



GQA Level 2 Award in Knowledge of the
Principles of the Glass Related
Working Environment

Qualification Number
600/5216/8



Issue 3: April 2017

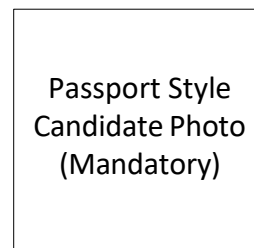
PERSONAL COMPETENCE SUMMARY

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		
F/600/8368	Understanding Health and Safety in the Glass and Glass Related Industry	2	3		
GRO12					
L/600/8373	Know how to Contribute to the Effectiveness of the Glass and Related Organisation	2	4		
GRO13					
D/600/8376	Know how to Accept Delivery of, Handle, Position and Store Glass and Glass Related Products and Materials	2	1		
GRO14					
K/600/8378	Know how to Carry Out Quality Checks of Glass Related Products and Materials	2	2		
GRO15					
Apprenticeship Pathway (3 credits to be achieved for those undertaking this qualification as part of a Proskills Apprenticeship)					

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

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



COMPETENCE COMPLETION SIGNATURES

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

	Name and Signature	Date
Candidate		
Lead Assessor		
Internal Verifier		
EQA		

Introduction to the Qualification

Who is this Qualification for?

This qualification is at Level 2 and is aimed at individuals wishing to gain knowledge of the basic requirements of working safely and effectively in a glass related working environment. Establishing underpinning knowledge and understanding relevant to the glass industry, this qualification is intended to be capable of delivery through both a taught programme of off-the-job learning or through workplace assessment (for those with access to the real workplace).

The qualification is made up of 4 mandatory units that are designed to be generic enough to be used in any context of the glass industries, and an additional unit on Employment Rights and Responsibilities that is mandatory if the qualification is part of an Apprenticeship Framework, but optional in all other cases. This qualification has been designed for use as either a stand-alone qualification or as part of a framework that includes a GQA Vocational Qualification approved from May 2012 onwards. There is a Level 2 qualification in glass related operations that is designed for use with GQA qualifications approved prior to this date that along with the generic glass industry units has a group of optional units that ensures there is a specific unit to cover the individual occupational roles in the glass industry.

Further qualifications in Knowledge of Glass Related Operations and the Principles of the Glass Related Working Environment at Level 3 are also available.

What is required from candidates?

GQA qualifications are made up of a number of units that have a credit value or credits. This qualification has 4 mandatory units, which have a value of 10 credits.

Apprentices must also achieve the 3 credits from the Apprenticeship Pathway to enable full achievement of the Proskills Apprenticeship Framework.

The units are made up of the things you need to know 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
Mandatory Units			
F/600/8368 GRO12	Understanding Health and Safety in the Glass and Glass Related Industry	2	3
L/600/8373 GRO13	Know how to Contribute to the Effectiveness of the Glass and Related Organisation	2	4
D/600/8376 GRO14	Know how to Accept Delivery of, Handle, Position and Store Glass and Glass Related Products and Materials	2	1
K/600/8378 GRO15	Know how to Carry Out Quality Checks of Glass Related Products and Materials	2	2
Apprenticeship Pathway (3 credits to be achieved for those undertaking this qualification as part of a Proskills Apprenticeship)			
F/602/3940 ERR1	Employment rights and responsibilities in the processing and manufacturing industries	2	3

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.....

F/600/8368	Understanding Health and Safety in the Glass and Glass Related Industry	Level 2	3 Credits
GRO12			

