



GQA Level 3 Diploma in Installation of Fire Doors

Qualification Number 610/6442/7

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PERSONAL COMPETENCE SUMMARY

Name		Company/Centre			
Job Title		GQA Registration Number			
Mandatory Units					
Unit Number	Unit Title	Level	Credit Value	Assessor Signature	Date
IFD01	Complying with health, safety and welfare in the workplace	2	5		
IFD02	Select, transport, position and store materials to be used to carry out the work	2	6		
IFD03	Regulations, Legislation, Codes of Practice and Standards relating to fire door installations	4	7		
IFD04	Read, and apply instructions, specifications, test evidence and fields of application in relation to fire door installation	3	7		
IFD05	Planning and preparing to carry out a fire door installation	3	6		
IFD06	Carrying out fire door installations	3	21		
IFD07	Complete fire door installation checks and records	3	5		
IFD08	The role and responsibilities of an Installer of fire doors	3	4		
IFD09	Communicating with colleagues, customers, residents and stakeholders in relation to carrying out fire door installations	3	3		
IFD10	Dealing with challenging situations when carrying out fire door installations	2	2		
IFD11	The importance of Continuous Professional Development as a fire door installer	3	3		
Qualification Additional Units (one unit is required to be taken to complete the qualification)					
Unit Number	Title	Level	Credit		
IFD12	Remove the existing door and frame, and prepare the aperture	3	9		
IFD13	Installing fire doors in specialist environments	3	22		
FDI14	Essential fire safety concepts for fire door installation	2	2		
IFD15	Awareness of Third-Party Certification and preparing for an Installation audit as a fire door installer	3	3		

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

- | | | | |
|-------------------------|--------------------------|------------------|--------------------------|
| Assignment | <input type="checkbox"/> | Written answers | <input type="checkbox"/> |
| Professional Discussion | <input type="checkbox"/> | Work Products | <input type="checkbox"/> |
| Observations | <input type="checkbox"/> | Video recordings | <input type="checkbox"/> |
| Witness testimony | <input type="checkbox"/> | Audio recordings | <input type="checkbox"/> |



Declaration of Authenticity and Assessment Compliance

By signing below, both the Candidate and the Assessor confirm that all evidence submitted is authentic and has been produced by the candidate. They also confirm that the assessments have been conducted in accordance with the Qualification Assessment Strategy.

Details of each assessment and the supporting evidence must be clearly recorded.

	Name and signature	Date
Candidate		
Lead Assessor		
Internal Verifier		
EQA		

Introduction to the Qualification

Who is this qualification for?

This qualification is designed for individuals seeking to demonstrate their competence in the installation of various types of fire doors. It validates the candidate's knowledge, skills, and ability to plan, prepare, install, and inspect fire doors across a range of environments.

This qualification is aimed at professionals who:

- Are actively involved in installing fire doors.
- Work in domestic, commercial, or industrial settings.
- Are trained and capable of handling a variety of installation tasks and scenarios.

What does it cover?

Candidates will be assessed on their ability to:

- Plan and prepare for installations.
- Carry out installations in accordance with current legislation and industry standards.
- Inspect and verify the quality and compliance of completed installations.

In addition, candidates must demonstrate:

- Awareness of health and safety regulations relevant to fire door installation.
- Ability to identify different types of fire doors, components, and materials.
- Skills in effective communication and managing interactions with clients, colleagues, and others.
- Awareness of conflict resolution strategies in the workplace.
- Commitment to Continuous Professional Development (CPD) and staying updated with industry practices

- **Assessors**

All assessors must:

- Be competent in fire door installation with experience of fitting fire doors or have worked for a minimum of 3 years in the fire door industry.
- Hold a relevant national Assessor qualification (e.g. Level 3 Certificate in Assessing Vocational Achievement).

- **Qualification Structure**

- This is a Level 3 qualification that is made up of mandatory and optional units, although some units may be set at different levels depending on their complexity.

Mandatory units-all must be completed			
Unit Number	Unit Title	Level	Credit Value
IFD01	Complying with health, safety and welfare in the Workplace	2	5
IFD02	Select, transport, position and store materials, components, equipment and resources	2	6
IFD03	Regulations, Legislation, Codes of Practice and Standards relating to fire door installations	4	7
IFD04	Read, and apply instructions, specifications, test evidence and fields of application in relation to fire door installation	3	7
IFD05	Planning and preparing to carry out a fire door installation	3	6
IFD06	Carrying out fire door installations	3	21
IFD07	Complete fire door installation checks and records	3	5
IFD08	The role and responsibilities of a fire door installer	3	4
IFD09	Communicating with colleagues, customers, residents and stakeholders in relation to carrying out fire door installations	3	5
IFD10	Dealing with challenging situations when carrying out fire door installations	2	2
IFD11	The importance of Continuous Professional Development as a fire door installer	3	3
Qualification Additional Units (one unit is required to be taken to complete the qualification)			
IFD12	Removing existing doors and frames and prepare the aperture	3	9
IFD13	Installing fire doors in a specialist environment	3	22
IFD14	Essential fire safety concepts for fire door installation	2	2
IFD15	Awareness of Third-Party Certification and preparing for an Installation audit as a fire door installer	3	3

What is required from candidates?

To successfully achieve this qualification, individuals must complete all of the **Mandatory Units**. In addition, candidates are required to complete **at least one Optional Unit**. These optional units allow learners to tailor the qualification to their specific interests or professional needs, while still meeting the overall qualification criteria.

The qualification carries a **minimum credit value of 73 credits**, reflecting the scope of knowledge and practical skills involved. The **minimum Total Qualification Time (TQT)** is **747 hours**, with **226 hours** allocated to **Guided Learning**, where candidates receive direct instruction or supervision.

Assessment guidance

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

Types of evidence:

Evidence of knowledge is required to achieve this qualification and can be demonstrated through a variety of methods. These may include responses to oral or written questions, assignments, or professional discussions that explore the candidate's understanding of key concepts and procedures.

In addition to demonstrating underpinning knowledge, candidates will also be assessed through practical activities. These assessments are designed to confirm that the candidate can apply their skills effectively in the workplace. Examples of practical assessment may include:

- Accurately installing different types of fire doors.
- Preparing the work area and materials in line with safety regulations.
- Inspecting and verifying the quality of completed installations.
- Documenting the installation process to show compliance with relevant standards.

Both knowledge and practical assessments are required to be completed in accordance with the qualification's requirements to ensure the candidate can demonstrate their level of competence in all aspects of fire door installation.

