



GQA LEVEL 2 NVQ CERTIFICATE IN GLASS REINFORCED PLASTICS (GRP) OCCUPATIONS

Qualification Number
603/2369/3

Welsh Qualification Number
C00/3773/7

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PERSONAL COMPETENCE SUMMARY

Name	Company/Centre
Job Title	GQA Registration Number

[illegible]

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 end of each unit.

	Name and Signature	Date
Candidate		
Lead Assessor		
Internal Verifier		
EQA		

Introduction to the Qualification

Who is this Qualification for?

This is a work-based learning qualification for those involved in occupations working with Glass Reinforced plastics (GRP). The qualification has a core group of 5 mandatory units that cover the generic areas including Health and Safety, transport and storage of tools, materials and equipment, checking and confirming the job specification and communication skills.

There are 2 pathways to this qualification. Pathway 1 is aimed at those who carry out onsite activities in the Construction Industry working with Glass Reinforced Plastics (GRP) products. This pathway has a group of optional units that cover preparation, positioning, testing, installation and assembly. Pathway 2 is aimed at those who carry out workshop based fabrication activities involving GRP products.

The qualification, along with the required separate proof of Health and Safety knowledge will give candidates a route to the relevant CSCS card required for site access. GQA qualifications are available for a wide range of more mainstream of glass and construction occupations, information can be found at www.gqaqualifications.com.

What is required from candidates?

This qualification is made up of 4 mandatory units, 2 pathways and 1 additional, entirely optional, unit. The minimum credit value of this qualification is 30 credits.

Qualifications are now required to indicate the total qualification time (TQT), this is to show the typical time it will take someone to attain the required skills and knowledge to meet the qualification criteria, this qualification has a TQT of 300 hours.

Qualifications are also required to indicate the number of hours of teaching someone would normally need to gain the skills and knowledge to achieve the qualification. These are referred to as Guided Learning Hours (GLH). The GLH for this qualification is 84.

Unit Ref	Title	Level	Credit
Mandatory units			
J/615/5873	Maintain Health & Safety within the working environment	2	4
GROC 1			
R/615/5875	Communicating with customers and others in the working environment	2	5
GROC 3			
L/615/5874	Identify and confirm the requirements for the work being carried out	2	4
GROC 2			
Y/615/5876	Locate, handle and transport materials, tools or equipment	2	4
GROC 4			
M/616/3840	Prepare working area, equipment and tools ready for installation	2	4
GRP 04			
Pathway 1- Onsite Activities			
A/616/3839	Prepare and shape Glass Reinforced Plastics (GRP) products ready for installation	2	5
GRP 03			
T/616/3838	Position, secure and test assembled Glass Reinforced Plastics (GRP) Products	2	5
GRP 02			
M/616/3837	Position Glass Reinforced Plastics (GRP) for installation	2	4
GRP 01			
T/616/3841	Assemble Glass Reinforced Plastics (GRP) Products	2	5
GRP 05			
Pathway 2- Workshop Fabrication			
A/617/6512	Apply paint finish to Glass Reinforced Plastics (GRP) materials in fabrication	2	5
GRP06			
F/617/6513	Assemble Glass Reinforced Plastics (GRP) materials as part of the fabrication process	2	5
GRP07			

J/617/6514	Cut Glass Reinforced Plastics (GRP) materials for fabrication	2	5
GRP08			
L/617/6515	Process Glass Reinforced Plastics (GRP) materials for fabrication	2	4
GRP09			
Additional unit-if achieved this unit will appear on the qualification certificate but will not count towards completion of the minimum credit value of the qualification			
D/502/9721	Use Access equipment to work at heights	2	4
PV3			

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 qualification title. Where a candidate has completed additional credits the qualification 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 Qualification Implementation Requirements covering Centre Approval, Candidate Assessment and ongoing Quality Assurance

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

1. Equality of Opportunity

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

2. Recognised/Approved Assessment Centres

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

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

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

2.2 Assessors and Verifiers

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

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 performance of what he/she can do, not just what he/she knows. The assessment criteria / qualification requirements are described within the qualification and / or unit of credit itself and can incorporate practical skills and knowledge.

