GQA Level 1 Certificate In the Principles of Window and Door Installation

Qualification Number 601/0392/9

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PERSONAL COMPETENCE SUMMARY

Name	Company/Centre
Job Title	GQA Registration Number

UNITS OF COMPETENCE				ASSESSOR SIGNATURE Performance and knowledge assessment completed and supplemented with evidence overtime	DATE
Unit Number	MANDATORY UNITS	Level	Credit		
L/505/3139 GQA1	The Principles of Health and Safety in window and door Installation	1	3		
F/505/3140 GQA2	Knowledge of the movement and storage of window and door installation materials on a work site	1	3		
J/505/3141 GQA3	Knowledge of tools and equipment used in the installation of windows and doors	1	3		
M/505/3151 GQA4	Knowledge of window and door components and fixings	1	3		
F/505/3154 GQA5	Knowledge of the principles of working at heights in the installation of windows and doors	1	2		

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

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

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

Passport Style Candidate Photo (Mandatory)

COMPETENCE COMPLETION SIGNATURES

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

	Name and Signature	Date
Candidate		
Lead Assessor		
Internal Verifier		
EQA		

Introduction to the Qualification

Who is this Qualification for?

This qualification has been developed to give individuals an understanding of the principle aspects of window and door installation. The qualification has been written as knowledge only so there is no need for candidates to complete practical tasks.

The qualification is at Level 1, making it suitable for a wide range of people including those new to, or considering entering the Window and Door Installation Industry, as well as those who would just like to know more about the Industry. The qualification is also suitable for those who may have been involved in the installation of windows and doors for a longer period of time without achieving formal qualifications.

There are GQA NVQ qualifications available for both the actual Installation and Surveying of windows and doors, with Installer qualifications at Level 2 and 3 and a Surveyor qualification at Level 3.

What is required from candidates?

GQA qualifications are made up of a number of units that have a credit value or credits. These credits must be achieved in the correct combination from mandatory and optional units: this qualification has 5 mandatory units and a group of optional units. Candidates should achieve all 5 mandatory units listed below, plus a minimum of 2 credits from the group of optional units. This makes the minimum credit value of the qualification 16 credits.

Unit no	Mandatory units	Level	Credit
L/505/3139	The Principles of Health and Safety in window and door Installation	1	3
GQA1			
F/505/3140	Knowledge of the movement and storage of window and door installation materials on a work site	1	3
GQA2			
J/505/3141	Knowledge of tools and equipment used in the installation of windows and doors	1	3
GQA3			
M/505/3151	Knowledge of window and door components and fixings	1	3
GQA4			
F/505/3154	Knowledge of the principles of working at heights in the installation of windows and doors	1	2
GQA5			
Optional units			
J/505/3155	Knowledge of glass and glazing	1	2
GQA6			
L/505/3156	Knowledge of fixings and methods used in the installation of windows and doors	1	3
GQA7			

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

Assessment guidance

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

Types of evidence:

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

Quantity of evidence:

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

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

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

Approved Centres should familiarise themselves with the structure and content of the GQA Knowledge Qualification before designing an appropriate course and are also advised to consider the knowledge and understanding requirements of any linked qualifications (e.g S/NVQ's, qualifications, essential skills).

GQA does not itself provide courses of instruction or specify entry requirements. As long as the requirements for the Technical Certificate / Knowledge Qualification are met, trainers / assessors / teachers may design courses of study in any way that they feel best meets the needs and capabilities of the candidates

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
-give feedback to the candidate
-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. Similarly Internal and EQAs must be competent to make qualitative judgements.

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.

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 glass 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

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

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

Acceptable evidence
Knowledge evidence Being able to achieve a standard requires the ability to put knowledge to work. The qualification and / or unit of credit indicate the knowledge each person should use if they are to perform competently.

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.

It should not be necessary to test all of the candidate's knowledge separately. Performance evidence could show that the candidate knows what he or she is doing.

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 EV approval for the use of simulation.

