



## GQA Level 2 NVQ Certificate in Domestic Fascia, Soffit and Bargeboard Installation

**Qualification Number 500/7826/4**

Issue 3: April 2017



GQA, Unit 1, 12 O' Clock Court, Attercliffe Road, Sheffield, S4 7WW  
Tel: 01142 720033, Email: [info@gqaqualifications.com](mailto:info@gqaqualifications.com),  
Website: [www.gqaqualifications.com](http://www.gqaqualifications.com)



# 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		
FSB1	Maintain Health and Safety in the Installation of Fascia, Soffits and Bargeboards	2	4		
L/600/7806					
AG3	Communicating and Working with Others in the Glass or Glass Related Working Environments	2	3		
A/600/7364					
CW1	Identify and confirm installation requirements in Glass and Related work	2	4		
Y/600/6691					
FSB4	Locate, Handle, Transport and Position Materials and Equipment for Fascia, Soffit and Bargeboard Installation	2	3		
R/600/7807					
FSB5	Prepare the Site for Fascia, Soffit and Bargeboard Removal and Installation Activities	2	2		
Y/600/7808					
FSB7	Undertake Preparatory Work on Existing Materials for Fascia, Soffit, Bargeboard and Related Products Installation	2	3		
D/600/7809					
FSB8	Prepare Materials for Installation of Fascia, Soffit, Bargeboard and Related Products	2	3		
R/600/7810					
FSB9	Install Domestic Fascia, Soffit, Bargeboards and Related Products	2	5		
Y/600/7811					
<b>Optional Units of Credit – Minimum of 3 credits to be achieved</b>					

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

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

Passport Style  
Candidate Photo  
(Mandatory)

### COMPETENCE COMPLETION SIGNATURES

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

	Name and Signature	Date
Candidate		
Lead Assessor		
Internal Verifier		

# Introduction to the Qualification

## Who is this Qualification for?

This qualification is aimed at those who remove and install fascias, soffits, and bargeboards in the domestic market. The standards cover the most important aspects of the job. This qualification is at Level 2, although some qualifications may have units at different levels, and should be taken by those who are fully trained to deal with routine assignments. Candidates should require minimum supervision in undertaking the job.

Candidates for this qualification will primarily be:

- Working on customer's premises, removing and installing fascias, soffits and bargeboards

Candidates could have jobs entitled:

- FSB Fitter or FSB Installer

## 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. Candidates should achieve all of the mandatory units listed below, plus a minimum of 3 credits from the group of optional units. This makes the minimum credit value of the qualification 30 credits.

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

Unit Ref	Title	Level	Credit
<b>Mandatory Units (All units must be taken)</b>			
FSB1 L/600/7806	Maintain Health and Safety in the Installation of Fascia, Soffits and Bargeboards	2	4
AG3 A/600/7364	Communicating and Working with Others in the Glass or Glass Related Working Environments	2	3
CW1 Y/600/6691	Identify and confirm installation requirements in Glass and Related work	2	4
FSB4 R/600/7807	Locate, Handle, Transport and Position Materials and Equipment for Fascia, Soffit and Bargeboard Installation	2	3
FSB5 Y/600/7808	Prepare the Site for Fascia, Soffit and Bargeboard Removal and Installation Activities	2	2
FSB7 D/600/7809	Undertake Preparatory Work on Existing Materials for Fascia, Soffit, Bargeboard and Related Products Installation	2	3
FSB8 R/600/7810	Prepare Materials for Installation of Fascia, Soffit, Bargeboard and Related Products	2	3
FSB9 Y/600/7811	Install Domestic Fascia, Soffit, Bargeboards and Related Products	2	5
<b>Optional Units (a minimum of 3 credits must be achieved)</b>			
FSB6 H/600/7813	Prepare and Dismantle Access Equipment and Working Platforms	2	5
FSB11 K/600/7943	Remove Materials ready for Installation of Fascias, Soffits and Bargeboards	2	6
FSB12 A/600/7946	Dealing with the Exposure of Asbestos Cement During the Fascia, Soffit and Bargeboard Removal Process	2	2
FSB10 D/600/7812	Complete Installation and hand over to Customer	2	3

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

### **Assessment guidance:**

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

### **Types of evidence:**

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

### **Quantity of evidence:**

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

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

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

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

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

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

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

## 1. Equality of Opportunity

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

## 2. Recognised/Approved Assessment Centres

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

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

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

### 2.2 Assessors and Verifiers

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

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

EQAs are responsible for ensuring accurate and consistent standards of assessment across centres, qualifications, units of credit and over time. They should have a relevant occupational background, be competent in external quality assurance and hold the relevant national external quality assurance award. GQA will approve and licence all individuals involved in the assessment and verification of its approved qualifications and / or units of credit. Individuals who are working towards the Assessor or Internal Verifier national awards can only be provisionally licensed. The judgement of provisional licence holders will need to be agreed/authorised by a fully qualified and GQA licensed individual who cannot carry out a dual role in relation to a specific candidate.