Suggested sources of evidence are shown above, these can be supplemented by workplace documentation, for example:

Risk assessments / Method statements	Notes and memos
Job records	Telephone/e-mail records
Training record	Customer and colleague feedback
Audio evidence	Records of equipment and materials
Witness testimonies	Work records
Photographic/ video evidence	

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 GQAs' 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 for Approved Centres to follow when delivering GQA qualifications and/or units of credit.

1. Ensuring fair and accessible assessment

All candidates must have equal access to fair and valid assessment. This may involve making reasonable adjustments to standard assessment methods for candidates who have specific needs or particular assessment requirements. Assessment should be flexible enough to accommodate different working patterns, so that no candidate is disadvantaged by the structure or timing of the assessment. For example, if a candidate is unable to provide oral or written responses due to a specific need, they may be permitted to use their usual method of communication—such as assistive technology or alternative formats—as an appropriate substitute

All reasonable adjustments must be approved by GQA before implementation using the Request for Candidate Reasonable Adjustment process.

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. The Centre Approval process is carried out by a GQA approved EQA who will assess the organisation's suitability to become a GQA Approved Centre. Each Centre must maintain a centre file, either digitally or paper-based, which should contain all information, policies and procedures relating to the delivery of GQA's Qualifications.

It is important to be clear about what the steps in the assessment process are:

1. Plan evidence collection and opportunities for assessment
2. Collect evidence
3. Judge evidence
4. Determine whether sufficient evidence has been presented
5. Make an assessment decision and give feedback to the candidate

NB Any deviation from the normal assessment process must be approved by a GQA EQA

2.2 Assessors and Internal Quality Assurers' requirements for working on GQA's Qualifications

- **Assessors**

All assessors must:

- Be competent in fire door installation with experience of fitting fire doors or have worked for a minimum of 3 years in the fire door industry.
- Hold a relevant national Assessor qualification (e.g. Level 3 Certificate in Assessing Vocational Achievement).

- **Internal Quality Assurers (IQAs)**

Internal Verifiers are responsible for maintaining the quality and consistency of assessment within a centre. They must:

- Have a relevant or related occupational background.
- Hold the national Internal Quality Assurer qualification (e.g. Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice).

- **External Quality Assurers (EQAs)**

EQAs ensure standardisation and consistency of assessment across:

- Centres
- Qualifications
- Units of credit
- Time periods

EQAs must:

- Have a relevant or related occupational background.
- Be competent in external quality assurance.
- Hold the national EQA qualification (e.g. Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice).

GQA is responsible for the approval and licensing of all individuals involved in the assessment and verification of its qualifications and units of credit.

- **Provisional Licensing**

Individuals who are working towards the Assessor or Internal Verifier qualifications may be granted a provisional licence. However:

- Their assessment decisions must be confirmed by a fully qualified and GQA-licensed assessor
- Internal quality assurance decisions must be confirmed by a fully qualified and GQA licenced internal quality assurer.
- The confirming individual must not hold a dual role (e.g. assessor and verifier) for the same candidate.

- **Continuing Professional Development (CPD)**

All GQA-approved Assessors and Internal Quality Assurers must:

- Complete a minimum of two significant CPD activities annually in both:
 - Their occupational area
 - Assessment and verification practice
- Maintain reflective CPD records, which must be made available to GQA External Quality Assurers for review when requested.

2.3 Centre Approval, Monitoring Reviews and External Quality Assurance

• Centre Recognition and Approval Process

The centre recognition and approval process marks the beginning of a key phase in GQA's quality assurance system. It ensures that centres are capable of delivering GQA's qualifications and/or units of credit to the required standards.

• Initial Approval

- The process begins with a review by a GQA External Quality Assurer (EQA), who will evaluate the centre's policies and procedures and their capability and capacity to deliver qualifications effectively to the required.
- Centres must meet the relevant regulatory authority criteria before approval is granted.
- Ongoing compliance will be monitored through regular EQA visits, which are recommended to be carried out at least every six months. For new centres, this may initially be once a quarter.

• Multi-Site

- Centres operating across multiple sites may be subject to quarterly or more frequent EQA reviews.
- This ensures that all locations meet national standards consistently.

• Supporting Small Companies and Young Workers

GQA Qualifications is committed to ensuring that small companies and young workers are not disadvantaged by barriers in assessment or internal quality assurance. In such cases:

- GQA will apply enhanced quality assurance procedures to maintain the credibility and rigour of competence outcomes.
- These procedures ensure that qualifications remain valid and respected within the occupational sector.

• Enhanced Quality Assurance Measures

To ensure consistency and reliability of assessment and verification, the following measures will be applied:

- High-level sampling of assessment decisions
 - In some cases, EQAs may visit each assessment location and individual candidates, especially where candidates are dispersed across small companies or government-funded programmes.
- Detailed scrutiny of assessment plans, materials, and records
 - EQAs will review the quality and relevance of documentation used in assessment.
- Targeted centre guidance for SMEs and partnerships
 - Guidance will support the successful implementation of qualifications, including expectations for valid, authentic, and transferable evidence.
- Compliance with assessment strategies and codes of practice
 - Centres must follow all applicable requirements to maintain approval.
- Identification and sharing of good practice
 - GQA will highlight examples of effective delivery and assessment to support continuous improvement across centres.

3. Qualification / Unit of Credit Candidates

- **Registration**

- All candidates must be registered with a GQA-recognised or approved centre.
- The centre is responsible for maintaining accurate personal details for each candidate, which may be required for external audits and quality assurance purposes.

- **Assessment Preparation and Support**

The centre will:

- Provide candidates with advice and guidance on how to prepare for their assessments.
- Assign a qualified Assessor who will evaluate the candidate's ability to meet the requirements of the relevant qualification or unit of credit.

- **Candidate Responsibilities**

It is the candidate's responsibility to demonstrate competence. To do this, they must:

- Consistently meet all assessment criteria for the qualification or unit of credit.
- Provide workplace evidence showing they can perform competently in all required contexts.
- Demonstrate knowledge and understanding, even in areas where direct workplace evidence is not available.

4. Evidence Requirements

Candidates must submit quality evidence in a format that enables:

- The Assessor to make a valid and reliable judgement.
- The Internal Verifier to audit and verify the Assessor's decision.