The aim of this unit is to provide the learner with the knowledge of which acts, regulations and guidance are relevant to the glass related working environment and how these apply in practice. The learner will know how to identify hazards and how to adopt and adhere to safe working practices. The learner will also know how to ensure there is no unauthorised or unsafe access to the working areas and what action to take in the event of an accident or emergency.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know the, acts, regulations and guidelines that apply to the glass related working environment.	1.1 State which acts, regulations and guidelines apply to the candidate's glass related working environment. Give 2 examples of each of the following that are applicable to the glass and related working environment: <ul style="list-style-type: none"> • Government Acts • Manufacturers / Employer Instructions • Industry Codes of Practice 			
	1.2 Give an overview of each stated act, regulation and guideline and they apply to the candidate's glass related working environment.			
2. Know the type of hazards that can be found in the glass related working environment, what harm they have the potential to cause and what actions to take	2.1 Give 6 examples of hazards that can be found in the candidate's glass related working environment.			
	2.2 Describe the harm the 6 stated hazards have the potential to cause, for example, to people, to equipment, to products, to the environment.			
	2.3 Describe actions to be taken, including reporting procedures and temporary safe measures, that could be implemented in respect of the above 6 stated hazards.			
3. Know how to adopt and adhere to safe working practices.	3.1 State how to access manufacturer's instructions on the safe use of equipment and materials.			
	3.2 Give 6 examples of when to use personal protective equipment and materials to safely carry out the different aspects of working with glass and glass related materials.			
	3.3 State how to correctly select and safely use equipment required to carry out the glass related work. Give 3 examples from the list below: <ul style="list-style-type: none"> • Cutting equipment • Grinding equipment • Melting equipment • Toughening equipment • Power tools • Hand tools • Handling equipment • Access equipment • Storage equipment • Inspection Equipment • Processing Equipment 			
	3.4 Explain how to correctly select, handle and safely use materials required to carry out the glass related work, for example: <ul style="list-style-type: none"> • Consumables • Glass • Seals • Spacers • Frames • Panels • Hardware • Adhesives 			

F/600/8368	Understanding Health and Safety in the Glass and Glass Related Industry (continued)	Level 2	3 Credits		
GRO12					

4. Know how to ensure there is no unauthorised or unsafe access to the working areas.	4.1 Explain how to establish if a person is authorised to enter the work area.			
	4.2 Explain how to ensure that authorised people entering the work area are kept safe.			
5. Know what to do in the event of accidents or emergencies.	5.1 Describe the correct procedure to follow in the case of an accident.			
	5.2 Describe a possible emergency and the correct procedure to follow.			
	5.3 Describe the procedure for evacuating workers and visitors.			
	5.4 Describe the procedure for reporting and recording incidents and why it is important to do so.			

Assessor comments/feedback

L/600/8373	Know how to Contribute to the Effectiveness of the Glass and Related Organisation	Level 2	4 Credits
GRO13			

The aim of this unit is to provide the learner with the knowledge of how to contribute to the effectiveness of the glass related organisation by dealing with specifications, equipment, materials, and communication.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to identify and confirm the specifications for the work to be done	1.1 Explain how to identify and confirm the specifications for the work to be done.			
2. Know how to identify and confirm the type, quantity and quality of the products and materials required for the work to be done	2.1 Explain how to identify the correct type, quantity and quality of materials required for the work to be done.			
3. Know how to identify and confirm the availability of the correct equipment for the work to be done	3.1 Explain how to identify and confirm the availability of the correct equipment for the work to be done.			
	3.2 Discuss a potential issue with the availability of equipment and any follow up action to be taken..			
4. Know why it is important to confirm that products, materials and equipment are available	4.1 Explain why it is important, in regard to effective work practice, to confirm that products, materials, manpower and equipment are available before work commences.			
5. Know how to minimise wastage of materials	5.1 List three types of glass/glass related material that can potentially be wasted.			
	5.2 Describe what actions can be taken to minimise wastage of the materials listed.			
6. Know how to obtain information and guidance on glass related operations	6.1 List three sources of information/guidance on carrying out glass related operations.			
	6.2 Explain how to obtain information and guidance on carrying out glass related operations			
7. Know the purpose of having records and procedures.	7.1 List three types of work records and give reasons for why each contributes to effective working.			
8. Know the importance of clarity and accuracy of records and procedures.	8.1 Explain the importance of clarity and accuracy of records.			
	8.2 Explain the importance of clarity and accuracy of procedures.			
9. Know what information to share with colleagues and why this is important.	9.1 List three types of information relative to glass related operations that need to be shared with colleagues.			
	9.2 Explain why sharing information with colleagues is important.			
10. Know how to share information with colleagues and how to overcome problems in communications	10.1 List three methods of sharing work related information with colleagues.			
	10.2 Give 1 example of how to overcome problems in sharing information with colleagues.			
11. Know why good working relationships with colleagues are important.	11.1 Explain why good working relationships with colleagues are important.			
12. Know the different types of customers that are involved with the glass or glass related organisation	12.1 Explain the difference between internal and external customers			

D/600/8376	Know how to Accept Delivery of, Handle, Position and Store Glass and Glass Related Products and Materials	Level 2	1 Credits
GRO14			