Recommended Evidence

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 / 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 / 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.

NB1The 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 / 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: Further guidance on acceptable evidence on each qualification can be found in the Introduction to the Qualification page of this 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 in the necessary requirements etc that I must achieve.
I understand that I will have an important role in preparing for and planning assessments and with guidance from the Assessor I will Collect and record relevant evidence.

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

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

Candidate signature.....

Date.....

Guidance on the format of a unit

This is an example of a Unit of competence

The Unit has a title clearly explaining what the unit is concerned with

There is an explanation of what the unit is about

Each unit has a level, this indicates the difficulty of the unit

Each unit has a credit value; based on how long it would take to get the skills and knowledge needed to complete the unit

REPAIR DAMAGED WINDSCREEN GLASS IN VEHICLES	
To complete this unit you need to have the knowledge and skills to carry out windscreen repairs. You need to know about the code of practice for repairing damaged windscreens and how to identify and confirm the damage with the customer. You need to know why it is important to identify the zone where the damage is, and also give the customer any relevant information, including any further actions needed.	
Level and Credit Value: Level 2, 5 Credits	
1. Know the industry code of practice relating to windscreen repair.	1.1 Name the industry code of practice referring to windscreen repairs and explain what this means in practice.
2. Be able to correctly identify the type of windscreen damage and confirm this with the customer.	2.1 Correctly identify the type of windscreen damage. 2.2 Correctly identify the zone in which the damage lies 2.3 Correctly determine the feasibility of repair. 2.4 Clearly inform the customer of the action required, the risks involved, customer expectations and obtain customer's agreement and confirmation of this action.
3. Be able to correctly carry out windscreen repair.	3.1 Select the correct equipment to carry out the repair.
	3.2 Select the correct materials.
	3.3 Correctly carry out the repair minimising the time the vehicle is not operational
4. Be able to correctly record information on the repair of damaged windscreens.	4.1 Correctly record information on the repair of damaged windscreens

The first column contains learning outcomes, these set out what you need to be able to do or what you need to know.
(This example has been reduced in the number of learning outcomes in the actual qualification unit to fit the space available)

The second column sets out the assessment criteria. This explains what you need to do to prove to you assessor that you have the skills and knowledge required, your assessor will decide and explain how much and what type of evidence will be required.

Production/Process Activity Guideline

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

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

L/505/3139	The Principles of Health and Safety in window and door Installation	Level 1	3 Credits
GQA1			

This is a knowledge only unit so there is no requirement for candidates to carry out practical tasks
The aim of this unit is to provide the learner with a basic knowledge of risks and hazards associated with the installation of windows and doors and an awareness of how to report accidents and emergencies that may arise.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1 Know the meaning of common terms referred to in Health and Safety	1.1 Explain the meaning of the following: •Hazard •Risk •Risk assessment •Personal Protective Equipment •Safe method of work			
2 Know the causes of injuries in the Fenestration Industry	2.1 List the main hazards present in the installation of windows and doors			
	2.2 State ways of minimising hazards found in the workplace			
	2.3 State the possible injuries sustained when installing windows and doors			
3 Know how to work safely when installing windows and doors	3.1 Explain who is affected by the Health and Safety at Work Act			
	3.2 State 3 ways of minimising the risk of injury or accident			
	3.3 State what to do if dangerous materials are discovered or suspected e.g. Asbestos			
	3.4 State why it is important to follow workplace health and safety procedures			
	3.5 List the 4 types of safety signs found in the workplace and give an example of each			
	3.6 List 4 examples of Personal Protective Equipment and describe how they are used			
	3.7 State who is responsible for: •Providing Personal Protective Equipment •Ensuring it is in good condition and fit for purpose			
4 Know what to do in the event of accidents or emergencies	4.1 Explain why it is important to report accidents			
	4.2 Explain how to contact the emergency services in case of an accident and what information to provide.			
	4.3 Explain the purpose of assembly points and how to identify them			