The assessor's role is to judge each relevant item of evidence. Each must be judged against the qualification and / or unit of credit requirements. It is not sensible to collect evidence against individual criteria. Nor is it effective. If items of evidence were collected for each of the criteria, the candidate may have to produce many items of evidence, well above the number actually required. GQA recommend holistic assessment.

When judging each item of evidence, the assessor is deciding whether the evidence:

- is authentic – i.e. actually produced by the candidate
- meets the criteria
- relates as appropriate to a context defined within the qualification and / or unit of credit
- confirms that the candidate has the required underpinning knowledge

When the assessor makes a decision about the candidate's competence, he or she examines all the evidence available to determine:

- if the evidence, as a whole, covers all the evidence of achievement
- whether the evidence indicates consistency in competent performance
- whether there is enough evidence on which to base an inference of competence

The answer can only be:

- yes (the candidate is competent)

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

Consistency means that the individual is likely to achieve the standard in their work role, in the different activities defined in the qualification and / or unit of credit over time and range of work. The assessor must judge how long a time period is enough to be confident that the candidate can perform reliably to the standard. Unsupported evidence i.e. based on a single assessment/visit will not normally prove consistency.

Performance evidence

Performance evidence can be what the individual actually produces, or the way the individual achieves the standard. One is called product evidence and the other process evidence.

Product evidence is tangible – you can look at it and feel it. Products can be inspected and the candidate can be asked questions about them.

In order to make a fair and objective assessment, the assessor must be able to answer the question: Is there sufficient evidence that the candidate can consistently meet the requirements of the qualification and / or unit of credit?

Process evidence describes the way the candidate has achieved an outcome – how they went about it. This may be, for example, the way the quality of products is checked or the way customer complaints are handled. This usually means observing the candidate in action.

Performance evidence may cover a number of outcomes. It makes sense to plan evidence collection so that what the candidate does, in the normal course of their job, can be related to different outcomes and units. The activities that clearly link to the qualification and / or unit of credit requirements are the things to concentrate on when planning evidence collection and assessment and when monitoring the candidate's progress. Look for opportunities in the candidate's job when evidence can be collected against a number of units at the same time.

Performance evidence can be:

- Naturally occurring – evidence produced in the normal course of work. Evidence of this sort is usually of high quality and reliable. It is also cost effective to collect naturally occurring evidence
- Taken from previous achievements – the candidate may be able to bring forward evidence from previous work experience to show that they are still competent to the standard.
- Evidence of prior achievement can be used when it can be shown to support a judgment that the candidate can still achieve the standard. So, the assessor must be satisfied that the evidence of prior achievement is sufficiently reliable to justify saying that the candidate is currently competent.
- Simulated – from circumstances specially designed to enable the candidate's performance to be assessed. Simulation is generally not acceptable. The exceptions to this are:
 - o Dealing with emergencies
 - o Dealing with accidents
 - o Certain pre-approved real time simulators
 - o Limited other procedures that cannot be practically performed in the workplace, and for which sufficient evidence can be collected through other means.

NB: It is not always possible or feasible to collect naturally occurring evidence. It is likely that some simulation may be needed, when it may take too long to wait for the evidence to arise e.g. it may be an aspect of performance which occurs infrequently. An example of this may be evidence of how to deal with emergencies i.e. it makes sense to look for evidence from sources other than naturally occurring ones, rather than for, say, waiting for the building to burn down. Centres must obtain GQA EQA approval prior to the use of simulation.

Knowledge evidence

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

It should not be necessary to test all of the candidate's knowledge separately; however, any exception to this would be detailed in the relevant Assessment Strategy. Performance evidence could show that the candidate knows what he or she is doing. When this is not the case, or if the assessor is not convinced from the performance evidence, it may be necessary to check the individual's knowledge separately.