Evidence must be:

- **Valid** – directly related to the criteria
- **Authentic** – clearly the candidate's own work
- **Sufficient** – enough to fully meet the criteria
- **Current** – reflects recent performance

It is therefore critical that quality evidence is provided in a format to allow the Assessor to make a decision and for the Internal Quality Assurer to audit/verify their decisions.

5. Awarding Qualifications and Unit of Credit

A qualification or unit of credit is awarded when a candidate has successfully achieved all the required outcomes as defined in the qualification structure.

- **Qualification Structure**

- Each qualification outlines a specific combination of units that must be completed.
- Candidates may also be awarded Certificates of Unit Credit for achieving one or more individual units, even if the full qualification is not yet completed.

- **Evidence requirements**

Assessment is based primarily on performance evidence—what the candidate can do—rather than solely on what they know.

- Each qualification or unit of credit includes:
 - Assessment criteria that define the required skills and knowledge.
 - Contextual requirements that specify where and how competence must be demonstrated.

- **Assessor's Role**

Assessors are responsible for:

- Judging each item of evidence against the qualification or unit requirements.
- Ensuring that evidence is:
 - **Authentic** – produced by the candidate
 - **Relevant** – meets the criteria
 - **Tailored** – aligns with the required work setting
 - **Knowledge-based** – demonstrates understanding where direct performance evidence is not available

GQA recommends a holistic approach to assessment, where evidence is judged across multiple criteria and units, rather than collecting separate items for each criterion. This avoids unnecessary duplication and supports more efficient and meaningful assessment.

When assessing a candidate's evidence, the assessor must make a judgment about its quality and relevance. Each item of evidence should be evaluated to determine whether it is:

- **Authentic** – genuinely produced by the candidate.
- **Valid** – meets the specific criteria set out in the qualification or unit.
- **Tailored**– relates appropriately to the working environment defined within the qualification.
- **Knowledge-based** – demonstrates that the candidate possesses the necessary underpinning knowledge.

In addition to evaluating individual pieces of evidence, the assessor must also consider the overall picture of the candidate's level of competence. This involves reviewing all available evidence to decide whether:

- The evidence covers all required learning outcomes and assessment criteria.
- The candidate has shown **consistency** in their performance across different tasks and over time.
- There is **sufficient evidence** to confidently infer that the candidate is competent.

The candidate's competence is judged using one of three outcomes:

- **Yes** – the candidate is competent.
- **No** – the candidate is not yet competent.
- **Insufficient evidence** – more evidence is needed before a decision can be made.

Practical assessment plays a key role in confirming competence. This may include observing the candidate installing fire doors, preparing materials and workspaces, following health and safety procedures, or completing post-installation checks. These activities should reflect real working conditions and demonstrate the candidate's ability to apply their skills reliably.

Consistency is a critical factor. It means the candidate can perform to the required standard not just once, but repeatedly, across a range of tasks and situations relevant to their role. Assessors must use their professional judgement to determine whether the evidence reflects sustained performance over a suitable period. Evidence gathered from a single assessment visit on its own is unlikely to be sufficient to confirm consistency.

Understanding Performance Evidence in Assessment

Performance evidence is the proof that a candidate can meet the required standards in practice. This can take two main forms:

- **Product Evidence:** This is the tangible output that the candidate produces during their work. Examples include completed installations, documentation, or reports. These products can be physically inspected, and the candidate may be asked questions about how they were created or why certain decisions were made.
- **Process Evidence:** This focuses on *how* the candidate achieves the outcome. It involves observing the candidate in action — for example, how they check the quality of their work, follow safety procedures, or handle customer complaints. This type of evidence helps assessors understand the candidate's approach and decision-making in real-time.

To make a fair and objective judgement, the assessor must determine whether there is sufficient evidence to show that the candidate can consistently meet the standards set out in the qualification or unit. This includes judging that the evidence:

- Covers all of the required performance outcomes.
- Demonstrates consistent and competent performance.
- Is adequate to support a reliable judgement of competence.

Performance evidence will usually support multiple outcomes across different units. Therefore, the assessor needs to plan evidence collection effectively, focusing on activities that naturally align with the requirements of the qualification. Assessors should look for opportunities in the candidate's normal work routine to plan a holistic assessment in order to gather evidence that applies to several units at once.

There are different sources of performance evidence:

- **Naturally Occurring Evidence:** This is produced during the candidate's regular work activities. It is typically high-quality, reliable, and cost-effective to collect.
- **Prior Achievement:** Candidates may present evidence from previous roles or experiences. This can be accepted if the assessor is confident that it still reflects current competence and meets the required standards.
- **Simulated Evidence:** This is generated in controlled or artificial scenarios designed to replicate real-life situations. While simulation is generally not accepted, it may be used in specific cases where real-world evidence is impractical to obtain — such as:
 - Responding to emergencies
 - Handling accidents
 - Performing certain procedures that cannot be safely or realistically carried out in the workplace

Consistency is key. The candidate must demonstrate that they can perform to the required standard reliably over time and across different situations. Evidence from a single assessment visit on its own is unlikely to be enough to confirm this. Assessors must use their professional judgement to determine whether the evidence reflects sustained and repeatable performance.

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 in Assessment

Competence requires more than just performing tasks correctly — it also involves understanding *how* and *why* those tasks are carried out. While performance evidence shows what a candidate can do, it does not always demonstrate the depth of their knowledge or understanding of the process behind their actions.

Each qualification or unit outlines the specific knowledge a candidate must apply to perform a task competently. In some cases, performance evidence may suggest that the candidate understands the process — for example, through the choices they make or the methods they use. However, if this is not clear, or if the assessor is unsure, it may be necessary to assess the candidate's knowledge separately.

A separate knowledge assessment can be carried out through:

- Oral questioning
- Written tests or assignments
- Professional discussions

These methods help confirm that the candidate understands the principles, procedures, and reasoning behind their actions. Assessors must ensure that these assessments are appropriate for the candidate's role and provide sufficient coverage of the required knowledge.

Knowledge evidence should be used to support performance evidence — not replace it. It helps assessors judge the quality and reliability of the candidate's practical work, but it cannot be used on its own to confirm competence. All knowledge evidence must be auditable and verifiable, meaning it should be clearly recorded and traceable for review.

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's name	
Assessor's name	
Centre Name	

Candidate Acknowledgement

I confirm that I have received a copy of the GQA Qualification Booklet or have been made aware of this information in my digital e-portfolio. I understand that the unit structure outlines which units must be completed to achieve the qualification, and that each unit contains specific requirements I must meet.