Assessor comments/feedback

F/505/3140 GQA2	Knowledge of the movement and storage of window and door installation materials on a work site	Level 1	3 Credits

This is a knowledge only unit so there is no requirement for candidates to carry out practical tasks
The aim of this unit is to ensure candidates have an understanding of the materials and products used in the installation of windows and doors and how to handle them safely and in a way that will prevent damage. Candidates will also need to know how to dispose of waste and how to handle recyclable items.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Know the types of materials or products that may be used in the installation of windows and doors and how to handle them	1.1 List 6 materials or products other than glass associated with the installation of windows and doors			
	1.2 State how to handle all of the products and materials listed on the work site to prevent damage and how to handle glass on site to prevent damage			
	1.3 State who decides if assistance is needed in handling or moving materials or products			
	1.4 Identify any equipment that can be used to handle and move the materials and products			
	1.5 Name 4 items of Personal Protective Equipment that could be used when moving materials and products			
2 Know how to ensure the materials and products are suitable for use and stored correctly	2.1 State how to check the products and materials are: •undamaged •suitable for use •of sufficient quantity			
	2.2 State where to get information from on how to store the products and materials safely			
	2.3 State how to store glass on site to minimise damage and allow efficient working			
	2.4 State how to move and store other materials and products to minimise damage and allow efficient working			
	2.5 State why it is important that the products and materials and their storage location are clearly identified			
3 Know how to deal with waste products on site safely	3.1 List the types of waste generated on site			
	3.2 List the products on site that can be recycled			
	3.3 State how unwanted products are disposed of safely and following environmental guidance			

Assessor comments/feedback

J/505/3141 GQA3	Knowledge of tools and equipment used in the installation of windows and doors	Level 1	3 Credits

This is a knowledge only unit so there is no requirement for candidates to carry out practical tasks
The aim of this unit is to ensure candidates have a basic understanding of the hand tools, power tools and equipment that may be used to install windows and doors and how they are used. In addition to this candidates will require knowledge of Personal Protective Equipment (PPE), how to check tools are suitable for use and what to do if they are not.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Know the types of hand tools used in the installation of windows and doors	1.1 Identify the following hand tools and their purpose: •Shears •Multi head hammer •Glazing chisel •Flat and Crosspoint screwdrivers •Applicator gun •Rubber mallet •Claw hammer •Trimming Knife •Hand saws •Spirit level •Tape Measure			
	1.2 Name 3 types of Personal Protective Equipment that may be required when using hand tools			
	1.3 State how and when to check the tools are safe to use and fit for purpose			
	1.4 State how often and why hand tools should be maintained			
	1.5 State how to store the tools when not in use to keep them secure, safe and undamaged			
2 Know the types of power tools and equipment used in the installation of windows and doors	2.1 Identify the following power tools and their purpose: •Hammer drill •Chop saw •Reciprocating saw •Impact drivers •Angle Grinder			
	2.2 Explain why cordless tools are generally considered safer than mains powered			
	2.3 List 2 types of equipment other than tools that may be used in the installation of windows and doors			
	2.4 State how to check the power tools and equipment are safe to use and fit for purpose			
	2.5 Name 3 types of Personal Protective Equipment that may be required when using power tools			
	2.6 State how to store the tools and equipment when not in use to keep them safe and undamaged			
3 Know how to deal with tools that are not in good condition	3.1 State why it is important that tools and equipment are in good working order			
	3.2 Explain how and when to deal with the discovery of the following: •Tools in need of sharpening •Battery powered tools in need of recharging •Personal Protective Equipment that is damaged •Mains powered electric tools with damaged or suspect cables •Tools with broken or damaged casing •Tools with safety guards missing •Equipment that is damaged			

Assessor comments/feedback

M/505/3151	Knowledge of window and door components and fixings	Level 1	3 Credits
GQA4			