All GQA Assessors and Verifiers must undertake a minimum of 2 significant CPD activities in both occupational areas and assessment and verification. Reflective CPD records must be maintained and made available to GQA EQA's for review.

### 2.3 Centre Approval, Monitoring Reviews and Quality Assurance

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

EQA.

New or multi-site centres may be required to undertake quarterly or more frequent EV reviews to ensure that different locations can be seen to satisfy the national requirements.

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

Enhanced quality procedures to ensure consistency of assessment and verification will be necessary and will include:

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

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

### **3. Qualification / Unit of Credit Candidates**

All candidates must register with a GQA recognised/approved centre. The centre must maintain appropriate candidate personal details for external audit purposes etc.

The centre will provide candidates with advice and guidance on how to prepare for assessment and allocate an Assessor who will assess candidate ability to meet the requirements of the relevant qualifications / unit of credit. It is the candidate's responsibility to demonstrate competence and to do this they must:

- prove they can consistently meet all the qualification and / or unit of credit criteria
- provide evidence from work, that they can perform competently in all the contexts specified in the qualification / unit of credit requirements
- prove that they have the knowledge and understanding required to perform competently, even where they have not provided evidence from the workplace

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

### **4. Evidence**

A qualification and / or credit is awarded when a person has achieved the necessary outcomes of the qualification and / or unit of credit. The specific combination of units necessary to achieve a qualification is detailed in the qualification structure. Certificates of Unit Credit can be awarded when candidates achieve any one, or more, units from the qualification. The evidence the candidate brings forward is primarily evidence of what he/she knows. The assessment criteria / qualification requirements are described within the qualification and / or unit of credit itself and could incorporate practical skills in addition to primary evidence of 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. 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 (one of):

- yes (the candidate has achieved)
- no (the candidate has not yet achieved)
- there is insufficient evidence to make a decision

## **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.

## **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.

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 be acceptable if the candidate is working in a glass or glass related environment Simulation – from circumstances specially designed to enable the candidate's knowledge and / or performance to be assessed. 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.

The centre must obtain GQA EQA approval for the use of simulation.

## **Personal Profile**

A personal profile is helpful both to the qualification candidate and those involved in assessing and/or verifying competence and the use of such a document should be encouraged.

Candidates new to the sector and working primarily in an off-the-job learning environment will develop/compile a personal profile during the implementation of the Technical Certificate / GQA Knowledge Qualification. Whilst it may not be immediately evident with the help of centre staff, the candidate may be able to identify some auditable prior skills and / or knowledge that may be transferable to the glass related occupational role.

Candidates already in employment in the sector will be able to provide a relevant personal profile and be able to demonstrate aspects of their skills/knowledge using real workplace experiences.

## **Evidence Guide/Brief**

This section is intended to provide a guide for any training plans, reports or assignments produced to support the implementation of the Technical Certificate / GQA Knowledge Qualification. Report / Assignment topics should reflect activities from the occupational area chosen and should be agreed by both candidate and assessor.

1. Introduction - Provide an explanation of the proposed assignment activity and its expected outcome.
2. Preparatory Work - This section should cover the actions and issues required prior to carrying out the main practical activity.
3. Practical Work - This will incorporate a step-by-step account of the practical activity incorporating appropriate quality procedures.
4. Quality Review - This will incorporate an account of the relevant quality checks in relation to the anticipated outcome e.g. in terms of product and/or customer expectations.

NB1 The above will take account of the prescribed format of the practical activities and underpinning knowledge requirements as described within the qualification booklet (standard and assessment guidance).

NB2 All of the above stages will incorporate individually as appropriate:

- Health and Safety regulations and requirements
- Products, materials and equipment
- Handling products and materials e.g. movement of and storage of, hazardous and non-hazardous materials
- Communications including working relationships, information systems, locating and recording
- Standard operating procedures
- Quality issues as appropriate e.g. systems and checks
- Problems, their repercussions and resolution

In terms of content, language and requirements, evidence within a Technical Certificate / GQA Knowledge Qualification portfolio of evidence should satisfy terms such as explain, report, identify and investigate.