I recognise my role in working with my assessor in preparing for and planning assessments. With guidance from my Assessor, I will take responsibility for collecting and recording relevant evidence to support my progress.

I have been informed of the appeals process and understand that I have the right to appeal any part of the assessment if I believe it has not been conducted fairly.

I also acknowledge that all assessments will be carried out in accordance with the centre's Equal Opportunities and Fair Assessment Policy.

Candidate's signature	
Date signed	

Complying with Health, Safety and Welfare in the Workplace

GQA Ref	IFD01	Regulatory Ref	D/651/7866	Level	2	Credit Value	5
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Aims

This unit aims to provide learners with the essential knowledge and practical skills to work safely and responsibly in the fire door installation industry. It covers the application of health, safety, and welfare legislation, hazard identification, dynamic risk assessment, and emergency response. Learners will also gain competence in selecting and using PPE, tools, and equipment safely, maintaining site security, and ensuring the safety of personnel and the public. The unit includes safeguarding awareness, environmental protection, waste disposal, and fire safety procedures relevant to fire door installation and the environment where the installation is being carried out.

Assessment Guidance

This unit will be assessed through the learner producing a portfolio of evidence. The evidence required for this unit will include:

- Providing answers to the knowledge criteria through either verbal or written responses
- Observation of learner demonstrating installation of fire door systems, where they will need to demonstrate they can:
 - Comply with all workplace health, safety and welfare legislation requirements
 - Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.
 - Comply with organisational policies and procedures to contribute to health, safety and welfare
 - Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.
 - Comply with and support all organisational security arrangements and approved procedures.

Learning outcome: The learner will:

1. Know the relevant health and safety regulations relevant to carrying out fire door installations
2. Know how to interpret and follow site specific and generic health and safety risk assessments
3. Know the difference between hazards and risks and how to carry out dynamic risk assessments and take appropriate actions based on the outcome of the assessment
4. Know the actions to take if the area is identified as being unsafe to work in
5. Know how to follow company and client health and safety policies and procedures
6. Know the company policies and procedures relating to lone working
7. Know the procedures to follow and the actions to take, including how to report incidents and accidents, in the event of an accident and an emergency.
8. Know the different classes of fire extinguishers and the types of fires each is designed to tackle.
9. Know the types of personal protective equipment (PPE) available and when each type should be used.
10. Know how to select, inspect, maintain and safely use the appropriate tools, equipment, and PPE for the task, and what actions to take if any items are found to be unfit for use.
11. Know how to establish a safety exclusion zone around the work area, and identify the appropriate safety resources and signage to use.
12. Know how to maintain the security of the work area, including tools, equipment, materials, and customer property, in line with company procedures.
13. Know the company's and manufacturer's policies and procedures on environmental protection, sustainability, and safe waste disposal.
14. Know the types of personal circumstances of tenants which might be a safeguarding issue and the process to follow to report any potential instances of this
15. Be able to set up the work area safely, taking into account the specific requirements of the location where the work is being carried out in accordance with company policy, procedures and supplied information
16. Be able to read, interpret and apply company and client risk assessments
17. Be able to carry out a dynamic risk assessment and act on findings
18. Be able to select, check and maintain the appropriate tools, equipment, PPE and resources to carry out the work in a safe manner
19. Be able to carry out the fire door installation process in a safe manner, following company and client health and safety procedures
20. Be able to dispose of any waste created during the installation in a safe manner in accordance with company policy and procedure
21. Be able to keep materials, components and resources secure according to company policy and procedure

Select, transport, position and store materials, components, equipment and resources

GQA Ref	IFD02	Regulatory Ref	F/651/7867	Level	2	Credit Value	6
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Aims

This unit is designed to ensure that fire door installers develop the essential skills and knowledge to safely and efficiently move, handle, and store materials and components specific to fire door installation. These include fire doors, frames, seals, ironmongery, fixings, tools, and other related resources.

Learners will be expected to carry out these tasks in line with safe working practices, relevant legislation, and organisational safety procedures. The unit also emphasises the importance of preventing damage to materials, protecting the working environment and customer property, and maintaining personal safety throughout all handling, moving, and storage activities.

Assessment Guidance

This unit will be assessed through the learner producing a portfolio of evidence. The evidence required for this unit will be:

- Providing answers to the knowledge criteria through either verbal or written answers
- Observation of the learner carrying out a fire door installation on site, where they will need to demonstrate:
 - They are complying with the given information when moving, handling and/or storing resources.
 - They comply with fire safety regulations
 - They can organise the correct resources for the methods of work to move, handle and/or store occupational resources
 - They can prevent the risk of damage or occupational resources and the surrounding environment when moving, handling and/or storing resources.

Learning outcome: The learner will:

1. Know how to locate, interpret and follow company policy and procedure, customer and manufacturer guidance relating to moving, handling and storing materials, components and resources
2. Know how to find the information on the weight of the items being moved and assess the safest technique to move the items
3. Know how to locate, identify and select the required type and quantity of materials, resources and components for the work to be carried out
4. Know how to handle and move the materials, components and resources safely to avoid damage to these, the working environment, the customer's property or oneself
5. Know the types of damage that can occur during the handling of materials and components, how to respond to any damage caused, how to report any damage caused and who to report this to
6. Know the types of manual handling aids that can be used to assist with moving, handling and storing materials, components and resources and how to use these safely according to guidance provided
7. Know how to store and position materials and components to prevent damage, ensure easy access and use, and maintain security.
8. Know the types of problems that can occur with supplied information, materials, components and resources, and how to identify the company procedure for resolving them
9. Be able to locate, interpret and follow company policy and procedure, customer and manufacturer guidance relating to moving, handling and storing materials, components and resources
10. Be able to locate, identify and select the required quantity of materials, components and resources to carry out the work.
11. Be able to identify the weight of the items that need handling and moving, and select the appropriate technique to carry this out safely
12. Be able to handle, move and store the required materials, components and resources safely, avoiding any damage to these, the working environment, the customer's property or self
13. Be able to position and store the materials, components and resources to prevent damage, to ensure ease of access and use and to maintain security in accordance with the information provided
14. Be able to follow company and client health and safety procedures concerning moving, handling and storing resources or materials

Regulations, Legislation, Codes of Practice and Standards Relating to Fire Door Installations

GQA Ref	IFD03	Regulatory Ref	H/651/7868	Level	4	Credit Value	7
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Aims

The aim of the unit is to demonstrate that the learner understands the various regulations, codes of practice, Approved Documents and standards relating to fire door performance that apply to fire door Installations. They will need to show an understanding of the importance of complying with these when carrying out fire door Installations and where to access this information from. They need to demonstrate how they stay up to date with any changes to relevant regulations, Approved Documents, legislation and codes of practice.