This is a knowledge only unit so there is no requirement for candidates to carry out practical tasks
The aims of this unit include giving candidates a basic knowledge of window types, including different materials and components and fixtures used. This includes knowledge of glass types, gaskets, fixings, packers, spacers and consumable items.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Know the types of windows and doors generally available	1.1 State 3 types of material windows and doors are made of			
	1.2 List a benefit and drawback of each type of material			
	1.3 Explain the terms tilt and turn, stable door, casement, , bifold door, dormer window, oriel window, patio door, opening vent, fixed vent			
	1.4 Explain the difference between a bay window and a bow window			
2 Know the purpose of components used in the installation of windows and doors	2.1 Identify 6 of the following components and their purpose: •Butt, rebated and flag fit hinges •Locking mechanism •Keeps •Friction stay •Trickle vent •Door keep •Restrictor •Shootbolt •Damp proof membrane			
3 Know the different types of glazing, gaskets and associated components	3.1 State 2 types of glass used for glazing			
	3.2 Explain the difference in protection offered by laminated and toughened glass			
	3.3 State the purpose of glazing packers, glazing tape and gaskets			
	3.4 Identify the following types of gasket: •Wedge •Push in •Slide			
	3.5 List 3 types of material gaskets can be made from			
4 Know the types of fixings and materials used to secure and seal windows and doors to a structure	4.1 List 3 types of fixings that can be used to secure the frame and state where they are used to comply with Industry accepted best practice			
	4.2 State the industry accepted distance screws should penetrate into: •Timber •Plugged holes in brick, block or masonry			
	4.3 Explain the correct spacing of frame fixings for: •Timber windows •PVC-u windows •Aluminium or metal windows			
	4.4 State how to ensure frames are weatherproofed			
	4.5 State the correct purpose of expanding foam in the installation of windows			

Assessor comments/feedback

F/505/3154 GQA5	Knowledge of the principles of working at heights in the installation of windows and doors	Level 1	2 Credits

This is a knowledge only unit so there is no requirement for candidates to carry out practical tasks.
The aim of this unit is to ensure the candidate has a basic knowledge of working at heights, including legislation that applies. Knowledge of the different types of access equipment used to install windows and doors and how to check they are fit for purpose. Knowledge of the Personal Protective Equipment (PPE) used and how to store access equipment after use is also required.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Know what is meant by "Working at heights" and the risks associated with these activities	1.1 Define "working at height"			
	1.2 List the risks associated with working at height when installing windows and doors			
	1.3 Explain how to reduce risks from working at heights when installing windows and doors			
	1.4 Explain who is allowed to work at heights to carry out installation work			
2 Know how to find information and guidance on working at height	2.1 State where to find information on the legislation that applies to working at height			
	2.2 State where to find information on safe use of access equipment			
	2.3 Explain what to do if unsure about the use of access equipment			
3 Know the different types of access equipment and working platforms for working at heights and how to use them safely	3.1 List three different types of access equipment or working platforms that may be used to work at height			
	3.2 Explain the meaning and importance of the following when using ladders: •3 points of contact •The 1 in 4 rule			
	3.3 State the HSE recommended best practice when using ladders for: •Period of use •Maximum weight of items to be carried when climbing a ladder			
	3.4 List any Personal Protective Equipment that may be required when working at heights, who should supply it and who should ensure it is safe to use			
	3.5 Explain 3 different methods of securing access equipment to ensure safe use			
	3.6 Explain how ensure access equipment is secured prior to use			
	3.7 State the purpose of safety barriers around the working area			
	3.8 List the items that can be used as safety barriers in the work environment			
4 Know the importance of regularly inspecting access equipment and working platforms	4.1 State who is able to check access equipment before use			
	4.2 List the checks to make on access equipment and working platforms and when to make them.			
	4.3 State what to do when access equipment appears to be unsafe			
5 Know how and where to store dismantled access equipment or working platforms to allow effective use	5.1 State how to clean and store dismantled access equipment and working platforms to ensure they can be used again effectively and efficiently			
	5.2 Explain where to store dismantled access equipment and working platforms to ensure they can be used again effectively and efficiently			
	5.3 State what to do if you find the equipment is defective as it is cleaned or dismantled			