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 has the knowledge to meet the requirements of the qualification and / or unit of credit?

**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.....



L/600/7806	<b>Maintain Health and Safety in the Installation of Fascia, Soffits and Bargeboards</b>	<b>Level 2</b>	<b>4 Credits</b>
FSB1			

The aim of this unit is to provide the learner with the knowledge and skills to be able to work safely when installing Fascia, Soffits and Bargeboards and to be able to carry out the correct actions should an accident or emergency occur.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how the Working at Heights Regulations apply to the installation of Fascia, Soffits and Bargeboards and where to find the information	1.1 Explain how the Working at Heights Regulations apply to the installation of fascias, soffits and bargeboards			
	1.2 Explain how to obtain details of the Working at Heights Regulations			
2. Know which other acts, regulations and guidelines apply to the installation of fascias, soffits and bargeboards.	2.1 State which other acts, regulations and guidelines apply to the installation of fascias, soffits and bargeboards.			
	2.2 Explain how these acts, regulations and guidelines apply to the installation of fascias, soffits and bargeboards.			
3. Know how to carry out an assessment of hazards and risks in the installation of fascias, soffits and bargeboards.	3.1 Describe the steps in carrying out a risk assessment.			
	3.2 Give 3 examples of risks or hazards that can occur in the Fascia, Soffits and Bargeboard working environment			
	3.3 Explain the actions required when discovering unsafe working conditions. To include reporting systems			
4. Be able to identify hazards and assess risks in the installation of fascias, soffits and bargeboards.	4.1 Carry out an effective risk assessment of the installation of fascias, soffits and bargeboards.			
5. Know how to adopt safe working practices.	5.1 State the employer's and manufacturer's instructions available for equipment in your work area and how to access them.			
	5.2 Describe three tasks in your work area and the equipment and personal protective equipment (PPE) used.			
	5.3 Explain the choices of equipment and personal protective equipment given in the example above.			
	5.4 Explain what to do if the required PPE or tools and equipment are not fit for purpose			
6. Be able to adopt and adhere to safe working practices.	6.1 Follow employers and manufacturers guidelines on the safe use of equipment. E.g. <ul style="list-style-type: none"> <li>• Barriers</li> <li>• Signage</li> <li>• Access Equipment</li> <li>• Power tools</li> <li>• Hand tools</li> </ul>			
	6.2 Correctly select and use personal protective equipment relative to the task and explain the reasons why it is needed.			
	6.3 Select and use safely, materials, to include: <ul style="list-style-type: none"> <li>• Components</li> <li>• Consumables</li> <li>• Substances</li> </ul>			

**Assessor comments/feedback**

<b>L/600/7806</b>	<b>Maintain Health and Safety in the Installation of Fascia, Soffits and Bargeboards (continued)</b>	<b>Level 2</b>	<b>4 Credits</b>
<b>FSB1</b>			

7. Know how to ensure there is no unauthorised or unsafe access to the working areas.	7.1 Explain how to establish who is authorised to enter the work area.			
	7.2 Explain how to establish if a person is authorised to enter the work area.			
	7.3 Explain how to ensure that authorised people entering the work area are kept safe.			
8. Know what to do in the event of accidents or emergencies.	8.1 Describe the correct procedure to follow in the case of an accident.			
	8.2 Describe the correct procedure to follow in the case of an emergency.			
	8.3 Describe the procedure for evacuating workers and visitors.			
	8.4 Describe the procedure for reporting and recording accidents and emergencies.			

**Assessor comments/feedback**

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

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know what information to share with colleagues on your job role and why this is important.	1.1 Give 3 examples of information linked to your job role that needs to be shared with colleagues.			
	1.2 Explain why sharing information with colleagues is important.			
2. Be able to share information with colleagues.	2.1 Share information with colleagues using different methods, for example: <ul style="list-style-type: none"> <li>• Face to face conversations</li> <li>• Company systems</li> <li>• Written notes</li> <li>• Drawings/sketches</li> <li>• Telephone (voice or text)</li> <li>• Email</li> <li>• Internet</li> </ul>			
3. Know why it is important to respond promptly to requests.	3.1 Explain why it is important to respond promptly to requests from colleagues and customers and give 3 examples.			
4. Be able to respond promptly to requests from colleagues.	4.1 Respond promptly to requests from colleagues and/or customers to include the provision of: <ul style="list-style-type: none"> <li>• Information</li> <li>• Physical assistance</li> <li>• Advice</li> </ul>			
5. Know why good working relationships with colleagues are important and how barriers to this can be overcome.	5.1 Explain why good working relationships are important.			
	5.2 Give 3 examples of problems in developing and maintaining good working relationships with colleagues and suggest solutions.			
6. Be able to develop and maintain good working relationships with colleagues.	6.1 Develop and maintain good working relationships with colleagues.			

