and 2 reasons they are used in preference to external aerials.			
	16.2 Describe the type of problems that can occur with integrated antennas and explain how these might be overcome.			
17. Know the types of membrane used on the inside of doors, what their purposes are, what problems can occur and how to overcome these problems.	17.1 List three types of membrane used on the inside of doors.			
	17.2 Give an example of a Vehicle Manufacturer who uses each type of membrane listed .			
	17.3 Explain the purpose of the membranes.			
	17.4 Describe three problems with membranes and explain how these might be overcome.			
18. Know how to locate reset procedures for door glasses, how to use the procedures correctly and understand the implications of not following them correctly.	18.1 Explain how to locate reset procedures for door glasses.			
	18.2 Explain how to correctly follow procedures for door glasses.			
	18.3 Describe the implications of not following the procedures correctly.			

<b>L/600/7451</b>	<b>Understanding Automotive Glazing Products (continued)</b>	<b>Level 3</b>	<b>5 Credits</b>
<b>AG15</b>			

19. Know what a hydrophobic coating is and how it may be used.	19.1 Clearly explain what a hydrophobic coating is and describe its uses.			
20. Know the types of material used for temporary glazing, their uses and restrictions.	20.1 List at least three types of materials used for temporary glazing and describe the use and restrictions of each.			
21. Know the construction and properties of different types of automotive glazing	21.1 List at least four types of automotive glazing and describe their properties, e.g. <ul style="list-style-type: none"> <li>• security glazing</li> </ul>			

**Assessor comments/feedback**

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

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Understand why Building Regulations exist, and where they apply.	1.1 Explain the main purpose of the Building Regulations.			
	1.2 Explain which countries the Building Regulations apply to.			
	1.3 State if the building regulations apply to: <ul style="list-style-type: none"> <li>Replacing the whole of a window frame</li> <li>Replacing broken glass or fogged double glazing units</li> <li>Replacing some opening parts in a main window frame</li> </ul>			
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.			

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

11. Understand when safety glazing must be used.	11.1 Define "Critical Safety Area Locations".			
	11.2 Explain when safety glazing must be used regarding: <ul style="list-style-type: none"> <li>• Height from the finished floor level</li> <li>• Side panel distance from either edge of a door</li> <li>• Explain what is meant by "finished floor level"</li> <li>• Which dimension to use if the ground level varies inside and outside</li> <li>• Explain the "finished floor level" in a bathroom area where the window is adjacent to the bath/shower</li> <li>• Explain where the drop on a stairway is measured from</li> </ul>			
12. Know the exceptions to the use of safety glazing and the minimum thickness acceptable for the exceptions.	12.1 Explain exceptions to the use of safety glazing regarding dimensions.			
	12.2 State the minimum thickness for glass in traditional leaded lights and copper lights.			
	12.3 State the minimum thickness for all other exceptions.			
13. Know the requirements for visible glass markings.	13.1 Explain 3 pieces of information that must be clearly and indelibly present on safety glass.			
14. Know the common problems that can occur when taking delivery of glass and how to minimise the impact of these problems.	14.1 List reasons for some common problems that can occur, to include 1 reason for each of the following: <ul style="list-style-type: none"> <li>• Incorrect type of glass being delivered</li> <li>• Incorrect dimensions of glass being delivered</li> <li>• No safety markings on glass</li> <li>• Safety mark not clear</li> </ul>			
	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.			

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

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: <ul style="list-style-type: none"> <li>• Minimum openable area</li> <li>• Minimum height and width</li> <li>• Maximum height from floor to the bottom of the openable area</li> </ul>			
	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**

<b>F/600/8449</b>	<b>Knowledge of Glass Cutting With a range of Glass Types</b>	<b>Level 3</b>	<b>4 Credits</b>
<b>GRO16</b>			

The aim of this unit is to provide the learner with the knowledge of glass types, how to cut them and how to investigate and evaluate problems encountered in glass cutting.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know the properties of typical types of glass that require cutting ,the processes to be followed and the equipment required.	1.1 Explain the properties of the following types of glass: <ul style="list-style-type: none"> <li>• Laminated</li> <li>• Georgian wired</li> <li>• Float glass</li> <li>• Mirrors</li> </ul>			
	1.2 Explain the process for cutting each of the types of glass, to include: <ul style="list-style-type: none"> <li>• Equipment/tools required</li> <li>• Personal Protective Equipment</li> </ul>			
2. Know how to identify a safe and suitable location for cutting the glass.	2.1 Explain 3 things to consider when choosing a location for cutting the glass.			
3. Know the types of problems that can occur in the cutting of different types of glass and how these problems might be overcome	3.1 Describe one problem that can occur in cutting for 3 different types of glass.			
	3.2 Explain how each problem identified could be overcome.			
4. Know how to ensure the glass is cut to specification, minimising waste.	4.1 Explain how to ensure the glass is to the required specification.			
	4.2 Explain how to minimise waste.			
5. Know how to cut radii into the different types of glass.	5.1 Explain how to cut external radius.			
	5.2 Explain how to cut internal radii.			
6. Know how to cut holes in different types of glass, the types of problems that can occur and how they might be overcome.	6.1 Explain how to cut holes in the following types of glass: <ul style="list-style-type: none"> <li>• Laminated</li> <li>• Georgian wired</li> <li>• Float glass</li> </ul>			
	6.2 Describe a problem that can occur when cutting holes in each type of glass and how the problems might be overcome.			
7. Know how to investigate problems in cutting different types of glass and identify likely causes and solutions.	7.1 Explain how to investigate the problems in cutting different glass types to include a rationale for deciding: <ul style="list-style-type: none"> <li>• when to carry out an investigation</li> <li>• types of glass</li> <li>• types of tools and equipment</li> <li>• number of people to be included in the evaluation</li> <li>• time period investigation is to cover</li> <li>• environmental issues to be considered</li> </ul>			
	7.2 Explain how to identify the likely cause of the problem.			
	7.3 Explain how to identify potential solutions to the problems identified and 3 things to consider when identifying potential solutions.			
8. Know how to record the findings of the investigation and evaluation.	8.1 Explain how to record the information and why recording is important.			
	8.2 Explain who needs to be made aware of the findings and why.			
	8.3 Explain how to give the relevant information to the people requiring it.			

<b>F/600/8449</b>	<b>Knowledge of Glass Cutting With a range of Glass Types (continued)</b>	<b>Level 3</b>	<b>4 Credits</b>
<b>GRO16</b>			

9. Know how to recommend and monitor improvements to glass cutting practices.	9.1 Describe 3 ways to recommend improvements.			
	9.2 Describe how to monitor the effectiveness of the implemented improvements, to include a rationale for deciding: <ul style="list-style-type: none"> <li>• when to monitor the recommended improvements</li> <li>• types of glass</li> <li>• types of tools and equipment</li> <li>• number of people to be included in the evaluation</li> <li>• time period investigation is to cover</li> <li>• environmental issues to be considered</li> </ul>			
10. Know the problems that can occur when recommending improvements to glass cutting practices.	10.1 Explain 3 problems when recommending improvements to glass cutting practices and a potential solution to each.			

***Assessor comments/feedback***

<b>D/600/8460</b>	<b>Know how to Produce Specifications for Windows and Doors, or Conservatories and Evaluate their Effectiveness</b>	<b>Level 3</b>	<b>6 Credits</b>
<b>GRO17</b>			