Assessment Guidance

This unit will be assessed through the learner producing a portfolio of evidence. The evidence required for this unit will be:

- Providing answers to the knowledge criteria through either verbal or written answers
- Observation of learner demonstrating their systems for managing and keeping up to date with regulation, codes of practice and standards changes:
 - They are complying with the company procedures for maintaining up to date information on current regulations, codes of practice and standards
 - They have a process in place for keeping up to date with and implementing any changes to current regulations, legislation and codes of practice
 - They will need to demonstrate an understanding of the manufacturer's instructions, how to read, interpret and comply with different manufacturers' instructions
 - They can determine what fire classification the fire door is and why it is important to know this

Learning outcome: The learner will:

1. Know the different regulations, Codes of Practice and Standards relating to fire door Installations and be aware of any regional differences that need to be considered
2. Know how to interpret the fire door classification tables in the relevant Approved Document and identify the difference between a smoke control and a non-smoke control door
3. Know how to keep up to date with changes in legislation relating to fire door installation.
4. Know how any changes in regulations, codes of practice and standards may have an impact on the fire door Installation process and on the installer.
5. Know how to comply with current legislation when carrying out fire door Installations.
6. Know where up to date copies of codes of practice and legislation are kept within your own organisation
7. Know the difference between performance test standards and fire door specifications and which needs to be adhered to.
8. Know the definitions and differences between fire door conformance and compliance and why they need to be met

9. Know how to identify the classification of a fire door and why this is important
10. Be able to demonstrate how they keep up to date with any relevant changes with current regulations, legislation and codes of practice
11. Be able to identify the classification of a fire door from the provided information
12. Be able to complete a fire door Installation in line with current regulations, legislation and codes of practice
13. Be able to demonstrate that keeping up to date with changes with legislation, regulations, and standards is important and sharing your knowledge with others improves understanding
14. Be able to apply the principles and guidance from the various regulations, legislation and codes of practice when carrying out fire door Installations

Read and apply instructions, specifications, test evidence and fields of application in relation to Fire Door Installation

GQA Ref	IFD04	Regulatory Ref	J/651/7869	Level	3	Credit Value	7
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Aims

This unit aims to develop the learner's knowledge of fire door testing methods and how to interpret test reports and fields of application. Learners will know the difference between fire tests and fields of application, understand their purposes, and explain how test results impact fire door performance. The unit also covers how to determine the validity and relevance of a field of application for specific fire door types. Additionally, learners will demonstrate the ability to obtain, interpret, and apply manufacturer and company instructions and specification documents relevant to fire door installation.

Assessment Guidance

This unit will be assessed through the learner producing a portfolio of evidence, the evidence required for this unit, will be:

- Providing answers to the knowledge criteria through either verbal or written answers
- Observation of learner reading and interpreting a fire test reports and a field of application and for them to demonstrate how to interpret the information provided and what this means in terms of a fire door performance

Learning outcome: The learner will:

1. Know the difference between the terms fire door, fire doorsets and fire door assemblies
2. Know the different types of fire door tests, their applications, and their importance in ensuring fire safety.
3. Know the difference between primary and secondary test evidence
4. Know how to read the outcome of a fire test report
5. Know the difference between a fire test report and a field of application
6. Know how to obtain a relevant fire test report or a field of application relating to the type of fire door being installed
7. Know how to read the manufacturer's and the company's work instructions and specifications relating to the work being carried out
8. Know the key differences between fire door test reports, specifications, manufacturer instructions, and company work procedures, and explain how each is applied in practice.
9. Know how to explain testing requirements, their results and significance to stakeholders
10. Know how to identify issues in work-related documentation, take appropriate action, and report concerns to the correct person using the company procedures.
11. Be able to obtain the relevant documentation relating to the work being carried out
12. Be able to interpret and apply all relevant documentation relating to the work being carried out.

Planning and preparing to carry out a fire door installation

GQA Ref	IFD05	Regulatory Ref	F/651/7849	Level	3	Credit Value	6
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Aims

The aim of the unit is to show the learner can plan to carry out fire door installation in a safe manner to be able to carry out the onsite fire door installation to comply with the company's policies and procedures, and to meet the client's requirements. They will need to show an awareness of timeframes and planning equipment and tools, and the development of an installation plan.

Assessment Guidance

This unit will be assessed through the learner producing a portfolio of evidence. The evidence required for this unit will be:

- Providing answers to the knowledge criteria through either verbal or written answers
- Observation of the learner carrying out a fire door installation on site, where they will need to demonstrate:
 - They can plan and prepare to install a fire door in line with the manufacturer's instructions and legislation.
 - They can identify and receive the required documentation before a visit
 - They can communicate with relevant people to arrange a suitable time to complete an Installation
 - They can identify, select and prepare the correct tools, materials, equipment and paperwork, which may be required to carry out an installation
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Learning outcome: The learner will:

1. Know why planning and preparing for a fire door installation is important
2. Know the company policies and procedures relating to planning and preparing to carry out an installation
3. Know how to identify the client's requirements when planning the fire door install visit
4. Know what documents need to be obtained before carrying out the installation of a fire door
5. Know how to create a fire door pre- and post-installation plan and check sheet
6. Know when it is appropriate to refuse to carry out a fire door installation and identify the information required to justify the decision, including how and who it should be reported.
7. Know the range of tools, materials, equipment and resources required to carry out a fire door installation
8. Be able to develop and use a fire door pre- and post-installation plan and check sheet
9. Be able to obtain the documentation required prior to completing a visit in line with company policies and procedures and client requirements
10. Be able to arrange with the appropriate person when the fire door installation can be carried out
11. Be able to identify, select, check and organise tools, materials and equipment required to carry out a fire door installation.

Carrying out fire door installations

GQA Ref	IFD06	Regulatory Ref	M/651/7870	Level	3	Credit Value	21
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Aims

This unit aims to develop the learner's ability to carry out fire door installations in accordance with company procedures and regulatory standards. Learners will demonstrate they are following manufacturers' installation guidance, including the use of appropriate fixings, fire stopping, ironmongery and finishing processes. They will identify the type of fire door and installation required, recognise any areas of non-compliance, and explain the actions needed following installation.