**Assessor comments/feedback**

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

The aim of this unit is to provide the learner with the knowledge and skills to accurately identify and confirm installation requirements in glass and related environments.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to identify and confirm the specifications required to complete the installation.	1.1 Name the sources of information that may be available to confirm the specification.			
	1.2 Explain how to confirm the specification is accurate and up to date to ensure all work is carried out to the latest specification.			
2. Know how to establish the type, location, characteristics and features of the installation.	2.1 Explain how to establish the type and location of the installation work.			
	2.2 Explain how to identify the characteristics and features of the site.			
	2.3 Explain how characteristics, features and other conditions can affect the way the installation is carried out.			
3. Be able to examine the materials and components to ensure they meet the specification of the installation.	3.1 Examine the materials and components and confirm that they meet the specification of the installation.			
	3.2 Inspect the materials and components for damage prior to installation.			
4. Be able to ensure that the job specification will meet the requirements of the installation.	4.1 Check that the information available will meet the specification and requirements of the installation.			
	4.2 Interpret the job specification to establish the type, characteristics and features of the installation.			
5. Know how to overcome problems in the confirmation of installation requirements.	5.1 Describe three problems that can occur in the confirmation of installation requirements and explain how these might be overcome.			

**Assessor comments/feedback**

<b>R/600/7807</b>	<b>Locate, Handle, Transport and Position Materials and Equipment for Fascia, Soffit and Bargeboard Installation</b>	<b>Level 2</b>	<b>3 Credits</b>
<b>FSB4</b>			

This unit focuses on the safe transportation and handling of installation equipment and materials. It covers the identification and selection of the correct type and quantity of installation equipment and materials, and the handling or transportation methods so that they arrive at the location of the installation in good order and how they have to be stored at the installation site, handled and positioned for use.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to locate and select the correct equipment and materials for the installation work and ensure they are suitable for use.	1.1 Explain how to locate and identify the correct equipment for the installation work.			
	1.2 Explain how to locate and identify the correct materials for the installation work.			
	1.3 Explain how to ensure the equipment and materials are suitable for the work required. Give 3 examples of things to check with regards to each of: <ul style="list-style-type: none"> <li>• Equipment</li> <li>• Materials</li> </ul>			
2. Know how to handle equipment and materials to reduce the risk of damage to them and injury to self and other persons	2.1 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>			
	2.2 Explain how to reduce the potential of causing injury or damage for each of the materials listed in 2.1.			
3. Be able to locate and select the correct equipment and materials for the installation work and handle and transport them safely.	3.1 Select the correct equipment and materials.			
	3.2 Handle and transport the equipment safely.			
	3.3 Handle and transport the materials and components safely.			
4. Know how to position materials and equipment on site to allow effective working methods.	4.1 State 3 things to consider when positioning materials and equipment on site in a manner that should allow effective working methods.			
	4.2 Give 3 examples of difficulties/hazards in positioning materials and equipment. To include: <ul style="list-style-type: none"> <li>• Fascias</li> <li>• Rainwater systems</li> </ul>			
	4.3 Give solutions to the 3 examples given in 4.2.			
5. Be able to position materials and equipment to prevent damage and allow effective working methods.	5.1 Position materials and equipment in a manner that prevents damage and allows effective working methods.			
6. Know the problems that can occur with locating, handling, transporting and positioning materials and equipment.	6.1 Describe 1 problem that could occur when <ul style="list-style-type: none"> <li>• Locating materials and equipment</li> <li>• Handling materials and equipment</li> <li>• Transporting materials and equipment</li> <li>• Positioning materials and equipment</li> </ul>			
	6.2 Give a solution for each of the problems identified.			