Oral or written assessments must clearly provide a suitable means of checking the breadth and depth of an individual's knowledge. Assessors will need to judge the best mix of knowledge evidence according to individual circumstances. Knowledge evidence is useful when deciding the quality of performance evidence, but must not be used in isolation to judge competence or as an alternative to performance evidence. Care must be taken that candidate evidence is auditable and verifiable.

NB: These Qualification implementation guidelines are generic across the full range of GQA qualifications. Further guidance on acceptable evidence on each qualification will be found in the Introduction to the Qualification section of the candidate booklet

Candidate Declaration

Candidate Name.....

Centre/Company Name.....

Assessor(s) Name(s).....

I acknowledge receipt of this copy of GQA qualification booklet. The unit structure provides information on which units must be achieved to be awarded the qualification. The individual units detail the necessary requirements etc that I must achieve.

I understand that I will have an important role in preparing for and planning assessments and with guidance from the Assessor I will collect and record relevant evidence.

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

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

Candidate signature.....

Date.....

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

J/615/5873	Health and Safety within the working environment	Level 2	4 Credits
GROC1			

The aim of this unit is to ensure candidates have the required depth and range of knowledge of how to work in a safe manner. They will need to be able to know and understand relevant health and safety legislation relating to their area of work and how to carry out a health and safety risk assessment. They will need to know how to work following safe working practices and what to do in the event of an emergency. They will need to show that they can carry out a health and safety risk assessment and work in a safe manner following written instructions.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know which, health and safety acts, regulations and guidelines apply to the working environment.	1.1 Under the Health and Safety at Work etc Act 1974 describe 2 of each of the following: • The employers primary responsibilities • The employees primary responsibilities			
	1.2 Explain the meaning and purpose of COSHH Regulations			
	1.3 Explain the meaning and purpose of the Manual Handling Regulations			
	1.4 Explain the meaning and purpose of the Working at Height Regulations			
	1.5 Explain the 4 different types of safety signs and give a specific example of each found in the working environment			
2. Know what is covered during a site induction	2.1 List 4 topics that should be explained during site induction			
	2.2 State who on the site needs to be informed in the event of accidents and emergencies			
	2.3 Describe the actions to take on a construction site in the event of fire			
3. Know how to carry out a visual health and safety risk assessment in the working environment	3.1 Explain what is meant by the terms in health and safety • Hazard • Risk			
	3.2 List 6 hazards and potential risks found in the working environment			
	3.3 Describe how you carry out a risk assessment of the working environment			
	3.4 Explain the actions to take when discovering unsafe working conditions			
4. Be able to identify hazards and assess risks in the working environment.	4.1 Carry out a visual risk assessment of the working environment			
	4.2 Take appropriate actions on the findings of a risk assessment			
5. Know how to adopt safe working practices.	5.1 State how to locate guidance/instructions for tools / equipment in the work area			
	5.2 Describe three tasks in the work area and the tools / equipment and personal protective equipment used.			
	5.3 Explain how to minimise the risks where power tools are required			
	5.4 Explain the choices of tools / equipment and personal protective equipment given in the example above.			
	5.5 Describe the actions to take if any of the tools / equipment or personal protective equipment are damaged or faulty.			
	5.6 Explain how to use materials safely according to manufacturer's guidelines			
6. Be able to adopt and adhere to safe working practices.	6.1 Select and use personal protective equipment relative to the task			
	6.2 Select and use the appropriate tools /equipment to carry out the work in accordance with safe working practices			

J/615/5873	Health and Safety within the working environment	Level 2	4 Credits
GROC1	(continued)		

	6.3 Complete the task in a safe manner following employer and health and safety guidelines			
7. Know how to keep others away from the working area.	7.1 Explain how to set up the work area to keep other people at a safe distance			
	7.2 Explain what equipment can be used to keep other people away from the work area			
	7.3 Explain why other people need to be kept away from the work area			
	7.4 Explain who might be allowed to enter the work area and why they might need to			
8. Be able to isolate the work area	8.1 Set up the work area to ensure other people are kept at a safe distance using appropriate methods/equipment			