The aim of this unit is to provide the learner with the knowledge to produce specifications for windows, doors or conservatories. This involves graphical information, such as diagrams and sketches generated manually or through the use of computers.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know the ways to produce effective and clear specifications	1.1 Explain how to produce a specification that is clear and meaningful and why this is important.			
2. Know the industry regulations affecting fenestration installation specification and where to obtain them.	2.1 State the industry regulations affecting fenestration installation.			
	2.2 State the key points of the industry regulations and how they affect the production of fenestration installation specification.			
	2.3 Explain where to obtain details of the regulation.			
3. Know how to ensure that text-based technical information is accurate, clear, and complete and fit for purpose.	3.1 Explain how to clearly identify the requirements for the text-based technical information, e.g. <ul style="list-style-type: none"> <li>• reports</li> <li>• notes</li> <li>• correspondence</li> </ul>			
	3.2 Describe the correct format for presenting text-based technical information.			
	3.3 Explain how to ensure that the content of the textbased technical information is accurate, clear and complete.			
4. Know how to ensure that graphical technical information is accurate, clear, complete and fit for purpose.	4.1 Explain how to clearly identify the requirements for the graphical technical information, to include: <ul style="list-style-type: none"> <li>• sketches/drawings</li> <li>• cutting list/electronic specifications</li> </ul>			
	4.2 Explain the correct format for presenting graphical technical information.			
	4.3 Explain how to ensure that the content of the graphical technical information is accurate, clear and complete.			
5. Know how to evaluate the effectiveness of specifications produced.	5.1 Explain how to evaluate the effectiveness of specifications produced, to include a rationale for deciding: <ul style="list-style-type: none"> <li>• when to carry out an evaluation</li> <li>• number of specifications to be evaluated</li> <li>• number of Surveyors to be included in the evaluation</li> <li>• time period evaluation to cover</li> <li>• issues to be covered during the evaluation</li> </ul>			
6. Know how to record findings on the evaluations carried out.	6.1 Explain how to record the information and why recording is important.			
	6.2 Explain who needs to be made aware of the findings and why.			
	6.3 Explain how to give the relevant information to the people requiring it			
7. Know how to investigate and identify the possible causes of problems with specifications, and evaluate the findings to identify potential solutions to reduce problems.	7.1 Explain how to investigate the possible causes of problems with specifications.			
	7.2 Explain how to identify the likely cause of the problem.			
	7.3 Explain how to identify potential solutions to the problems identified and 3 things to consider when identifying potential solutions.			

D/600/8460	Know how to Produce Specifications for Windows and Doors, or Conservatories and Evaluate their Effectiveness (continued)	Level 3	6 Credits
GRO17			

8. Know how to recommend and monitor improvements to specification production practices.	8.1 Describe 3 ways to recommend improvements.			
	8.2 Describe how to monitor the effectiveness of the implemented improvements, to include a rationale for deciding: <ul style="list-style-type: none"> <li>• number of specifications to be evaluated</li> <li>• number of Surveyors to be included in the evaluation</li> <li>• time period evaluation to cover</li> <li>• issues to be covered during the evaluation</li> </ul>			
9. Know the problems that can occur when recommending improvements to specification production practices	9.1 Explain 3 problems when recommending improvements to specification production practices and a potential solution to each.			

**Assessor comments/feedback**

L/502/9309	Principles of Fire-Resistant Glazing	Level 3	5 Credits
FRG1			

The aim of this unit is to provide the learner with the knowledge and skills to understand the basic principles of fire resistant glazing so as to be able to accurately assess the requirements of the fire resistant glazing installation and to be able to prepare a plan for carrying out the work.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know the difference between fire resistant glazing and standard glazing.	1.1 Explain 3 different requirements between fire resistant glazing and standard glazing.			
2. Understand the types of fire resistant glazing available.	2.1 Name the 2 types of fire resistant glazing.			
	2.2 Explain the differences between the 2 types.			
	2.3 Name the 2 test criteria that are used to classify fire resistant glazing.			
	2.4 Explain how fire performance is measured.			
	2.5 Explain how fire performance is typically expressed.			
3. Understand the legislation on fire resistant glazing and how to apply them in practice to the glazing work to be carried out.	3.1 Summarise the aims of the fire resistant glazing regulations.			
	3.2 Explain where to get detailed information on the fire resistant glazing regulations.			
	3.3 Explain how to confirm the work will be carried out in accordance with legislation.			
4. Know the basic principles of fire containment in buildings.	4.1 Explain the basic principles of fire containment in buildings, for example: <ul style="list-style-type: none"> <li>• Compartmentation</li> <li>• Fire resistant doors and apertures</li> <li>• Means of escape</li> <li>• Fire screens</li> </ul>			
5. Know the factors that can have an effect on the performance of the fire resistant glazing.	5.1 List 6 of the key factors that influence the fire resistance of a glazing system.			
6. Know how the different components in the fire resistant glazed system react under fire conditions.	6.1 Explain how the different components of the fire resistant glazed systems will react under fire conditions, to include: <ul style="list-style-type: none"> <li>• Expansion</li> <li>• The supporting structure</li> <li>• Fixings to the supporting structure</li> <li>• Fire stopping between the glazed system and the surrounding structure</li> </ul>			

**Assessor comments/feedback**

L/502/9309	Principles of Fire-Resistant Glazing (continued)	Level 3	5 Credits
FRG1			

7. Know which systems or applications require special considerations when using fire resistant glass and know why special considerations may be necessary.	7.1 Name 3 systems or applications which could require special considerations when using fire resistant glass.			
	7.2 Explain why each of the above systems or applications may need special considerations to ensure fitness for purpose in the event of fire.			
8. Know how to ensure the specified system is appropriate for the installation.	8.1 Name 3 ways of ensuring the system is fit for purpose.			
	8.2 Explain how each one is carried out and what is covered.			
9. Know the problems that can occur in the preparation of fire resistant glazing and how to resolve them.	9.1 Describe 3 problems that can occur in the preparation of fire resistant glazing and explain how these might be overcome.			
10. Know how to record information on the preparation of fire resistant glazing to comply with organisational and manufacturer's guidelines and legislation.	10.1 Explain the systems in place for recording information on the preparation of fire resistant glazing.			
	10.2 Explain how these recording systems ensure compliance with organisational and manufacturer's guidelines and legislation.			

**Assessor comments/feedback**

<b>T/600/8495</b>	<b>Knowledge of the Fascia, Soffit and Bargeboard Removal and Installation Process</b>	<b>Level 2</b>	<b>4 Credits</b>
<b>GRO19</b>			

The aim of this unit is to provide the learner with the knowledge of materials, processes and regulations within the Fascia, Soffit and Bargeboard industry. The learner is also required to understand the Working at Heights regulations apply to the installation process.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know the materials used in Fascia Soffit and Bargeboard installation.	1.1 List the materials used in the installation of fascias, soffits and bargeboards.			
2. Know the equipment/tools used for installation.	2.1 State 3 pieces of equipment or tools used to install fascias, soffits or bargeboards or related products			
	2.2 Explain what each piece of equipment or tool is used for.			
3. Know how the Working at Heights Regulations apply to the installation of Fascias, Soffits and Bargeboards and where to find this information.	3.1 Explain how the Working at heights regulations apply to the installation of fascias, soffits and bargeboards			
	3.2 Explain where to find information on the Working at Heights Regulations.			
4. Know how to handle equipment and materials to reduce the risk of damage to them and injury to self and other persons.	4.1 Describe the factors that can cause injury or damage during the handling and transportation of installation materials to include: <ul style="list-style-type: none"> <li>• Fascias</li> <li>• Soffits</li> <li>• Rainwater systems</li> </ul>			
	4.2 Explain how to reduce the potential of causing injury or damage for each of the materials listed in 3.1.			
5. Know how to establish the preparatory work that is required on existing materials.	5.1 Explain how to establish the preparatory work required on existing materials.			
6. Know the type of materials which need to be removed and how to identify which are structural and non structural.	6.1 Describe the type of materials that may need to be removed.			
	6.2 Explain how to Identify which materials are structural and non structural.			
	6.3 Explain what to do when structural materials need to be removed.			
	6.4 Explain what to do if asbestos is revealed or suspected.			

**Assessor comments/feedback**

<b>T/600/8495</b>	<b>Knowledge of the Fascia, Soffit and Bargeboard Removal and Installation Process (continued)</b>	<b>Level 2</b>	<b>4 Credits</b>		
<b>GRO19</b>					

7. Know the health and safety requirements and statutory and industry regulations which apply to removing materials containing asbestos cement and where to obtain the information.	7.1 State which health and safety requirements and statutory and industry regulations apply and explain how these relate to the removal of materials containing asbestos cement.			
	7.2 Explain where information relating to health and safety and statutory legislation regarding asbestos can be obtained			
8. Know the types of fixings used for attaching to replacement materials and their use.	8.1 Describe 3 fixings specified by Manufacturers used in preparatory work and their purpose.			
9. Know how to dispose of unwanted materials.	9.1 Explain how to dispose of 3 different unwanted materials and what to consider when disposing of them.			
10. Know how to complete the installation and what information to provide the customer with at the handover.	10.1 Explain the tasks to be completed after installation and before hand over to the customer.			
	10.2 Explain 3 pieces of information that a customer may require at the handover.			
	10.3 Explain why this information is important.			