**Assessor comments/feedback**

Y/600/7808	<b>Prepare the Site for Fascia, Soffit and Bargeboard Removal and Installation Activities</b>	<b>Level 2</b>	<b>2 Credits</b>
<b>FSB5</b>			

This unit focuses on the preparation of a safe installation site. It covers a review of the work area to identify potential issues with the existing area, and how to set up the area in readiness for work to begin.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to prepare a suitable and safe site for installation work.	1.1 Describe the preparation for installation process. To include: <ul style="list-style-type: none"> <li>• Site access</li> <li>• Job specification</li> <li>• Safety issues</li> <li>• Customer/client issues</li> </ul>			
	1.2 Describe the factors that need to be considered when preparing a site for installation. For example: <ul style="list-style-type: none"> <li>• Features of the existing building and materials</li> <li>• Characteristics of work location</li> <li>• Current conditions (i.e. weather, site)</li> </ul>			
	1.3 Give 3 examples of vulnerable objects that may have to be removed.			
2. Be able to prepare the work areas correctly	2.1 Mark out work areas clearly and isolate them from the rest of the site.			
	2.2 Protect all areas exposed to debris.			
	2.3 Prepare ground and floor surfaces ready to receive installation equipment and materials and access equipment.			
	2.4 Remove vulnerable objects to a safe area.			

**Assessor comments/feedback**

<b>D/600/7809</b>	<b>Undertake Preparatory Work on Existing Materials for Fascia, Soffit, Bargeboard and Related Products Installation</b>	<b>Level 2</b>	<b>3 Credits</b>
<b>FSB7</b>			

The aim of this unit is to give the learner the required skills and knowledge to carry out the preparation of existing materials to allow the installation of fascias, soffits, bargeboards and related products. The learner must also be aware of problems that can be encountered and how to deal with them.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to establish the preparatory work that is required on existing materials and how to ensure this work is covered in the contractual arrangements with the customer.	1.1 Explain how to establish the preparatory work required on existing materials.			
	1.2 Explain how to ensure the preparatory work is covered in the contractual arrangements with the customer.			
	1.3 Explain what to do when the preparatory work is not covered in the contractual arrangements with the customer.			
2. Be able to establish the amount and type of preparatory work to be undertaken, and that this is covered by the contractual arrangements with the customer.	2.1 Identify which existing materials can be retained and which need to be replaced.			
	2.2 Identify the amount and type of preparatory work that will need to be carried out.			
	2.3 Confirm that the preparatory work needed is covered by contractual arrangement with the customer.			
3. Be able to prepare existing materials for preparatory work.	3.1 Select the correct method, equipment and materials for preparing the existing materials.			
	3.2 Prepare the existing materials.			
	3.3 Dispose of any waste materials safely.			
4. Know the types of fixings used for attaching to replacement materials and their use.	4.1 Describe 3 fixings specified by Manufacturers used in preparatory work and their purpose.			
5. Be able to correctly select and fit required materials.	5.1 Select the correct fixings for replacement materials in accordance with Manufacturers specification.			
	5.2 Select the materials for use in accordance with Manufacturers specification.			
	5.3 Fit the materials in accordance with Manufacturers specification.			
6. Know the problems that can occur during preparatory work and how to overcome them.	6.1 Describe three problems that may occur during preparatory work and explain how these problems might be overcome.			

**Assessor comments/feedback**

<b>R/600/7810</b>	<b>Prepare Materials for Installation of Fascia, Soffit, Bargeboard and Related Products</b>	<b>Level 2</b>	<b>3 Credits</b>
<b>FSB8</b>			

This unit focuses on the preparation of materials for the installation of fascias, soffits, bargeboards and related products. The learner must also understand related problems and offer potential solutions.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know which materials to prepare for the installation.	1.1 List the materials needed for the installation.			
2. Be able to select suitable materials for the installation that are required for the installation.	2.1 Identify and select materials of the correct type, size and quantity for the installation.			
	2.2 Inspect the materials for faults or damage.			
3. Know how to identify a suitable area and equipment/ tools for preparing the materials.	3.1 Explain 3 things to consider when identifying a suitable area for material preparation.			
	3.2 State 3 pieces of equipment or tools used to prepare materials and their use.			
4. Know how to minimise waste and why this is important.	4.1 Explain how to minimise waste when preparing materials.			
	4.2 Explain why it is important to minimise waste.			
5. Be able to prepare installation materials safely and according to the installation specification, minimising waste.	5.1 Identify an area which allows for safe, efficient preparation of materials.			
	5.2 Identify and select the correct equipment for preparing the required type, size and shape of materials.			
	5.3 Safely prepare the materials to the requirements of the installation, minimising damage and waste.			
6. Know how to check the prepared materials to ensure they meet the installation specification.	6.1 Explain how to check the materials, after preparation, to ensure they meet the requirements of the installation.			
7. Know the relevant Building Regulations in relation to ventilation and Fascias, Soffits and Bargeboards.	7.1 Explain the ventilation requirements when the pitch of a roof is 15 degrees or more.			
	7.2 Explain the ventilation requirements when the pitch of a roof is less than 15 degrees.			
8. Know the problems that can occur when preparing materials and how to overcome them.	8.1 Give 3 examples of problems that can occur when preparing materials and a solution for each problem given.			