Assessor comments/feedback

J/505/3155	Knowledge of glass and glazing	Level 1	2 Credits
GQA6			

This is a knowledge only unit so there is no requirement for candidates to carry out practical tasks.
The aim of this unit is to ensure the candidate has a basic knowledge of the types of glass and glazing units used in windows and doors. This includes knowledge of how to cut glass to size and install it into frames. Knowledge of the tools and equipment and Personal Protective Equipment (PPE) used is also required.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Know the types of glass and glazing used in windows and doors	1.1 List 3 types of glass used in windows and doors			
	1.2 State the make up of the following: •Double glazed unit •Triple glazed unit •Gas filled unit			
	1.3 State the type of glass typically used in a patio door, a bathroom window and a fire door to comply with legislation			
	1.4 State the purpose of low-e glass and what the “e” stands for			
	1.5 List the information that must be permanently visible on safety glass			
	1.6 List the information that should be present on a glass label on a finished double glazed unit			
2 Know the types of equipment used to cut, shape and prepare glass for installation	2.1 List 5 types of tools used when cutting and, shaping glass to include 2 types of glass cutting equipment			
	2.2 Explain what is meant by: •Bevelling •Edge polishing •Etching •Sandblasting			
	2.3 List the equipment used to carry out the processes and the Personal Protective Equipment that should be used			
	2.4 Explain who is authorised to carry out cutting shaping and preparation of glass			
3 Know how install glass into a frame	3.1 Explain how to install glass to provide a safe weatherproof installation to: •UPVC •Timber •Metal			
	3.2 Explain why glass packers are colour coded			
	3.3 State 2 reasons for using glass packers			

Assessor comments/feedback

L/505/3156	Knowledge of fixings and methods used in the installation of windows and doors	Level 1	3 Credits
GQA7			

This is a knowledge only unit so there is no requirement for candidates to carry out practical tasks.
The aim of this unit is to ensure the candidate has a basic knowledge of the fixings, sealants and associated consumable items used to fix windows and doors to apertures providing a weatherproof installation. Knowledge of industry best practice and legislation on fixings is also required to meet the unit aims.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Know the meaning of terms used relating to fixing windows and doors	1.1 State the meaning of direct fixing			
	1.2 State the following in relation to fixing straps; • Material commonly used • Recommended minimum thickness • Industry accepted sizes			
	1.3 State the purpose of a thermal break			
	1.4 Explain what is meant by Block and Fix			
2 Know the types of fixings used with windows and doors in accordance with legislation	2.1 State the purpose of the following: •Metal Frame Fixing Anchors •Frame Fixing Screws •Masonry Screws •Nylon Frame Fixing Anchors •Universal Fixing Cleat •Bay Pole Screws •Hammer Fixings			
	2.2 List 2 different types of wall plugs and when each should be used to comply with Industry Codes of Practice			
3 Know the requirements of legislation and Industry Codes of Practice for fixings when installing windows and doors	3.1 State the minimum and maximum distance for fixings from the corner on PVC-U frames to comply with Industry Codes of Practice			
	3.2 State the maximum distance between centres for intermediate fixings			
	3.3 State the minimum distance fixings should penetrate into: •Timber •Plugged holes in brick, block, or masonry			
	3.4 State the minimum number of fixings to be used at the head where polyurethane foam is used for the following: •Frame width up to 1200mm •Frame width 1201mm to 2400mm •Frame width 2401mm to 3600mm			
	3.5 Explain when it is acceptable to use polyurethane foam as the only method of securing the frame to the reveal			
4 Know the methods and materials used to seal frames to comply with legislation and Industry Codes of Practice	4.1 State the purpose of perimeter sealants			
	4.2 List 3 types of foam that can be used for sealing			
	4.3 Name 1 other product that can be used as sealant			

Assessor comments/feedback

Notes

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