The aim of this unit is to provide the learner with the knowledge of how to accept delivery of products and materials used in glass related operations, how to handle and position them and how to store them correctly.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to accept delivery of glass related products and materials and confirm that they meet delivery specifications.	1.1 Explain how to identify and confirm that products and materials delivered meet specification on type and quantity			
	1.2 Identify markings of materials and components.			
2. Know how to handle and position glass and related products and materials correctly.	2.1 Explain what authority or licences are necessary to use handling equipment in your role			
	2.2 Explain how to handle the glass and related products and materials safely taking into account: <ul style="list-style-type: none"> • equipment • manual handling techniques • Personal protective equipment • Sizes • Shapes • Weights • Surrounding objects and environment 			
	2.3 Describe three possible instances where difficulties/hazards could arise in the positioning of materials and components.			
	2.4 Describe methods of overcoming the three possible instances described.			
	2.5 Describe the type of damage that could occur during the handling of glass and related products and materials and explain how to avoid this.			
3. Know how to store different types of products and materials	3.1 Describe how to store different glass related products and materials. Giving three examples			
	3.2 Describe three types of problem in storing products and materials and explain how these might be overcome.			

Assessor comments/feedback

K/600/8378	Know how to carry out Quality Checks of Glass Related Products and Materials	Level 2	2 Credits
GRO15			

The aim of this unit is to provide the learner with the knowledge of how to check the quality of glass related products and materials, against specifications and what action to take if the specified quality is not met.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to interpret quality specifications.	1.1 Interpret quality specifications relative to the glass related activity			
2. Know how to conduct a quality check.	2.1 Explain how to carry out a quality check on glass and/ or related materials.			
3. Know the importance of accuracy when conducting a quality check.	3.1 Explain the importance of accuracy when conducting a quality check and the implications if accuracy is not achieved and maintained.			
4. Know what action to take if specified quality is not met.	4.1 Explain what action to take if specified quality is not met. Give 3 examples			

Assessor comments/feedback

F/602/3940	Employment rights and responsibilities in the processing and manufacturing industries	Level 2	3 Credits
ERR1			

The aim of this unit is to ensure that individuals have a general insight into the processing / manufacturing industry as a whole, its purpose, and the roles, responsibilities and rights of employees and employers.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know what is included in the Induction Process.	1.1 Explain what the term “induction” means, why it is necessary for new employees; when it begins; its duration, and who conducts it.			
	1.2 Explain what subjects and issues are covered during an induction.			
	1.3 Describe what information sources concerning the industry, the company and career paths are readily available.			
2. Know the basic concepts of Employment Law.	2.1 Describe the key features of a Contract of Employment.			
	2.2 Explain how the “Working Time Directive” governs contractual working hours and holiday entitlements.			
	2.3 Explain how Data protection legislation impacts upon employer – employee relationships.			
	2.4 State the rights of an employee in Discipline Grievance and Dismissal issues.			
3. Know the basic principles of how safety, health and environmental legislation applies to their industry.	3.1 Explain the prime employer/employee rights and responsibilities within the workplace, towards the general environment and the public at large.			
	3.2 Describe the key, potential hazards for people and the environment and how these are dealt with, through legislation and good practice.			
	3.3 Explain the general principles of statutory, workplace risk assessment processes.			
4. Know the purpose of the Industry, it’s processes and key stakeholders.	4.1 State the main purpose of the Industry.			
	4.2 State the key materials, equipment and processes involved in the industry.			
	4.3 State guidance and documentation relevant to the job role			
	4.4 State the major organisations associated with the industry and the role that they play. To include: <ul style="list-style-type: none"> • Competitors • Suppliers • Customers • Federations/Associations 			
5. Know how their job role fits within the organisation.	5.1 Obtain the organisation structure, and explain job roles and reporting structures.			
	5.2 State how their role contributes to the organisation’s aims.			
6. Know how discrimination and harassment can affect the workplace.	6.1 State the Acts relative to Gender, race, age and pay.			
	6.2 State the responsibilities of Trade Unions and the benefits to employees			

Assessor comments/feedback

Notes

Notes

GQA, Unit 1, 12 O'Clock Court, Attercliffe Road, Sheffield, S4 7WW
Tel: 0114 272 0033/272 0080
Email: info@gqaqualifications.com Website: www.gqaqualifications.com