**Assessor comments/feedback**

<b>Y/600/7811</b>	<b>Install Domestic Fascia, Soffit, Bargeboards and Related Products</b>	<b>Level 2</b>	<b>5 Credits</b>
<b>FSB9</b>			

This unit will provide the learner with the required skills and knowledge to be able to install domestic fascias, soffits, bargeboards and related products. This includes the use of equipment and tools, checks on the installation and problem solving.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Be able to select the correct materials for the installation.	1.1 Select the correct type, quantity and quality materials for the installation.			
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 the different types of access equipment used for working at heights.	4.1 List 4 different types of access equipment that may be used to work at height when installing fascias, soffits and bargeboards.			
	4.2 Explain any restrictions on the use of the access equipment listed in 4.1.			
5. Be able to select the correct equipment for the installation.	5.1 Select the correct equipment for the installation.			
6. Be able to identify, select and check the correct access equipment.	6.1 Identify and select the correct access equipment.			
	6.2 Check the access equipment is prepared and positioned correctly for use.			
7. Know how to fix fascias, soffits, bargeboards and related products safely and securely.	7.1 Describe the process of fixing fascias, soffits, bargeboard and related products.			
	7.2 Explain where to find manufacturers recommended fixing instructions and why it is important to follow them.			
	7.3 Explain how to ensure joints and fixings are secure.			
	7.4 Explain the reasons that expansion gaps must be used.			
8. Be able to install the fascia, soffits, bargeboards and related products safely and according to the job specification and manufacturer's specifications.	8.1 Install the fascias safely and in line with the job specification and following manufacturer's specifications.			
	8.2 Install the soffits safely and in line with the job specification and following manufacturer's specifications.			
	8.3 Install the bargeboards safely and in line with the job specification and following manufacturer's specifications.			
	8.4 Install related products safely and in line with the job specification and following manufacturer's specifications.			

**Assessor comments/feedback**

<b>Y/600/7811</b>	<b>Install Domestic Fascia, Soffit, Bargeboards and Related Products (continued)</b>	<b>Level 2</b>	<b>5 Credits</b>
<b>FSB9</b>			

9. Be able to use access equipment in accordance with the Working at Height Regulations.	9.1 Use access equipment in accordance with the working at Height regulations and manufacturer's guidelines.			
10. Be able to confirm that all the fascias, soffits, bargeboards and related products are positioned and fitted according to the job specification	10.1 Check and confirm that all fascias, soffits, bargeboards and related products are positioned and fitted correctly.			
11. Know how to check that the fascias, soffits, bargeboards and related products are functioning correctly	11.1 Explain how to check and confirm that all fascias, soffits, bargeboards and related products are able to perform their function			
12. Know the problems that can occur and how to overcome them.	12.1 Describe three problems that can occur during or after the installation and explain how these problems may be overcome.			

**Assessor comments/feedback**

<b>H/600/7813</b>	<b>Prepare and Dismantle Access Equipment and Working Platforms</b>	<b>Level 2</b>	<b>5 Credits</b>
<b>FSB6</b>			

This unit focuses on the preparation and dismantling of access equipment and working platforms. The learner will also be required to show knowledge and understanding of the legislation that covers this type of equipment and its use. The learner will be required to show knowledge of the inspections that need to be carried out, and the problems that can occur with these types of equipment and offer solutions.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know the Legislation that applies to preparing and dismantling access equipment and working platforms.	1.1 State the legislation that applies to the preparation and dismantling of access equipment and working platforms			
	1.2 Explain where to find information on the legislation that applies to the preparation and dismantling of access equipment and working platforms			
2. Know how to assess the risks of working at heights and why this is important.	2.1 Explain how to accurately assess the risks of working at heights. State 3 things to consider.			
	2.2 Explain why it is important to know how to carry out a specific risk assessment on working at heights.			
3. Be able to assess the risks of working at heights.	3.1 Carry out an effective risk assessment for working at heights.			
4. Know the different types of access equipment and working platforms for working at heights	4.1 List three different types of access equipment or working platforms that may be used to work at height.			
	4.2 Explain any restrictions on the preparation and dismantling of the equipment listed in 4.1.			
5. Be able to identify and establish the types of access equipment or working platforms required for the installation.	5.1 identify the types of access equipment or working platforms to be prepared for use.			
6. Be able to identify, select and wear the correct personal protective equipment required for the preparation of access equipment or working platforms.	6.1 Identify, select and wear the correct personal protective equipment for the preparation.			
7. Know how to select, inspect and prepare the correct access equipment or working platforms.	7.1 Explain how to select and inspect the correct access equipment or working platforms in accordance with the statutory legislation and manufacturer's guidelines.			
	7.2 Explain how to prepare the access equipment or working platforms in accordance with the statutory legislation and manufacturer's guidelines.			
	7.3 Give 3 examples of problems that can occur when selecting, inspecting or preparing access equipment or working platforms and how to overcome these.			