Assessment Guidance

This unit will be assessed through the learner producing a portfolio of evidence, the evidence required for this unit, will be:

- Providing answers to the knowledge criteria through either verbal or written answers
- Observation of learner carrying out at least 4 different types of fire door Installations on site, where they will need to demonstrate:
 - They are carrying out the correct type of Installation on the fire door, which needs to be selected from the following types and includes 3 different substructures, such as brick, block, concrete, timber, steel and door material types to include: composite, steel, timber.
 - Flat entrance doors
 - Flat entrance doors leading into a communal area
 - Doors with viewing panels
 - Doors with ironmongery
 - Internal and external fire doors
 - Doors or assemblies in line with legislation
 - During the observation of the installation of the fire door and frame, the following tasks will need to be seen:
 - Preparing and installing the fire door and frame to meet work instructions and specifications
 - Measuring, marking and cutting different materials and components
 - Drilling frame and structure, and fix securely
 - Fitting specified ironmongery to meet the specification
 - Installing intumescent strip and fire stopping to meet the specification
 - Completing the work to the required standard
 - They can identify any areas of compliance and non-compliance in relation to products and the associated paperwork
 - They understand the imposed limitations of an Installation and when they have completed their Installation.

Learning outcome: The learner will:

1. Know how to identify 6 different types of fire doors and explain the key features and benefits of each type of fire door
2. Know different types of fire-stopping material, how and when it is used, and how to identify what fire-stopping materials to use for the fire door installations in 6 different locations
3. Know how to assess whether a fire door, its components, or ancillary items comply with relevant documentation, and identify instances of non-compliance based on product and paperwork provided.
4. Know when personal limitations in relation to the type of Installation being carried out
5. Know the importance of how different types of fire doors need to be installed and why
6. Be able to carry out an Installation on at least 4 different types of fire doors and 3 different substructures as outlined above
7. Be able to identify the materials and components to use for the type of Installation being carried out and ensure they are compliant and suitable to use
8. Be able to follow a structured approach and demonstrate attention to detail when carrying out the Installation
9. Be able to use their own judgement and decision-making when carrying out the Installation work
10. Be able to complete the Installation promptly, without damaging the surrounding area
11. Be able to dispose of waste according to the company's and customers' policies and procedures

Complete fire door installation checks and records

GQA Ref	IFD07	Regulatory Ref	R/651/7871	Level	3	Credit Value	5
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Aims

This unit aims to equip learners with the knowledge and skills to implement a post-installation reporting process for fire doors. Learners will demonstrate an awareness of the 'golden thread' of information, prepare a post-installation checklist, and communicate effectively with relevant stakeholders. They will also identify compliant and non-compliant fire doors and components, and know when and how to escalate issues to clients or manufacturers.

Assessment Guidance

This unit will be assessed through the learner producing a portfolio of evidence. The evidence required for this unit will be:

- Providing answers to the knowledge criteria through either verbal or written answers
- Observation of learner carrying out a fire door post installation check on site, where they will need to demonstrate:
 - They can communicate with relevant people to discuss the functionality of the product they have installed.
 - They can prepare post-installation paperwork online with the golden thread of information and communicate this information to the relevant people.

Learning outcome: The learner will:

1. Know how to compile and communicate post-installation fire door quality check documentation and findings to relevant stakeholders
2. Know the company policies and procedures relating to the post-installation process of completed fire door installation
3. Know how to identify and comply with the client's completed work, information recording processes requirements post fire door installation
4. Know what the term "The Golden Thread of Information" means in relation to fire door installation and how to comply with the requirements of this
5. Know how to produce and effectively communicate the outcome of the completed post-installation fire door quality check information to relevant stakeholders.
6. Be able to complete an effective post-fire door installation quality checklist and relevant information using the recording method to comply with company policies and procedures and client requirements
7. Be able to communicate the outcome of the post installation quality check using company policies and procedures and the client's requirements to the relevant stakeholders

The role and responsibilities of a fire door installer

GQA Ref	IFD08	Regulatory Ref	T/651/7872	Level	3	Credit Value	4
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Aims

The aim of the unit is to demonstrate that the learner understands the role of a fire door installer, including the responsibilities and limitations of the role. The learner needs to demonstrate they are aware of the technical and practical skills required to be a fire door installer and why these are important. It is important for this unit for the candidates to know that their role is to install fire doors and not to carry out inspections, repairs or fire risk assessments or give any advice relating to fire prevention. They will also be aware of the impact of installing a non-compliant fire door can have on them. They will also need to demonstrate they are working to these roles and responsibilities when carrying out installations.

Assessment Guidance

This unit will be assessed through the learner producing a portfolio of evidence. The evidence required for this unit will be:

- Providing answers to the knowledge criteria through either verbal or written answers
 - The technical knowledge a fire door installer needs should include - fire door standards and regulations, door components and types, types of fire door testing and building and fire safety regulations, awareness of building layouts, including fire compartmentation in buildings
- Observation of the learner carrying out their role in line with their job description
- Provide a detailed job description for a fire door installer

Learning outcome: The learner will:

1. Know and state the range of technical and regulatory knowledge that a fire door installer needs to have and be able to use.
2. Know the range of practical skills that a fire door installer needs to have and be able to use
3. Know why it is important for fire door installers to have analytical and problem-solving skills
4. Know the implications of carrying out a fire door installation that is not compliant with regulations and standards and the consequences this can have for the installer
5. Know the main role and key responsibilities, scope of work, and limitations associated with the role of a fire door installer and the implications of exceeding these limitations.
6. Be able to demonstrate and comply with the requirements of the role and stated responsibilities of a fire door installer when carrying out fire door installations

Communicating with colleagues, customers, residents and stakeholders in relation to carrying out fire door installations

GQA Ref	IFD09	Regulatory Ref	Y/651/7873	Level	3	Credit Value	5
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Aims

The aim of the unit is to show the learner can communicate effectively, using a range of methods, with the various people they will come into contact with during the process of arranging and completing fire door installations. They also need to be aware of who they are communicating with when submitting information relating to the fire door installation carried out.

They will need to show an awareness of equality, diversity and confidentiality and to consider the different needs of those involved in the process and demonstrate different methods of communication.