**Assessor comments/feedback**

<b>FT3</b>	<b>Theory of Curtain Walling</b>	<b>Level 4</b>	<b>5 Credits</b>
<b>T/503/0454</b>			

The aim of this unit is to provide the learner with the knowledge of a range of curtain wall systems, brackets, supports and gaskets. Knowledge of how environmental and weather conditions affect curtain walling will also be required to meet the unit aims.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Understand how to determine which curtain wall system should be used.	1.1 Explain the functional requirements of a curtain wall system with respect to: <ul style="list-style-type: none"> <li>• Building regulations</li> <li>• Environmental issues</li> <li>• Security issues</li> <li>• Safety issues</li> </ul>			
	1.2 Evaluate and prioritise the functions identified above to outline a system specification.			
2. Understand the factors determining the selection of a curtain wall system to suit the proposed building design/usage.	2.1 Describe 3 types of curtain wall system and evaluate the advantages and disadvantages of each.			
	2.2 Evaluate the reasons why one system type may be selected/preferred over another paying attention to: <ul style="list-style-type: none"> <li>• Designed use</li> <li>• Site conditions environment</li> <li>• Ease of fabrication</li> <li>• Ease of installation</li> <li>• Future maintenance</li> <li>• Sustainability issues</li> <li>• Cost implications</li> </ul>			
3. Understand how and why external influences and factors have an impact on curtain wall system designs.	3.1 Explain wind flow around a building and illustrate the effect adjacent structures may create.			
	3.2 Evaluate a curtain wall elevation with respect to possible rain intensity and explain effect of continual and prolonged exposure.			
	3.3 Explain 5 forces to be controlled by a curtain wall system.			
	3.4 Explain the effect that UV radiation can have on a façade.			
	3.5 Describe the different means by which water can penetrate a façade.			

***Assessor comments/feedback***

<b>FT3</b>	<b>Theory of Curtain Walling (continued)</b>	<b>Level 4</b>	<b>5 Credits</b>
<b>T/503/0454</b>			

4. Understand the brackets and supports required for a curtain wall installation.	4.1 Clarify and illustrate the purpose of a curtain wall bracket with respect to: <ul style="list-style-type: none"> <li>• Restraint</li> <li>• Support</li> </ul>			
	4.2 Describe the adjustments required from a curtain wall bracketing system and why these may be required.			
	4.3 Evaluate and compare brackets for a hung system for: <ul style="list-style-type: none"> <li>• Interlocking mullions</li> <li>• Independent support</li> </ul>			
	4.4 Explain how the ‘footprint’ of the curtain wall bracket could induce additional loads and bending moments within a fixing and how to deal with these issues.			
	4.5 Explain how large spans between curtain wall brackets can induce large bending moments in fixings and how to deal with these issues.			
	4.6 Explain the importance of edge and axial spacing and how to review and revise load capacity of fixing after determining axial and edge spacing of fixings.			
	4.7 Explain how thermal expansion can induce loads with curtain wall system components, including: <ul style="list-style-type: none"> <li>• How to identify coefficient of thermal expansion for materials within curtain wall</li> <li>• How temperature ranges that curtain wall is subjected to can have an effect</li> <li>• How to evaluate thermal expansion of critical components</li> </ul>			
	4.8 Explain how to identify where thermal loss (cold bridging) could be a problem, and suggest ways to minimise the impact.			
	4.9 Describe one structural problem that could be caused by thermal loss.			

**Assessor comments/feedback**

<b>FT3</b>	<b>Theory of Curtain Walling (continued)</b>	<b>Level 4</b>	<b>5 Credits</b>
<b>T/503/0454</b>			

5. Understand the use of gaskets and gasket system in a curtain wall system.	5.1 Compare and justify the gasket material to be specified, explaining the final selection.			
	5.2 Analyse the glass/panels to be used in order to correctly identify a suitable gasket design based on: <ul style="list-style-type: none"> <li>• Monolithic glazing</li> <li>• Double glazing</li> <li>• Panels</li> <li>• Window/Door inserts</li> </ul>			
	5.3 Evaluate the advantages and disadvantages of supplying picture frame gaskets versus standard linear pieces, to include: <ul style="list-style-type: none"> <li>• Storage requirements</li> <li>• Handling characteristics</li> <li>• Cost implications/design features</li> </ul>			
6. Understand the functions of curtain wall edge details.	6.1 Analyse the different substrates around a curtain wall and evaluate the various solutions for an edge detail.			
	6.2 Explain how to maintain a drainage path out of a curtain wall interface.			
	6.3 List 3 possible problems with a curtain wall edge detail and provide a solution for each justifying the following: <ul style="list-style-type: none"> <li>• Material cost</li> <li>• Labour cost</li> <li>• Ease of installation</li> <li>• Longevity</li> </ul>			

***Assessor comments/feedback***

<b>T/503/6187</b>	<b>The Principles of Glass and Glass Related Distribution and Warehousing</b>	<b>Level 2</b>	<b>6 Credits</b>
<b>GDW005</b>			

The aim of this unit is to provide the learner with the knowledge of warehouse layout and purpose, job roles and responsibilities. A basic understanding of equipment, storage conditions, methods, stock identification, stock levels and stock rotation is also necessary to meet the unit aims.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Understand the layout and purpose of the warehouse.	1.1 Identify the areas in the warehouse and the products kept there.			
	1.2 Describe the part each area plays in the warehousing process.			
2. Understand the roles and responsibilities in the warehouse.	2.1 List the job roles in the warehouse environment.			
	2.2 Explain the key tasks in each role.			
3. Understand the equipment used in the warehouse.	3.1 Identify three pieces of equipment used in the warehouse.			
	3.2 Explain the purpose of each type of equipment given in answer to 3.1.			
	3.3 Explain the restrictions that may apply to the use of equipment.			
	3.4 Describe the PPE used in the warehouse and the tasks it is required for.			
4. Understand the use and importance of stock identification.	4.1 Explain the stock identification procedures in place.			
	4.2 Explain the benefits of clear stock identification procedures.			
	4.3 Explain how to identify stock when labelling is unclear.			
5. Understand the importance of appropriate stock locations, levels and stock rotation	5.1 Explain the preferred storage conditions and methods used, for example: <ul style="list-style-type: none"> <li>• Materials used for storage locations</li> <li>• Materials used for packing</li> <li>• Amount stored in location</li> <li>• Climate, temperature and humidity</li> <li>• Ease of access</li> </ul>			
	5.2 Explain the meaning and purpose of having minimum and maximum stock levels.			
	5.3 Explain when and how these levels may need to be amended.			
	5.4 Explain the meaning and benefits of stock rotation.			
6. Understand the security measures in place to safeguard stock.	6.1 Explain the Company procedures to keep stock secure.			
	6.2 Explain what to do if a possible breach of security procedures is identified.			

**Assessor comments/feedback**

<b>T/503/6187</b>	<b>The Principles of Glass and Glass Related Distribution and Warehousing (continued)</b>	<b>Level 2</b>	<b>6 Credits</b>
<b>GDW005</b>			

7. Understand the importance of product knowledge	7.1 Explain where to find information on stock items and range.			
	7.2 Explain three benefits of understanding the product range.			
	7.3 Explain what factors must be taken into account when handling glass.			
8. Understand the type of customers involved with the warehouse and distribution business.	8.1 Explain the difference between an internal and external customer.			
	8.2 List the principal customers/customer types.			
9. Understand the problems that can occur in the glass distribution warehouse working environment.	9.1 List 3 problems that can occur within the glass distribution warehouse working environment.			
	9.2 Explain how to minimise the problems and prevent re-occurrence			

***Assessor comments/feedback***

L/502/9715	Knowledge of Photovoltaic Systems	Level 3	6 Credits
PV2			

The aim of this unit is to provide the learner with the underpinning knowledge of PV systems, requirements, components and properties. This includes understanding of typical problems and their likely causes.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know the properties of a Photovoltaic system.	1.1 Explain how a Photovoltaic system works.			
	1.2 Name the 3 types of PV technology used in panels.			
	1.3 Explain the difference between Grid-Connected and Off-Grid systems.			
	1.4 Name the material that PV panels are constructed from.			
	1.5 Name the type of current generated by PV panels.			
	1.6 Explain how this is converted to be suitable for use.			
2. Understand the meaning of common words and terms used in the Photovoltaic working environment.	2.1 Explain the meaning of the following: <ul style="list-style-type: none"> <li>• Cell</li> <li>• Module</li> <li>• String</li> <li>• Array</li> </ul>			
	2.2 Explain the meaning of: <ul style="list-style-type: none"> <li>• kWp</li> <li>• Kwh</li> <li>• Voc</li> <li>• Isc</li> <li>• STC</li> <li>• Commissioning</li> <li>• Grid Connection</li> </ul>			
	2.3 Describe the following terms with regards to roofs: <ul style="list-style-type: none"> <li>• Gable</li> <li>• Hipped</li> <li>• Half Hipped</li> <li>• Trusses</li> <li>• Rafters</li> <li>• Struts</li> <li>• Tie beams</li> <li>• Purlin</li> <li>• Ridge board</li> <li>• Eaves</li> </ul>			
3. Know the International Standards that PV modules are tested to.	3.1 Name the 2 International Standards that apply to PV modules.			
	3.2 Explain how to confirm the modules have been approved to the required standard.			
	3.3 Explain the importance of compliance with MCS accreditation.			
4. Understand the conditions necessary for an effective Photovoltaic system.	4.1 Identify the ideal conditions for an effective PV system.			
	4.2 Explain how to compensate for conditions that reduce the amount of output.			
	4.3 Know the amount of power used in an average 3 bedroom house.			
	4.4 Know how to calculate the potential power that a specified system can generate.			