Assessor comments/feedback

R/615/5875	Communicating with customers and others in the working environment	Level 2	4 Credits
GROC3			

The aim of this unit is to ensure candidates have the required depth and range of knowledge of how to communicate effectively with their customers and other people they may come in contact with as part of their work. This requires them to have knowledge of the different ways you can pass information to other people and the importance of providing accurate information. Candidates also need to be able to identify potential problems and the action to take to provide a workable solution to any problem found.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know who to contact to ensure the work can be completed on time	1.1 Explain who might needed to be contacted to ensure the work can be completed on time			
	1.2 Explain what part these play in ensuring the work can be completed.			
2. Know what information to exchange with customers and others relating to the work being carried out and why this is important.	2.1 Give 3 examples of information related to the work being carried out which the customer and others may need to know or request.			
	2.2 Explain why it is important to share accurate information with customers and other people involved in the work			
	2.3 Explain why it is important to respond promptly to customers and others who request information			
	2.4 Explain why it is important to check that the customer / other have understood the information provided			
3. Be able to share accurate information with customers and others who may be involved in the work.	3.1 Share information with customers / other people to ensure the work can be carried out to meet the job specification using 2 or more of the following methods • Face to face conversations. • Company systems • Written notes. • Drawings / sketches. • Telephone (voice or text). • Email.			
4. Know why good working relationships with customers and other people involved in the work are important and how barriers to this can be overcome.	4.1 Explain why good customer / working relationships are important.			
	4.2 Give 3 examples of problems that can affect the relationship with a customer			
	4.3 Give 3 example of problems that can affect the relationship with others involved in the work			
5. Be able to communicate with customers and/or others to promote a good working environment	5.1 Communicate effectively with customers and/or others to promote a good working environment			
	5.2 Communicate with customers and /or others in a professional, respectful and helpful way.			

Assessor comments/feedback

L/615/5874	Identify and confirm the requirements for work being carried out	Level 2	5 Credits
GROC 2			

The aim of this unit is to ensure candidates have the required depth and range of knowledge of how to identify and use the correct specification for work they are going to be carrying out. They are also required to know how to check the condition of the surface the material is being applied to and to ensure it reflects what is in the specification. They also need to know how to check and identify the correct type and quantity of materials have been supplied for a task. They will also need to demonstrate they can read and interpret specification, check the condition of the location where the materials are being installed and check the products meet the specification

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 work	1.1 Name the sources of information that may be available to confirm the specification is correct for the task being carried out			
	1.2 Explain how to confirm the specification is accurate and up to date to ensure the task is carried out to the latest specification			
2. Be able to ensure that the job specification can be carried out on site	2.1 Check that the information available will meet the specification and requirements of the work.			
	2.2 Interpret the job specification to establish the type, qualities and features of the work			
3. Know how to establish and check the type, location, and features of the work site	3.1 Explain how to establish the type and location of the task being carried out			
	3.2 Explain how to check the condition of the location where the task is being carried out			
	3.3 Explain how the site conditions can affect the way the work is carried out.			
4. Be able to check the condition of the location of the work being carried out	4.1 Check the condition of the location is suitable for the specified work			
	4.2 Take appropriate action following the checks carried out			
5. Know how to check materials and components used to ensure they meet the specification for the task being carried out	5.1 Explain how to check the type and amount of materials and components required to carry out the task			
	5.2 Explain how to check the materials and components are meeting required quality standards for the task			
6. Be able to examine the materials and components to ensure they meet the specification of the task being carried out.	6.1 Examine the materials and components and confirm that they meet the specification of the task.			
	6.2 Inspect the materials and components for damage prior to use			
7. Know how to overcome problems in the confirmation of task requirements.	7.1 Describe three problems that can occur in the confirmation of task requirements and explain how these might be overcome.			
	7.2 Describe three problems that can be found in materials or components and how these can be rectified			