Assessment Guidance

This unit will be assessed through the learner producing a portfolio of evidence. The evidence required for this unit will be:

- Providing answers to the knowledge criteria through either verbal or written answers
- Observation of the learner demonstrating different forms of communication when arranging, carrying out and completing a fire door installation. They will need to demonstrate:
 - Use of different methods of communication (email, verbal, written reports, Text, WhatsApp and other digital communication platforms)
 - How to determine the best method of communication for the person they are dealing with and why.
 - They can offer help and advice about the installation process and encourage questions.
 - Resolving issues through the use of effective communication skills
 - Produce and communicate written information
 - Demonstrate compliance with equality and diversity policies and confidentiality when communicating with other people

Learning outcome: The learner will:

1. Know the methods, techniques, and personal attributes needed to build and maintain effective, trust-based relationships with relevant stakeholders.
2. Know the different methods of communication that can be employed when interacting with colleagues, customers, residents and other stakeholders and when and why they are suitable to use
3. Know how understanding body language, tone and words can be used to convey a message
4. Know why reporting and communicating any issues found immediately to the relevant people is important for effective communication
5. Know how to apply the principles of equality and diversity when working and communicating with others.
6. Know the types of advice and information that can be provided to customers and clients, and when they need to refer to the request for information to others
7. Be able to demonstrate how to offer advice and help to relevant people about work activities and encourage questions, feedback and comments.

8. Be able to demonstrate the use of at least 3 different forms of communication used in preparing, planning and installing fire doors in accordance with company policies and procedures
9. Be able to apply the principles of equality and diversity when communicating and working with others in relation to the work being carried out
10. Be able to maintain confidentiality when compiling and communicating the information relating to the fire door installation with other stakeholders

Dealing with challenging situations when carrying out fire door installations

GQA Ref	IFD10	Regulatory Ref	A/651/7874	Level	2	Credit Value	2
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Aims

This unit aims to provide learners with the knowledge and skills to identify, understand, and manage challenging situations during fire door installations. Learners will explore common causes of challenging behaviour and apply appropriate strategies to de-escalate and resolve such situations effectively

Assessment Guidance

This unit will be assessed through the learner producing a portfolio of evidence. The evidence required for this unit will be:

- The learner needs to complete the assignments or a professional discussion that are linked to this unit, so they can demonstrate their understanding of how to deal with difficult situations

Learning outcome: The learner will:

1. Know how to define and identify types of challenging situations relating to fire door installations
2. Know at least four possible underlying causes of a potentially challenging or confrontational situation when carrying out a fire door installation
3. Know how the location of the fire door installation can have an impact on a possible challenging situation occurring
4. Know how to recognise when a situation has the potential to become a challenging one
5. Know how people might react in a challenging situation and how high emotions can contribute to a challenging situation
6. Know how a challenging situation might impact on those in the vicinity of where the fire door Installation is taking place
7. Know the hazards and risks that might arise in a challenging situation
8. Know how to carry out a dynamic risk assessment in a challenging situation and take appropriate action
9. Know some of the effective communication strategies that can be used to diffuse a challenging situation
10. Know how to use assertiveness to take control of a challenging situation
11. Know when a challenging situation has been resolved or when to withdraw from the area
12. Know how to report that a challenging situation has taken place and who to report this to according to company policy and procedure.

The importance of Continuous Professional Development as a fire door installer

GQA Ref	IFD11	Regulatory Ref	D/651/7875	Level	3	Credit Value	3
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Aims

The aim of the unit is to show the learner can outline their current level of skills, knowledge, experience and behaviours required for the role of a fire door installer and what professional development they need to continue to develop their level of competence in fire door installation. They will be able to identify any gaps in their own skills, knowledge, experience, and behaviours that are required to undertake actions to meet current and future requirements. They will be able to implement a personal development plan

Assessment Guidance

This unit will be assessed through the learner producing a portfolio of evidence. The evidence required for this unit, will be:

- Providing answers to the knowledge criteria through either verbal or written answers
- The learners need to provide:
 - An assessment of their current levels of skills, knowledge, experience and behaviours
 - Identifying development needs based on future skills, knowledge, experience and behavioural requirements.
 - Develop a personal development plan based on the needs identified
 - Keep an accurate record of continuous personal development, including reflective practice on CPD carried out.

Learning outcome: The learner will:

1. Know the importance of continuous professional development and reflective practice
2. Know the definition of the term competence and why it is important to demonstrate a high level of this in the role of a fire door installer
3. Know what skills and knowledge, experience and behaviours are required for the current role
4. Know how to identify current personal level of skills, knowledge, experience and behaviours against industry standards
5. Know how the current level of skills, knowledge, experience and behaviours will have an impact on the types of work that can be carried out
6. Know how to identify different ways that the current level of skills and knowledge can be developed to meet industry standards.
7. Know how to identify the level of personal development needed to cover the skills and knowledge required for the role.
8. Be able to identify future personal development requirements and put together a personal development plan to meet these requirements
9. Be able to implement a continuous personal development plan and compile a record of personal development work carried out

Remove the existing door and frame, and prepare the aperture

GQA Ref	IFD12	Regulatory Ref	F/651/7876	Level	3	Credit Value	9
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Aims

The aim of this unit is to ensure learners can safely remove an existing door and frame, and prepare the aperture for the installation of a new fire door and frame. Learners will be expected to demonstrate a clear understanding of the necessary pre-removal checks, the correct procedures for removing the door and frame without causing damage to the surrounding structure, and the steps required to prepare the aperture in accordance with industry standards and fire safety regulations.

Assessment Guidance

This unit will be assessed through the learner producing a portfolio of evidence. The evidence required for this unit will be:

- Providing answers to the knowledge criteria through either verbal or written answers
- Observation of the learner removing the existing door and frame and preparing the opening to receive the new fire door and frame:
 - They need to be observed removing existing doors and frames and preparing apertures for at least 2 different types of structures (eg, Timber, brick, block, concrete)

Learning outcome: The learner will:

1. Know the required checks and measurements to carry out on the existing door and frame and the new fire door and frame, and why these are required before starting the removal process.
2. Know the information that needs to be consulted before starting to carry out any work, and the action to take if an error is found
3. Know how the condition of the existing structure and the surrounding area needs to be assessed, how to identify any problems with the structure or the new fire door and the actions to take to rectify them
4. Know when the condition of the existing structure may prevent the removal of the existing door and frame and the installation of the new fire door
5. Know how to protect the surrounding area, including any vulnerable objects, before starting the removal process
6. Know the process to follow to carry out the safe removal of existing doors and frames, causing minimal damage to the surrounding area, for at least three different door types.
7. Know how to prepare the aperture prior to installing the new fire door and frame, for 3 different types of structures, to meet regulations, standards and company policies and procedures suitable for 3 different door types.
8. Know how to dispose of all waste created during the removal process and aperture preparation, according to company policies and procedures
9. Be able to carry out the required checks and measurements on the existing door and frame, the surrounding structure and the new fire door and frame before starting work
10. Be able to protect the surrounding area and any vulnerable objects before starting to remove the existing door and frame
11. Be able to remove the existing door and frame following company policies and procedures with minimal damage to the surrounding structure
12. Be able to prepare the aperture and rectify and damage caused to the surrounding structure using the specified materials, following the company and manufacturer's instructions
13. Be able to remove all waste created during the removal and aperture preparation process and dispose of it according to company and client policies and procedures.