<b>L/502/9715</b>	<b>Knowledge of Photovoltaic Systems (continued)</b>	<b>Level 3</b>	<b>6 Credits</b>
<b>PV2</b>			

5. Know the major components needed in a PV system and their purpose.	5.1 List 5 main components required in a PV system.			
	5.2 Describe the properties of each component.			
	5.3 Explain the purpose of each component.			
	5.4 Give an example of a suitable location for each component.			
6. Know the legislation and safety precautions to take with PV systems.	6.1 Explain 3 parts of the installation that must take note of the Building Regulations.			
	6.2 Explain what work relating to PV Installation must be carried out by a qualified Electrician.			
	6.3 Name the components that should be labelled, what information should be included and how it should be recorded.			
	6.4 Describe the current safety precautions to take with PV systems.			
7. Understand the requirements for planning permission with PV installations.	7.1 Explain how to check the requirements for planning permission in England, Wales, Scotland or Northern Ireland.			
	7.2 State 3 types of building or location where planning permission may be required.			
8. Know the typical problems that can arise and their possible causes.	8.1 Describe 2 problems that can cause no system output during the day and what to check.			
	8.2 Describe 2 problems that can be indicated by the system output being lower than expected and what to check.			
	8.3 Describe 2 possible reasons that system output is lower than previously produced and what to check.			

**Assessor comments/feedback**

<b>K/600/7960</b>	<b>Knowledge of the Glass Container Manufacturing Process</b>	<b>Level 3</b>	<b>13 Credits</b>
<b>GCM2</b>			

The aim of this unit is to provide the learner with knowledge of the Glass Container Manufacturing process, from raw material to packaged product.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know the constituent components of the raw materials or "batch".	1.1 Describe the composition of the batch mix required to produce white (flint) amber (brown) and green glass.			
	1.2 Describe the properties of the constituent components that make up each different batch mix.			
	1.3 Describe the benefits of utilising recycled glass in the batch mix.			
2. Know the major components of a batch plant.	2.1 Describe the composite parts that make up a typical batch plant.			
	2.2 Describe the systems and procedures necessary to prevent batch contamination			
3. Know how a furnace converts the batch mix into molten glass and recognise environmental impact.	3.1 Describe the various parts of the furnace			
	3.2 Describe the batch melting process			
	3.3 Explain how to monitor the key performance indicators for the furnace			
4. Know the purpose of the fore-hearth and feeder in the glass manufacturing process.	4.1 Describe the purpose of the fore-hearth			
	4.2 Describe the purpose of the feeder			
	4.3 Describe what adjustments are possible in the feeder and plunger to produce gobs to specification. Give 3 examples.			
5. Know the major components in the gob delivery system from when the glass is extruded from the feeder.	5.1 Describe a typical glass delivery system.			
	5.2 Describe typical coatings that are applied to delivery equipment			
6. Know the problems associated with the gob delivery system.	6.1 Describe 3 problems that can originate from the delivery system, and offer a solution for each of the problems given			
7. Know the different processes used to manufacture containers	7.1 Describe the Press & Blow system of glass manufacture.			
	7.2 Describe the Narrow Neck Press & Blow system of glass manufacture			
	7.3 Describe the Blow & Blow system of glass manufacture.			
8. Know the process of transferring formed containers into the annealing stage including any inspection or treatment and the types of problems that can occur	8.1 Describe the transfer operations from the dead plate to the annealing lehr.			
	8.2 Give 3 problems that can occur at each stage and offer a potential solution for each.			
9. Know the principles of annealing glass	9.1 Describe the annealing process			
	9.2 Explain why it is necessary to anneal formed glass containers.			
	9.3 State typical temperatures at the start and end of the annealing process			
10. Know the importance of applying and monitoring hot and cold end coatings.	10.1 Explain how hot and cold end coating is applied to the container and why.			
	10.2 Explain the checks required to ensure the coatings are effective.			

<b>K/600/7960</b>	<b>Knowledge of the Glass Container Manufacturing Process (continued)</b>	<b>Level 3</b>	<b>13 Credits</b>
<b>GCM2</b>			

11. Know the processes carried out at the Cold End Operation and their purpose	11.1 Describe the cold end operations			
	11.2 Describe the purpose of cold end operations			
	11.3 Describe the types of inspection that take place. Give 3 examples of each of the following:			
	11.4 Describe auditing procedures for two different types of cold end inspection equipment.			
12. Know the container packaging process	12.1 Describe a typical glass palletiser.			
	12.2 Describe the differences that can occur between packaging specifications.			
	12.3 Describe the methods used to package glass containers			
	12.4 Describe a typical shrink system and/or band strapper.			
	12.5 Describe 3 problems that can occur in transporting packaged glass containers and offer a potential solution for each.			

**Assessor comments/feedback**

L/503/4199	Understanding methods of Continuous Improvement	Level 4	10 Credits
GEN991			

The unit aim is to ensure the learner has a full understanding of a range of methods to provide continuous improvement in their working environment. This includes an understanding of the techniques, tools and people involved in planning, introducing and communicating on continuous improvement to the workplace. Finally the learner must also understand how to monitor and evaluate the continuous improvement activities in place

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Understand the concept of continuous improvement.	1.1 Define the term 'continuous improvement'.			
	1.2 Explain the following terms: <ul style="list-style-type: none"> <li>• Value added and non-value added</li> <li>• Inventory</li> <li>• Flow</li> <li>• Takt Time</li> </ul>			
	1.3 List 8 types of waste that can occur in a typical workplace.			
	1.4 Describe how each of the 7 named types of waste can impact on the workplace.			
	1.5 Explain how continuous improvement can enable an organisation to meet its aims and objectives.			
2. Know the different tools available to engender continuous improvement.	2.1 Summarise the following techniques: <ul style="list-style-type: none"> <li>• 5S workplace organisation</li> <li>• SMED/quick changeover</li> <li>• Value stream mapping</li> <li>• Six sigma</li> <li>• Pokeyoke</li> <li>• Benchmarking</li> </ul>			
	2.2 Summarise the following and explain how they can be used during continuous improvement activities: <ul style="list-style-type: none"> <li>• Spaghetti diagrams</li> <li>• 5 whys</li> <li>• Red tagging</li> <li>• Kanbans</li> <li>• Standard operating procedures</li> <li>• Root cause analysis</li> <li>• Pareto analysis</li> <li>• Solution effect analysis</li> <li>• Plan, Do, Check, Act</li> <li>• A3 thinking</li> </ul>			
	2.3 Explain the factors that must be considered prior to implementation of any continuous improvement activities/ techniques, to include: <ul style="list-style-type: none"> <li>• People</li> <li>• Processes</li> <li>• Resources</li> </ul>			
3. Know how to implement a continuous improvement activity.	3.1 Identify and explain a process in their work area that would benefit from one of the named continuous improvement techniques.			
	3.2 Develop a plan for carrying out a continuous improvement activity within the identified process, to include: <ul style="list-style-type: none"> <li>• Scope of activity</li> <li>• Personnel</li> <li>• Steps/schedule</li> <li>• Materials/tools</li> <li>• Delivery material</li> <li>• Ongoing audit</li> <li>• Communication</li> </ul>			

L/503/4199	Understanding methods of Continuous Improvement (continued)	Level 4	10 Credits
GEN991			

4. Know how to identify and communicate improvements to work activities.	4.1 Explain how to involve teams in identifying improvements that can be made to work activities.			
	4.2 Suggest a system for reporting potential improvements within the work area.			
	4.3 Explain who to make the suggestions to and why these people need to be made aware.			
5. Know how to sustain an organised workplace.	5.1 Describe the key roles in sustaining any activity in the workplace.			
	5.2 Explain how the following can contribute to sustaining continuous improvement in the workplace: <ul style="list-style-type: none"> <li>• Auditing</li> <li>• Incentive schemes</li> <li>• Visual standards</li> <li>• Visual communication</li> <li>• Visual teams</li> <li>• Training</li> </ul>			
	5.3 Explain how to ensure action is taken if the workplace improvements are not sustained.			
	5.4 Explain the importance of evaluating continuous improvement activities.			