Assessor comments/feedback

Y/615/5876	Locate, handle and transport materials tools or equipment	Level 2	4 Credits
GROC4			

The aim of this unit is to ensure candidates have the required skills and knowledge to identify tools, materials and equipment, check they are fit for purpose and be able to handle, transport and store them in a way that allows effective safe working practices

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to select the appropriate materials and tools or equipment to carry out the task, and that they are fit for purpose	1.1 Explain how to select the correct materials needed			
	1.2 Explain 3 checks to make on the materials to ensure they are fit for purpose			
	1.3 Explain how to select the tools / equipment required			
	1.4 Explain 3 checks to make on the tools / equipment to ensure they are fit for purpose			
	1.5 Explain how to deal with any materials, tools or equipment that is not fit for purpose			
2. Know the different types of tools / equipment used to carry out the work	2.1 List 3 tools / equipment used to carry out the work and explain how to use them			
	2.2 Explain how to keep tools / equipment in a good working condition			
3. Be able to locate and select the appropriate type, quality and quantity of materials and suitable tools / equipment.	3.1 Locate and select the required amount of materials.			
	3.2 Locate and select the required tools / equipment to carry out the task			
4. Know the importance of handling and transporting materials and tools / equipment correctly and safely	4.1 Explain the types of damage that can be caused by incorrect handling or transport of materials or tools / equipment			
	4.2 Explain the types of injury that can be caused by incorrect handling or transport of materials or tools/equipment			
	4.3 Explain how to handle and transport materials to minimise damage or injury			
	4.4 Explain how to handle and transport tools / equipment to minimise damage or injury			
5. Be able to handle and transport materials and tools / equipment correctly and safely.	5.1 Handle and load the materials tools / equipment in accordance with safe working practices, using appropriate methods and/or equipment			
	5.2 Transport the materials tools / equipment in accordance with safe working practices using the appropriate transportation methods and /or equipment			
6. Be able to deliver the materials and tools / equipment to the required location to allow the task to be carried out effectively	6.1 Deliver the materials and tools / equipment to the required location in accordance with safe working practices			
	6.2 Ensure the materials and tools / equipment are positioned to allow effective working			
7. Know the types of problems that can occur when locating, handling and transporting materials and tools / equipment.	7.1 Describe 2 problems that can occur when locating materials or tools / equipment			
	7.2 Describe 2 problems that can occur when handling materials or tools / equipment			
	7.3 Describe 2 problems that can occur when transporting materials or tools/equipment			
	7.4 Describe some possible solutions for rectifying each of the problems given			

Assessor comments/feedback

M/616/3840	Prepare working area, equipment and tools ready for installation	Level 2	4 Credits
GRP 04			

The aim of this unit is to ensure that individuals have the required level of skill, knowledge and understanding to be able to prepare the working area and set up tools and equipment ready for the installation process. They will also need to have the knowledge and understanding to be able to recognise and deal with problems

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to prepare the working area prior to commencing the installation process.	1.1 Explain how to identify the correct location for the work to be carried out			
	1.2 Explain how to prepare the working area prior to starting the installation			
	1.3 Describe how to make sure the working area is safe to work in			
2. Be able to prepare the working area prior to installation	2.1 Identify the working area where the installation is taking place			
	2.2 Mark out the working area to prevent unauthorised access			
	2.3 Prepare the working area to ensure it is safe to carry out the installation process			
	2.4 Remove from the working area any object that could affect the installation process			
3. Know the different types of access equipment that can be used to carry out the installation work	3.1 State 4 different types of access equipment that can be used in the installation process			
	3.2 Explain when to use each type of access equipment given in 3.1			
	3.3 State who is able to erect and use access equipment			
	3.4 Explain why it is important to regularly check the equipment for defects, when it should be carried out and who can do this			
4. Know the different types of equipment and tools required to carry out the installation process	4.1 Give 4 examples of equipment used to carry out the installation process			
	4.2 Explain how each piece of equipment is used			
	4.3 Explain the checks carried out on the equipment before using it			
	4.4 Explain what to do if the equipment selected is faulty			
	4.5 Give 4 examples of tools used to carry out the installation process			
	4.6 Explain how each tool is used			
5. Be able to set up and use the installation equipment safely	5.1 Identify and select the correct equipment to use for the installation being carried out			
	5.2 Set up the equipment according to company guidelines and safe working practices			
	5.3 Use the installation equipment in a safe manner according to specifications and set guidelines			
6. Know how to identify and resolve problems with the preparation of the work area, tools and equipment	6.1 List 4 potential problems that can arise when preparing tools and equipment			
	6.2 Explain the actions to take to resolve the problems identified in 6.1			