Installing fire doors in specialist environments

GQA Ref	IFD13	Regulatory Ref	H/651/7877	Level	3	Credit Value	22
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Aims

This unit aims to equip learners with the knowledge and skills to carry out fire door installations in specialist environments where extra precautions, policies and procedures need to be followed. Learners will identify the appropriate type of installation and fire door, recognise areas of non-compliance, and understand the required actions following installation to ensure safety and regulatory compliance.

Assessment Guidance

This unit will be assessed through the learner producing a portfolio of evidence. The evidence required for this unit will be:

- Providing answers to the knowledge criteria through either verbal or written answers
- Observation of learner carrying out at least 4 different types of fire door Installations in a specialist environment, a specialist environment could be one of the following locations:
 - Secure schools
 - Healthcare settings
 - Prisons
 - Residential care homes
 - Residential Children's homes, including secure homes
 - Schools children with specialist educational needs and disabilities
 - Stadiums and arenas
 - Other environments that are classed as specialist
- They are observed carrying out the accurate Installation of fire doors, which need to include four of the following types of fire doors:
 - Cross-corridor doors
 - Doors to individual rooms
 - Single and double doors
 - Doors with viewing panels
 - Doors with ironmongery
 - Anti-ligature doors
 - Anti-barricade doors
 - Encapsulated doors
- They can identify any areas of compliance and non-compliance in relation to products and the associated paperwork
- They understand what the limitations of an Installation are and when they have completed their Installation.

Learning outcome: The learner will:

1. Know the additional company and customer policies and procedures that need to be followed when carrying out work in a specialist environment
2. Know the different types of fire doors used in a specialist setting and which locations they are suitable for
3. Know different types of fixings and fire-stopping materials, how and when they are used, and how to identify what fixings and fire-stopping materials to use for the fire door installations in 4 different locations
4. Know how to assess whether a fire door, its components, or ancillary items comply with relevant documentation, and identify instances of non-compliance based on product and paperwork provided.
5. Know the importance of how different types of fire doors need to be installed in a specialist environment
6. Know how to dispose of any waste generated during the work in accordance with the company's and customer's policies and procedures for the specific specialist environment.
7. Be able to carry out an Installation on at least 4 different types of fire doors in a specialist environment, following company and customer policies and procedures specific to the specialist location.
8. Be able to identify the materials and components to use for the type of Installation being carried out and ensure they are compliant and suitable to use
9. Be able to follow a structured approach and demonstrate attention to detail when carrying out the Installation
10. Be able to use own judgement and decision-making when carrying out the Installation work
11. Be able to complete the Installation on time, without damaging the surrounding area
12. Be able to dispose of waste in accordance with the company and client's policies and procedures

Essential Fire Safety Concepts for Fire Door Installation

GQA Ref	IFD14	Regulatory Ref	J/651/7878	Level	2	Credit Value	2
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Aims

The aim of the unit is to show the learner understands some of the terminology that relates to the science of fire and how it reacts in a building. It also covers some of the terms used in the control of fires in buildings and passive fire protection. The learner will need to demonstrate they are aware of these terms and how they are relevant to fire door installations.

Assessment Guidance

This unit will be assessed through the learner producing a portfolio of evidence. The evidence required for this unit will be:

- Providing answers to the knowledge criteria through either verbal or written answers

Learning outcome: The learner will:

1. Know the meaning of the following terms relating to the science of fire, how a fire reacts in a building and how they relate to fire doors:
 - a. The fire triangle
 - b. Combustion
 - c. Fire growth
 - d. Backdraft
 - e. Flashover
 - f. Fire dynamics
 - g. Fire resistance
 - h. Fire load
 - i. Thermal expansion and bridging
 - j. Radiant heat
 - k. Smoke migration
2. Know what compartmentation is and how fire doors provide this and explain what happens if the fire door does not perform as it should
3. Know what the term passive fire protection relates to and provide 6 examples of what materials and components can provide this
4. Know what the term fire stopping refers to and provide 4 examples which relate to fire door installation
5. Know what the term structural integrity refers to and how it relates to the installation of fire doors
6. Know how people behave in a fire situation and how correctly installed and well maintained fire doors can protect people and buildings from the effects of fire

Awareness of Third-Party Certification and preparing for an Installation audit as a fire door installer

GQA Ref	IFD15	Regulatory Ref	K/651/7879	Level	3	Credit Value	3
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Aims

The aim of the unit is to show the learner understands the role of third-party certification. They will need to identify the different options that are most relevant or applicable to their company. They will need to demonstrate an awareness of how third-party certification can be beneficial for compliance.

They will need to be aware of how a Third-Party Certification audit is carried out and how to gain company and individual accreditation. They will also need to be aware of how a fire door installer needs to prepare for an audit to be carried out.

Assessment Guidance

This unit will be assessed through the learner producing a portfolio of evidence. The evidence required for this unit will be:

- Providing answers to the knowledge criteria through either verbal or written answers
- Observation of the learner carrying out a fire door installation on site, where they will need to demonstrate:
 - They can prepare for a Third-Party Certificate audit and assemble the required information
 - They can provide evidence of successful audits and certification

Learning outcome: The learner will:

1. Know the different third-party certifications available
2. Know the role of UKAS in 3rd party certification
3. Know how to identify which one is most relevant for the company
4. Know why third-party certification can be beneficial to demonstrate compliance
5. Know how a Third-Party Certification audit is carried out
6. Know what standards are required to gain accreditation
7. Know what a non-conformance report is and what the possible contents might be
8. Know the importance of having a successful audit carried out
9. Know how to prepare for an audit and what information will be required
10. Know what company and individual accreditation relates to
11. Be able to prepare for a third-party certification audit and assemble the required information
12. Be able to provide evidence of a successful audit and certification