**Assessor comments/feedback**

J/503/4198	Understanding how to Review Job Changeover Processes	Level 4	9 Credits
GEN990			

The aim of this unit is to provide the learner with a full understanding of how to review and improve job changeover processes within their working environment. It includes knowledge of the processes, tools, equipment and job roles within their working environment. The learner will have to understand how to work with others, complete documentation and understand the benefits and implications of suggesting and introducing changes to processes. Finally the learner must understand how to evaluate the amendments made to changeover processes.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Understand the process for, and importance of, changeover operations in the work area.	1.1 Explain the purpose of 2 pieces of equipment where job changes occur in the work area.			
	1.2 Explain the current changeover process for each of the 2 pieces of equipment named in 1.1., including reference to company guidance and health and safety requirements.			
	1.3 Summarise the frequency of job changes and the reason for this. To include an explanation for varying production run lengths.			
	1.4 List the range of tools and equipment used within the changeover process.			
	1.5 Clarify roles and responsibilities within the changeover process.			
	1.6 Clarify downtime associated with the changeover process.			
2. Know how to review the changeover operations in their work area.	2.1 Explain why a review of the changeover process could take place and explain the potential benefits.			
	2.2 List the individuals and their job roles, who should be involved in the review of changeover processes.			
	2.3 Identify and explain documentation required to carry out the review of changeover activities, to include: <ul style="list-style-type: none"> <li>• Activity paperwork</li> <li>• Equipment/process specifications/guidance</li> </ul>			
	2.4 State the external influences/internal processes that need to be taken into account when planning a review of changeover activities.			
3. Understand the processes involved in improving changeover processes.	3.1 Explain 4 stages of an effective changeover review activity.			
	3.2 Summarise 8 techniques of a changeover review activity.			
	3.3 Explain the difference between internal and external job change/set up activities and give an example of each in their work area.			
	3.4 Explain the benefits of converting internal set up activities to external set up activities.			
	3.5 Explain the possible implications of converting internal set up activities to external, e.g.: <ul style="list-style-type: none"> <li>• Training needs</li> <li>• Short term impact on production</li> <li>• Costs</li> </ul>			
	3.6 Give 3 examples of how internal setup activities can be converted to external activities.			
	3.7 Describe the Deming Cycle and its relevance to a job change/equipment setup review activity.			
	3.8 Explain how improvement ideas can be encouraged through a review of changeover activities.			

J/503/4198	Understanding how to Review Job Changeover Processes (continued)	Level 4	9 Credits
GEN990			

4. Know the importance of documenting and promoting identified improvement methods.	4.1 List the organisational material, information and/or guidance that need to be amended following a review of changeover activities.			
	4.2 Explain what information regarding the review of changeover activities needs to be recorded and shared.			
	4.3 Explain how information should be recorded and shared.			
	4.4 Explain how changes to processes made following this activity can impact on other existing schemes, for example ISO.			
5. Understand how good working relationships help with the review of changeover processes.	5.1 Explain the importance of good working relationships.			
	5.2 Describe how to select a team to undertake a review of changeover activities.			
	5.3 Explain how to encourage questions and ensure the whole team is involved.			
	5.4 List the benefits of carrying out a review of changeover activities as part of both a large team and a small team.			
6. Understand how to plan a review of job changeover processes.	6.1 Develop a programme to deliver a review of the changeover processes within the work area, to include: <ul style="list-style-type: none"> <li>• Scope of activity</li> <li>• Personnel</li> <li>• Steps/schedule</li> <li>• Materials/tools</li> <li>• Delivery material</li> <li>• Ongoing audit</li> </ul>			
	6.2 Explain why amendments to changeover processes and activities should not be introduced prior to organising the workplace.			
7. Understand how to review the impact of the introduction of amendments to job changeover processes.	7.1 Explain how to review the effectiveness of the job changeover review, to include: <ul style="list-style-type: none"> <li>• Review timescales</li> <li>• Review methods</li> <li>• Success measures</li> <li>• Identification of cost/time savings</li> </ul>			
	7.2 Explain the importance of evaluating job changeover reviews.			

**Assessor comments/feedback**

<b>F/503/3843</b>	<b>Understand how to Organise the Workplace</b>	<b>Level 4</b>	<b>7 Credits</b>
<b>GEN992</b>			

The aim of the unit is to provide the learner with a full understanding of workplace organisation, its benefits and the roles and equipment involved in planning, implementing and communicating the activities. Also the learner will be required to understand how to review and evaluate the effectiveness of the activities.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know the key steps and benefits of organising a workplace.	1.1 Define the term 'an organised workplace'.			
	1.2 Summarise the 5 key steps of a workplace organisation activity.			
	1.3 Explain the requirements involved in each of the 5 steps.			
	1.4 State 7 types of waste in the work environment and give an example of each.			
	1.5 Explain how workplace organisation contributes to the following: <ul style="list-style-type: none"> <li>• The elimination of accidents</li> <li>• Improved productivity</li> <li>• The elimination of breakdowns</li> <li>• The elimination of waste</li> </ul>			
2. Know how to plan a workplace organisation activity.	2.1 Explain how a workplace organisation activity would be implemented, to include: <ul style="list-style-type: none"> <li>• People/resource</li> <li>• Equipment</li> <li>• Techniques/visual aids</li> <li>• Timescales</li> </ul>			
	2.2 Explain who outside of the immediate department/ working area could contribute to the planning and introduction of workplace organisation.			
	2.3 Develop a plan for implementing a workplace organisation activity in their area of work.			
3. Know the communication requirements in an organised workplace.	3.1 Explain the purpose of the following: <ul style="list-style-type: none"> <li>• Shadow boards</li> <li>• Cleaning schedules</li> <li>• Standard operating procedures</li> <li>• Tagging systems</li> <li>• Visual controls</li> </ul>			
	3.2 Develop an example of each of the above for the work area.			
	3.3 Develop a communication plan for ensuring a sustained organised workplace.			
	3.4 Give 3 benefits for each of the following: <ul style="list-style-type: none"> <li>• Sharing information which is clear, sufficient and accurate</li> <li>• Having good working relationships with colleagues when introducing workplace organisation</li> </ul>			
4. Know how to sustain an organised workplace.	4.1 Describe 2 examples of visual control systems that will assist in sustaining an organised workplace.			
	4.2 Explain how auditing can contribute to sustaining an organised workplace.			
	4.3 Describe the key roles in sustaining an organised workplace.			

<b>F/503/3843</b>	<b>Understand how to Organise the Workplace (continued)</b>	<b>Level 4</b>	<b>7 Credits</b>
<b>GEN992</b>			

	4.4 Suggest a system for reporting potential improvements within the work area.			
	4.5 Explain who improvement suggestions should be made to and why these people need to be made aware.			
5. Understand how to review the impact of the introduction of workplace organisation.	5.1 Explain how to review the effectiveness of the introduction of workplace organisation, to include: <ul style="list-style-type: none"> <li>• Review timescales</li> <li>• Review methods</li> <li>• Success measures</li> <li>• Identification of cost/time savings</li> </ul>			
	5.2 Explain the importance of evaluating workplace organisation activities.			