**Assessor comments/feedback**

<b>H/600/7813</b>	<b>Prepare and Dismantle Access Equipment and Working Platforms (continued)</b>	<b>Level 2</b>	<b>5 Credits</b>
<b>FSB6</b>			

8. Be able to select, inspect and prepare the correct access equipment or working platforms.	8.1 Select and inspect the correct access equipment or working platforms in accordance with the statutory legislation and manufacturer's guidelines.			
	8.2 Prepare the access equipment or working platforms in accordance with the statutory legislation and manufacturer's guidelines.			
9. Know how to inspect the prepared access equipment or working platforms before use and how to deal with any problems identified.	9.1 Explain 3 checks to make on access equipment or working platforms before use.			
	9.2 State 3 problems that can arise when checking the access equipment or working platforms.			
	9.3 Explain how to deal with each of the 3 problems identified.			
10. Know why it is important to regularly inspect access equipment and working platforms.	10.1 Explain why it is important to regularly check access equipment and working platforms.			
11. Know how to dismantle access equipment and working platforms.	11.1 Explain the manufacturer's guidelines to follow when dismantling access equipment and working platforms.			
	11.2 Explain why it is important to dismantle access equipment in accordance with manufacturer's or organisational guidelines.			
12. Know how and where to store dismantled access equipment or working platforms to allow effective.	12.1 Explain how to store dismantled access equipment and working platforms to ensure it can be used again effectively.			
	12.2 Explain where to store dismantled access equipment and working platforms to ensure it can be used again effectively.			
13. Know the problems that can occur when dismantling and storing access equipment and working platforms.	13.1 Explain 3 problems that can occur when dismantling and storing access equipment and working platforms.			
	13.2 Explain how to overcome the problems stated in 13.1.			

**Assessor comments/feedback**

<b>K/600/7943</b>	<b>Remove Materials Ready for Installation of Fascias, Soffits and Bargeboards</b>	<b>Level 2</b>	<b>6 Credits</b>
<b>FSB11</b>			

This unit focuses on the preparation and dismantling of access equipment and working platforms. The learner will also be required to show knowledge and understanding of the legislation that covers this type of equipment and its use. The learner will be required to show knowledge of the inspections that need to be carried out, and the problems that can occur with these types of equipment and offer solutions.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know the type of materials which need to be removed and how to identify which are structural and non structural.	1.1 Describe the type of materials that may need to be removed.			
	1.2 Explain how to Identify which materials are structural and non structural.			
	1.3 Explain what to do when structural materials need to be removed.			
	1.4 Explain what to if asbestos is revealed or suspected.			
2. Be able to identify the materials that need to be removed.	2.1 Identify the type and amount of materials that need to be removed.			
3. Know the methods and equipment/tools for removing materials.	3.1 Describe three methods for removing materials.			
	3.2 Describe 3 pieces of equipment or tools used for removal.			
4. Be able to remove all unwanted materials.	3.3 Explain when each piece of equipment or tool may be most suitable.			
	4.1 Remove all unwanted materials in the correct order and in a safe manner causing minimum damage to the surrounding structure.			
5. Know how to dispose of unwanted materials.	4.2 Lower the removed materials safely using the correct handling method.			
	5.1 Explain how to dispose of 3 different unwanted materials and what to consider when disposing of them.			
6. Be able to safely dispose of all unwanted materials.	6.1 Dispose of materials in accordance with Health and Safety requirements.			
	7. Know why it is important to ensure that exposed or adjacent premises are protected and how to protect them.			
8. Be able to ensure that exposed or adjacent premises are protected.		7.2 Explain 2 methods of protecting exposed or adjacent premises.		
	8.1 Carry out all necessary actions to protect premises exposed as a result of removing materials.			
	9.1 Describe 3 problems that can make removal of materials difficult.			
	9.2 Explain how to overcome these problems safely.			
9. Know the problems that can occur when removing materials.	9.3 Describe 3 problems that can appear after materials have been removed.			
	9.4 Explain how to deal with each of the problems identified.			