**Assessor comments/feedback**

<b>R/503/1188</b>	<b>Providing Operational Support</b>	<b>Level 4</b>	<b>4 Credits</b>
<b>GEN098</b>			

The aim of this unit is to provide the learner with the knowledge of the purpose, benefits and implications of providing operational support, from a Company and individual viewpoint. There is also the need to be able to review operational support mechanisms and resources available and know how to identify and recommend changes or improvements.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Understand the principles of providing operational support.	1.1 Describe the purpose of operational support.			
	1.2 Describe the tasks within the specific area of responsibility that may require operational support.			
	1.3 Explain who can provide operational support.			
	1.4 Describe the Company guidelines to identify or request a need for operational support.			
2. Understand when and how to provide operational support.	2.1 Describe 3 situations that may indicate a need for operational support.			
	2.2 Describe the type of operational support that would be appropriate for each situation.			
	2.3 Explain how to obtain and provide the operational support.			
3. Understand the benefits and impact of providing operational support.	3.1 Explain 3 possible benefits of providing operational support, to include: <ul style="list-style-type: none"> <li>Benefits to the Company</li> <li>Benefits to those being supported</li> </ul>			
	3.2 Explain 2 possible detrimental effects of providing operational support, to include: <ul style="list-style-type: none"> <li>Effects on the Company</li> <li>Effects on those being supported</li> </ul>			
4. Understand how to record information on operational support.	4.1 Describe the Company procedures to follow on the recording/reporting of the use of operational support.			
5. Know how to review the operational support in the Company.	5.1 Explain how to analyse the operational support provided in a particular task/circumstance.			
	5.2 Explain how to use the analysis to review the operational support systems and resources available.			
	5.3 Describe findings that might indicate a need to change the systems in place.			
6. Understand how to recommend changes to the operational support.	6.1 Explain how to present recommendations for changes to operational support systems and resources, to include: <ul style="list-style-type: none"> <li>Who to make the recommendations to</li> <li>The type and detail of information to provide</li> </ul>			

**Assessor comments/feedback**

<b>K/503/6185</b>	<b>Monitor and Develop Individual Staff to Improve Performance and Efficiency</b>	<b>Level 3</b>	<b>8 Credits</b>
<b>GDW017</b>			

The aim of this unit is to demonstrate an understanding of the importance to the Organisation and individuals of monitoring performance, identifying training needs or development, and the importance of keeping skills and knowledge up to date

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to monitor individual staff performance against current job role.	1.1 State 3 areas of the job role in which to monitor the individual staff member.			
	1.2 Explain how to identify the required standard of performance for each area.			
	1.3 List one indicator of performance for each answer to 1.1.			
	1.4 Explain how these can suggest a development need.			
2. Know how to identify the need for staff development.	2.1 State 2 factors or changes in the working environment that may require staff development.			
	2.2 Suggest 2 changes in product or customer that may require staff development.			
	2.3 Name one other way that a need for change in working methods can become apparent.			
3. Be able to monitor individual staff performance.	3.1 Monitor individual staff members for performance and compliance with organisational procedures in the following areas: <ul style="list-style-type: none"> <li>• Stock handling</li> <li>• Paperwork completion</li> <li>• Health and safety related issues</li> </ul>			
4. Know how to identify opportunities for development and how to implement them.	4.1 Explain how to identify potential opportunities for developing staff skills and knowledge.			
	4.2 Explain how to provide the training required.			
5. Know the problems that can arise when monitoring staff performance and how to deal with them.	5.1 Give 3 examples of problems that can arise when monitoring staff performance.			
	5.2 Explain how to deal with each situation given in answer to 5.1.			
6. Know the behaviours that can have an effect on efficiency and how to deal with them.	6.1 Explain the correct way to deal with the following problems with a member of staff in accordance with organisational procedures and in keeping with statutory legislation to improve efficiency: <ul style="list-style-type: none"> <li>• Persistent lateness</li> <li>• Persistent absence</li> <li>• Repeated poor standard of work</li> <li>• Customer/colleague complaints</li> <li>• Persistent non-compliance with organisational procedures</li> </ul>			
7. Know the problems that can occur with sourcing and implementing training and how to deal with them.	7.1 Give 3 examples of problems that can arise when identifying training solutions and suggest ways to overcome them.			
	7.2 Give 3 examples of problems that can occur when implementing a training programme and suggest ways to overcome them.			

**Assessor comments/feedback**

K/503/6185	Monitor and Develop Individual Staff to Improve Performance and Efficiency (continued)	Level 3	8 Credits
GDW017			

8. Understand the importance of undertaking and recording Continued Professional Development.	8.1 Explain the benefits of recording CPD for the Organisation and the individual.			
	8.2 Explain the type of information that should be recorded.			
	8.3 Explain when and how records should be updated.			
	8.4 Explain 2 reasons CPD records should be kept up to date.			
9. Be able to maintain CPD records.	9.1 Produce an up to date personal CPD record to include: <ul style="list-style-type: none"> <li>• Training delivered</li> <li>• Reflection on the training</li> </ul>			
10. Know the benefits of staff development.	10.1 Explain why it is important staff keep skills and knowledge up to date, state 2 benefits each to the Organisation and the individual.			

**Assessor comments/feedback**

<b>K/503/4095</b>	<b>Delivery of Effective Training Programmes</b>	<b>Level 4</b>	<b>10</b>
<b>GEN998</b>			<b>Credits</b>

The aim of this unit is to provide the learner with the knowledge and skills to be able to identify training needs, plan the training delivery, and identify suitable Trainers. There is the need to deliver feedback and monitor the progress of the trainee and evaluate the effectiveness of the Trainer and training programme. There is also the need to understand problems that can occur and be able to offer possible solutions.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Know how to identify and report on the knowledge and skills required to meet the quality and performance standards in the workplace.	1.1 Explain how to establish the previous relevant work experience and current skills of the person(s) being trained.			
	1.2 Explain how to identify the knowledge and skills required by the person(s) being trained to carry out the proposed tasks, to include: <ul style="list-style-type: none"> <li>• Technical awareness</li> <li>• Health and safety</li> </ul>			
	1.3 Explain how to estimate the amount and type of training required to deliver the necessary upskilling.			
	1.4 Explain the different learning styles that can be found and how to identify the preferred learning style of the person(s) being trained.			
	1.5 Explain how to identify the anticipated degree of supervision the person(s) will need while in training.			
	1.6 Explain the Company procedure for reporting and recording the findings of an individual's skills need.			
2. Know how to introduce and monitor a training programme to meet individual training needs.	2.1 Explain how to determine the structure and content of the training programme.			
	2.2 Explain how the person(s) being trained and trainer will be made aware of expectations relating to the training, to include for example: <ul style="list-style-type: none"> <li>• Content</li> <li>• Timescales</li> <li>• Process for reviewing progress</li> </ul>			
	2.3 Explain who else may need to be made aware of the training programme and why.			
	2.4 Explain how and when the training programme will be reviewed to ensure effective delivery.			
	2.5 Explain how the training programme review will be recorded to ensure effective evaluation of and amendments to the training programme.			
3. Be able to monitor the effectiveness of the training programme.	3.1 Carry out an evaluation of the training programme to monitor: <ul style="list-style-type: none"> <li>• Performance against expectations of the person(s) being trained</li> <li>• Trainer performance</li> <li>• Content of training programme</li> <li>• Length of training programme</li> <li>• Available resources</li> <li>• Future required resources</li> </ul>			
	3.2 Explain the different reasons progress rates may vary to include: <ul style="list-style-type: none"> <li>• Difficulty in making progress</li> <li>• Progress being significantly ahead of expectations</li> </ul>			
	3.3 Record the findings to allow effective consideration and comparison of training programmes and in accordance with Company procedures.			

K/503/4095	<b>Delivery of Effective Training Programmes (continued)</b>	<b>Level 4</b>	<b>10</b>
GEN998			<b>Credits</b>

4. Know how to provide effective feedback on the progress and performance of person(s) being trained.	4.1 Explain the process for giving effective feedback, to persons being trained to include: • When • Where • How • Why			
	4.2 Explain how feedback may differ between: <ul style="list-style-type: none"> <li>• Experienced staff who have been working for the Company but are now being trained in a new process or in the use of a new piece of equipment</li> <li>• Occupationally experienced staff who are new to the Company</li> <li>• Staff newly recruited to the industry</li> <li>• Positive outcomes and lack of progress</li> </ul>			
	4.3 Explain how the feedback should be delivered to ensure all agree, accept and understand what has been achieved or what is required.			
5. Know how to deliver effective feedback to those involved in the delivery of training programmes.	5.1 Give clear and effective feedback to a trainer when: <ul style="list-style-type: none"> <li>• Person(s) being trained are on the whole meeting expectations</li> <li>• Person(s) being trained are behind expectations or targets are being increased significantly</li> </ul>			
	5.2 Explain how feedback may differ between <ul style="list-style-type: none"> <li>• Experienced trainers</li> <li>• Newly appointed trainers</li> </ul>			
6. Know the problems that can arise with training programmes.	6.1. Explain how to deal with the following problems: <ul style="list-style-type: none"> <li>• Person(s) being trained have more years industry experience than the trainer</li> <li>• Person(s) being trained consistently failing to meet expected performance standards</li> <li>• Person(s) being trained not adhering to health and safety procedures</li> <li>• Person(s) being trained complaining about trainer</li> <li>• Trainer falling below expected standards</li> </ul>			
	6.2 Describe one other problem that can occur with training programmes and suggest a possible solution.			
7. Understand how to identify suitable persons to deliver training.	7.1 Classify the personal skills and behaviours required to deliver training.			
	7.2 Recommend the industry specific knowledge and understanding required to be able to deliver training and give a rationale.			
	7.3 Explain how to determine if there is a need to: <ul style="list-style-type: none"> <li>• Change the number of people involved in the delivery of training</li> <li>• Change the person(s) involved in the delivery of training</li> </ul>			
	7.4 Explain how to analyse the performance of those currently delivering training.			

**Assessor comments/feedback**

L/503/3862	Understanding and contributing to the achievement of Customer satisfaction	Level 4	6 Credits
PR559			

The aim of this unit is to provide the learner with the knowledge and skills to be able to take responsibility for estimating the cost of supplying a printed product or print service, to be able to analyse the accuracy and effectiveness of the estimate and also to be able to identify where alternative materials or methods could be beneficial.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Understand the purpose and culture of the Organisation.	1.1 Summarise the business purposes of the Organisation, for example: <ul style="list-style-type: none"> <li>• Services and products provided</li> <li>• Customer base</li> <li>• Market share</li> <li>• Aims and objectives</li> </ul>			
	1.2 Explain the culture and ethical behaviours required in the Organisation with regards to customers.			
	1.3 Explain how these cultures and ethical behaviours apply in practice.			
2. Understand how to communicate the customer service strategy to the people within your area of responsibility.	2.1 Describe 3 ways of communicating information on customer ethos to those within your area of responsibility.			
	2.2 Critically compare the 3 methods given.			
	2.3 Clarify which is the most appropriate form of communication within your Organisation and justify your views.			
	2.4 Explain how to measure the level of understanding of individuals within your area of responsibility.			
3. Understand how to monitor and analyse the standards of service delivery.	3.1 Explain how to research the customer service delivery, including resource, timescales and KPI against: <ul style="list-style-type: none"> <li>• Organisational standards</li> <li>• Customer expectations</li> <li>• Industry recognised benchmarks/national standards</li> </ul>			
	3.2 Explain how to use the information gathered to evaluate performance, to include: <ul style="list-style-type: none"> <li>• Who to involve in the review</li> <li>• When to complete it</li> <li>• Prioritising information</li> </ul>			
	3.3 Classify the types of findings that may indicate a need to: <ul style="list-style-type: none"> <li>• Review and revise customer service standards</li> <li>• Introduce a training programme</li> <li>• Carry out further research</li> <li>• Introduce a new product or service</li> </ul>			
4 . Understand how to develop and recommend changes to the Organisation's customer service strategy.	4.1 Explain how to identify strategies that will give the opportunity for individuals and teams to help the Organisation improve in the areas identified.			
	4.2 Explain how to evaluate the effects of implementing a revised customer service strategy with regards to: <ul style="list-style-type: none"> <li>• Costs</li> <li>• Timescales</li> <li>• Impact on service levels</li> </ul>			
	4.3 Describe when and how to present the proposed revised strategy and who to present it to.			
5. Understand the nature of customer complaints and how to investigate them.	5.1 Explain the typical areas of service or product provided by the Organisation that attract customer complaints.			

L/503/3862	Understanding and contributing to the achievement of Customer satisfaction (continued)	Level 4	6 Credits
PR559			

	5.2 Classify the types of complaints to indicate: <ul style="list-style-type: none"> <li>• Complaints that have localised or minimal implications for the Organisation</li> <li>• Complaints that could have wider implications for the Organisation</li> </ul>			
	5.3 Explain the organisational procedure for dealing with: <ul style="list-style-type: none"> <li>• Verbal (face to face) complaints</li> <li>• Telephone complaints</li> <li>• Electronic complaints</li> </ul>			
	5.4 Summarise the information necessary to carry out an accurate investigation of customer complaints.			
	5.5 Explain the steps in the Organisation's process for the investigation of customer complaints, to include lines of communication and recording and reporting procedures.			
	5.6 Explain how to analyse the findings of the investigation and how to identify: <ul style="list-style-type: none"> <li>• Possible solutions</li> <li>• The need to escalate or refer the complaint</li> <li>• Organisational impact</li> </ul>			
	5.7 Explain how to review a range of potential solutions to decide on the most appropriate course of action.			
	5.8 Explain the organisational procedure for escalating or referring complaints and when this may be necessary.			
6. Understand how to take action to deal with customer complaints.	6.1 Explain how to keep the customer and other relevant persons informed of the proposed action to be taken.			
	6.2 Explain how to implement the agreed action and liaise with the customer to ensure the outcome of the actions has produced a satisfactory outcome.			
7. Understand why and how to analyse customer complaints.	7.1 Explain how to analyse the customer service evaluation methods and KPI used and justify the reasons they are valid or otherwise.			
	7.2 Explain how to identify the patterns and trends in customer complaints.			
	7.3 Explain why it is important to identify trends in customer complaints and how this information can be used to improve customer service delivery.			
8. Know the importance of good relationships with colleagues and customers.	8.1 State 3 benefits of having good working relationships with colleagues.			
	8.2 Explain 3 benefits of having good relationships with customers.			

**Assessor comments/feedback**

L/503/1187	Identifying And Organising Resources To Fulfil Work Requirements	Level 4	6 Credits
GEN113			

The aim of this unit is to provide the learner with the knowledge and skills to be able to interpret work schedules, to identify resource levels and devise plans of work. There is also the need to be able to recognise when and how to change a programme of work. Finally there is the requirement to analyse and evaluate the effectiveness of implemented work schedules and plans.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Understand how to identify resources required to fulfil the work schedule.	1.1 Explain the information required of specific work requirements to identify necessary resources.			
	1.2 Explain other sources of information that could be used to identify level of resource required.			
	1.3 Explain how to use the available information to prepare an effective programme of work.			
2. Understand how to obtain the resource required to carry out the scheduled work.	2.1 Explain how to estimate the time required to carry out particular tasks in the work schedule.			
	2.2 Explain how to specify the resource required and how to determine roles and responsibilities.			
	2.3 Explain how to confirm the availability of the required resource.			
	2.4 Explain how to identify and evaluate alternatives when the required resource is not available.			
	2.5 Explain how to determine the most appropriate alternative from the available options.			
	2.6 Explain the Company procedure to follow when an external purchase or resource is required.			
	2.7 Explain the Company requirements for obtaining authorisation to commit resources.			
3. Understand how to devise and implement a plan of work to meet the job schedule and the importance of keeping to schedule.	3.1 Explain how to calculate materials required.			
	3.2 Explain how to ensure waste is kept to a minimum.			
	3.3 Explain how to identify the order in which tasks should be completed.			
	3.4 Explain how to ensure the relevant people are aware of the work schedule and requirements.			
	3.5 Explain the consequences of work not being completed on schedule.			
4. Understand how to evaluate the effectiveness of the implemented plan of work against the required work schedule.	4.1 Describe information, systems and methods used by the Company to monitor progress: <ul style="list-style-type: none"> <li>• During the tasks</li> <li>• On completion</li> </ul>			
	4.2 Explain how to analyse the information obtained to review the effectiveness of the programme of work.			
	4.3 Explain the key factors that determine the effectiveness of the programme of work.			
5. Understand the factors that may require changes to a programme of work and how to do so.	5.1 Describe 4 factors that could require changes to the programme of work.			
	5.2 Explain how to evaluate the cost implications of not meeting deadlines against the cost implications of additional resource.			
	5.3 Explain how to use the evaluation to recommend and justify changes to the programme of work.			

L/503/1187	Identifying And Organising Resources To Fulfil Work Requirements (continued)	Level 4	6 Credits
GEN113			

6. Understand how to introduce and implement changes to a programme of work.	6.1 Explain the Company procedure to follow when a work programme has to be changed in the following ways: <ul style="list-style-type: none"> <li>• Additional internal resource required</li> <li>• External resource required</li> <li>• Change to deadlines and timescales</li> </ul>			
	6.2 List the people that need to be made aware of changes, why this is important and when and how to do so in line with Company procedures.			