**Assessor comments/feedback**

<b>A/600/7946</b>	<b>Dealing with the Exposure of Asbestos Cement during the Fascia, Soffit and Bargeboard Removal Process</b>	<b>Level 2</b>	<b>2 Credits</b>
<b>FSB12</b>			

The aim of this unit is to equip the candidate with the required level of skills and knowledge to be able to deal with situations where asbestos cement is present in fascia, soffit and bargeboard installation work, and know the statutory regulations that are concerned with this issue.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know the health and safety requirement and statutory and industry regulations which apply to removing materials containing asbestos cement and where to obtain the information.	1.1 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.			
	1.2 Explain where information relating to health and safety and statutory legislation regarding asbestos can be obtained.			
2. Know why it is important to follow correct procedures for the removal of asbestos cement.	2.1 Explain why it is important to follow correct procedures for removing asbestos cement.			
	2.2 Describe the effects that asbestos can have on humans.			
	2.3 Explain why it is important to wear protective equipment at all times.			
3. Be able to review company paperwork to identify whether asbestos is present and what type it is.	3.1 Review company paperwork relevant to the completed survey and installation instructions to identify whether asbestos is present and what type it is.			
4. Know why it is important to wait for a licensed asbestos contractor to remove asbestos insulation board.	4.1 Explain why it is important, whilst checking the site, to wait for a licensed contractor to remove any asbestos insulation board.			
5. Know why it is important to erect safety barriers and warning signs when asbestos cement is identified.	5.1 Explain why it is important to erect safety barriers and warning signs when asbestos cement is identified.			
6. Be able to select and erect safety barriers and warning signs.	6.1 Select the correct safety barriers and warning signs			
	6.2 Erect the correct safety barriers and warning signs.			
7. Know how to identify asbestos insulation board and asbestos cement and the importance of removing contaminated items without cutting or breaking them.	7.1 Explain how to identify asbestos insulation board and asbestos cement.			
	7.2 Explain why it is important to try and remove contaminated materials without cutting or breaking the materials.			
8. Know how to store asbestos cement and contaminated materials.	8.1 Explain how to store asbestos cement and contaminated materials in accordance with statutory legislation.			

**Assessor comments/feedback**

<b>D/600/7812</b>	<b>Complete Installation and Handover to Customer</b>	<b>Level 2</b>	<b>3 Credits</b>
<b>FSB10</b>			

The aim of this unit is to provide the learner with the required level of skill and knowledge to carry out the checks and tasks required before handover of the installation, be able to carry out and record details of the handover. The learner is also required to demonstrate knowledge of payment procedures within the organisation.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to complete the installation and what information to provide the customer with at the handover	1.1 Explain the tasks to be completed after installation and before hand over to the customer			
	1.2 Explain 3 pieces of information that a customer may require at the handover			
	1.3 Explain why this information is important			
2. Know why it is important to ensure the installation is cleaned and finished before handing over to the customer and why reusable or surplus items should be put back into stock	2.1 Explain 3 reasons it is important to ensure the installation is cleaned and finished before handover			
3. Know why reusable or surplus items should be put back into stock	3.1 Explain why reusable or surplus items should be put back into stock			
4. Be able to ensure that the installation is cleaned and finished.	4.1 Clean and finish the installation to the specified standard following health and safety procedures.			
5. Be able to ensure that all materials are removed from the premises and dealt with correctly.	5.1 Remove all waste or surplus materials from the premises minimising waste.			
6. Be able to remove all equipment from the premises and work site.	6.1 Remove all equipment from the premises and work site following all health and safety procedures and statutory and industry regulations.			
7. Be able to handover the completed installation to the customer.	7.1 Carry out a handover to the customer in line with organisational requirements			
8. Know the organisational procedures for payment.	8.1 Explain the organisational procedures for payment.			
9. Know the problems that can occur in the handover of the installation and how to overcome them.	9.1 Describe three problems that can occur in the completion and handover of the installation and explain how to overcome these problems.			
10. Know how to record information on the handover of the installation.	10.1 Explain how to record information on the completion and handover of the installation.			

**Assessor comments/feedback**

# ***Notes***

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GQA, Unit 1, 12 O'clock Court, Attercliffe Road, Sheffield, S4 7WW Tel: 0114 272  
0033/272 0080

Email: [info@gqaqualifications.com](mailto:info@gqaqualifications.com) Website: [www.gqaqualifications.com](http://www.gqaqualifications.com)