**Assessor comments/feedback**

<b>K/503/3836</b>	<b>Understanding Internal and External Supply Chains</b>	<b>Level 4</b>	<b>6 Credits</b>
<b>PR555</b>			

The aim of this unit is to provide the learner with the knowledge of supply chains in sufficient depth to be able to review existing services, products and suppliers, analyse the performance of suppliers and research alternatives. Also included is the need to be able to recommend changes to supply chains and products and services offered, considering the impact to the Company on introducing changes. There is also the need to produce a plan for the introduction of changes to the supply chain.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Understand the products and services currently provided by suppliers in their area of responsibility.	1.1 Summarise the products currently outsourced by the Company.			
	1.2 Summarise the services currently outsourced by the Company.			
	1.3 Explain what is meant by an Internal Customer, an Internal Supplier, an External Customer and an External Supplier.			
	1.4 Produce a map for your area that indicates external and internal inputs. This should include reference to: products, materials, equipment and people.			
	1.5 Explain how your area of responsibility impacts on the rest of the organisation.			
2. Understand how to analyse supplier performance and effectiveness.	2.1 Explain in detail how to measure the performance of suppliers, to include: <ul style="list-style-type: none"> <li>• KPI</li> <li>• Benchmarking</li> <li>• Frequency</li> <li>• Timescale of analysis</li> <li>• Who to involve</li> <li>• Recording and reporting</li> </ul>			
	2.2 Justify the information provided, particularly with regards to frequency and timescale.			
	2.3 Give examples of results of analysis that could mean there is a need to source alternative suppliers.			
3. Understand how to identify other products and services that could be outsourced.	3.1 Explain how to analyse the Company products and services currently provided in house with a view to outsourcing.			
4. Be able to identify other products and services that could be outsourced.	4.1 Identify one product and one service that could be outsourced to the benefit of the Company.			
	4.2 Explain the potential benefits to the Company of outsourcing the identified product/service.			

**Assessor comments/feedback**

K/503/3836	Understanding Internal and External Supply Chains (Continued)	Level 4	6 Credits
PR555			

5. Understand the implications of changes to the products and services provided by suppliers.	5.1 Critically compare the implications of outsourcing products and services currently provided in house.			
	5.2 Critically compare the implications of bringing products and services in house that are currently outsourced.			
	5.3 Explain how to determine the most appropriate course of action to recommend.			
6. Understand how and why to identify and evaluate alternative suppliers.	6.1 Explain the sources available to identify potential alternative suppliers.			
	6.2 Summarise the key factors to consider when evaluating potential suppliers.			
	6.3 Explain the benefits of comparing suppliers.			
7. Understand how to implement changes to the supply chain.	7.1 Suggest improvements to the supply chain in your area of responsibility.			
	7.2 Produce an implementation plan linked to improving supply chain issues within your area of responsibility.			

**Assessor comments/feedback**

Y/503/4190	Understanding the principles of Quality Auditing	Level 4	6 Credits
PR557			

The aim of this unit is to provide the learner with the knowledge and skills to be able to prepare for and carry out audit processes. Also required is the ability to review and analyse the findings of the audit processes and identify opportunities and requirements for changes. Finally there is also the requirement to be able to review the audit processes used in the organisation for effectiveness and appropriateness.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Understand the features and purpose of quality management.	1.1 Name the principles of quality management used by your Organisation.			
	1.2 Explain how these principles support/impact on the performance of the Organisation.			
2. Know how to prepare for quality audits.	2.1 Explain how to prepare for quality audits, including as follows: <ul style="list-style-type: none"> <li>• Preparing to be internally audited</li> <li>• Preparing for external audit</li> <li>• Preparing to carry out an internal audit</li> </ul>			
	2.2 Explain how to communicate the details of upcoming audits, to include: <ul style="list-style-type: none"> <li>• Timescales</li> <li>• People</li> </ul>			
	2.3 Explain the factors that will influence the selection of audit procedures and personnel to be used.			
3. Understand how to carry out a quality audit.	3.1 Describe the audit process.			
	3.2 Explain the key requirements of an internal audit.			
	3.3 Describe the audit record system.			
4. Understand how to review the findings of quality audits and identify actions required.	4.1 Explain how to analyse the findings of quality audits.			
	4.2 Explain the term non-conformance.			
	4.3 Explain how to identify required actions as a result of audit findings.			
	4.4 Explain how to prioritise audit findings and recommendations.			
	4.5 Critically compare the implications of implementing identified actions and continuing with current processes and procedures.			

**Assessor comments/feedback**

Y/503/4190	Understanding the principles of Quality Auditing (continued)	Level 4	6 Credits
PR557			

5. Understand how to communicate the findings of quality audits.	5.1 Explain how to communicate the outcomes of quality audits, to include: <ul style="list-style-type: none"> <li>• Timescale for communication</li> <li>• Communication systems</li> <li>• Circulation/distribution list</li> <li>• Content/level of detail</li> </ul>			
	5.2 Explain how to develop and present a proposal to recommend actions identified, to include: <ul style="list-style-type: none"> <li>• Timescale for communication</li> <li>• Communication systems</li> <li>• Circulation/distribution list</li> <li>• Content/level of detail</li> <li>• Key information</li> <li>• Input/support from others</li> </ul>			
6. Understand how to evaluate the effectiveness and appropriateness of the audit process.	6.1 Review the Company quality audit process indicating: <ul style="list-style-type: none"> <li>• Areas of good practice</li> <li>• Potential areas for improvement</li> </ul>			

**Assessor comments/feedback**

J/503/4136	Supervising others	Level 3	6 Credits
GEN996			

The aim of this unit is to provide the learner with the knowledge and skills to be able to supervise others. To do this the learner must understand key aspects of the job roles, skills, training needs and behaviours of individuals, also understand the legislation and other policies that govern how people should be treated. There is also a degree of responsibility for health and safety.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1. Understand the principles of workplace supervision.	1.1 Describe the purpose of workplace supervision and the key aspects of the work requiring supervision.			
	1.2 Explain how and why supervision of individuals within the team/department may vary.			
	1.3 Explain how to determine the standards and output expected of those being supervised.			
	1.4 Explain how effective supervision can benefit: <ul style="list-style-type: none"> <li>• Those being supervised</li> <li>• The Organisation</li> </ul>			
2. Understand the attributes and qualities required in supervisory roles.	2.1 Describe the key personal qualities required to deliver effective supervision.			
	2.2 Recommend specific knowledge and understanding required to be able to provide effective supervision within their industry and give a rationale.			
3. Understand the responsibilities and requirements of supervisors.	3.1 Define own role and responsibilities for supervising others and the limit of their authority.			
	3.2 Define own role and responsibilities towards other staff, the employer, customers, and any sub-contractors.			
4. Know how to ensure employees comply with operational requirements and legislation.	4.1 Explain how to supervise staff for compliance with organisational procedures in the following areas: <ul style="list-style-type: none"> <li>• Quality of work</li> <li>• Productivity</li> <li>• Health and safety related issues</li> </ul>			
	4.2 Explain how to determine if qualifications or proof of training is required to carry out a particular task or job role.			
5. Know how to identify the current and required skills, knowledge and proof of competence of those being supervised.	5.1 Explain how to monitor if staff have the required skills and knowledge to carry out their job role.			
	5.2 Explain how to determine the validity of any proof of training or qualifications of those being supervised.			
	5.3 Explain how to identify potential opportunities for developing the skills and knowledge of colleagues.			
	5.4 Give 3 examples of situations that may mean staff training is needed.			
	5.5 Explain what to do if a training need is identified.			
	5.6 Explain the benefits of staff keeping skills and knowledge up to date, give one benefit to the business and one to the individual.			
6. Know how to deal with problems that can arise when supervising others.	6.1 Explain the correct way to deal with the following problems with staff in accordance with organisational procedures and statutory legislation: <ul style="list-style-type: none"> <li>• Persistent lateness</li> <li>• Persistent absence</li> <li>• Repeated poor workmanship</li> <li>• Customer complaints</li> <li>• Violence towards a colleague/customer</li> <li>• Theft</li> <li>• Persistent non compliance with organisational health and safety procedures</li> <li>• Lack of mandatory training/qualifications in a specific task/job role</li> </ul>			

# *Notes*

# ***Notes***



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