Assessor comments/feedback

A/616/3839	Prepare and shape Glass Reinforced Plastics (GRP) products	Level 2	5 Credits
GRP 0 3	ready for installation		

The aim of this unit is to ensure that individuals have the required level of skill, knowledge and understanding to be able to shape products to suit the location where they are to be installed and how to prepare them ready for the installation process. They will also need to have the knowledge and understanding to be able to recognise and deal with problems

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to identify how GRP products need to be prepared prior to them being fitted in the required location	1.1 Explain how to identify the information needed to be able to prepare the product to fit into the required location			
	1.2 Explain the preparation process that is required prior to the product being fitted into the required location			
	1.3 Describe 3 potential problems that can arise when preparing products and how to overcome them			
2 Be able to prepare the GRP products prior to installation	2.1 Obtain information on how the products needs to be prepared			
	2.2 Prepare the products prior to installation to meet the specification			
	2.3 Check the quality of the prepared products			
3. Know how to shape the GRP products to suit the location they are being installed in	3.1 Explain 3 different methods for shaping products			
	3.2 Describe why it is important for products to be shaped prior to installation			
	3.3 State the allowed tolerance that need to be met when shaping the product			
	3.4 Explain how to identify the size and shape the products need to be shaped to			
	3.5 Describe 3 potential problems that can arise when shaping products and how to overcome them			
	3.6 Explain how to shape products to minimise wastage			
4. Be able to shape the GRP products to suit the location they are being installed in	4.1 Obtain information on how the product needs to be shaped			
	4.2 Select the required method for shaping the product			
	4. 3 Shape the product to fit the required area ensuring allowed tolerances are adhered to			
	4. 4 Shape the product minimising wastage			
	4.5 Dispose of offcuts of products safely			
5. Know how to identify and resolve problems with shaping the GRP product	5.1 List 4 potential problems that can arise when shaping the GRP product			
	5.2 Explain the actions to take to resolve the problems identified in 5.1			

Assessor comments/feedback

T/616/3838	Position, secure and test assembled Glass Reinforced	Level 2	5 Credits
GRP 02	Plastics (GRP) Products		

The aim of this unit is to ensure that individuals have the required level of skill, knowledge and understanding to be able to position, secure and test the assemble GRP products and that they are situated in the specified location. They will also need to have the knowledge and understanding to be able to recognise and deal with problems

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to position assembled GRP products on site.	1.1 Explain how to identify the position of an assembled GRP product on site			
	1.2 Explain how to source information relating to the position of the assembled GRP product			
	1.3 List the tools and equipment used to position the GRP product			
	1.4 Know what action to take if the assembled GRP product cannot be positioned in the specified location			
2 Position the assembled GRP product according to the specification	2.1 Obtain information on the specified position for the assembled GRP product			
	2.2 Identify the location specified for the assembled GRP product			
	2.3 Use the required tools and equipment to position the GRP product in the required location			
3. Know how to secure the assembled GRP product in the specified location	3.1 Explain different methods used to secure the assembled GRP product according to the specifications			
	3.2 Explain the fixings used to secure the GRP product in its location			
	3.3 Explain adjustments to make to the ensure the GRP product has been secured safely			
	3.4 Describe how to ensure the assembled GRP product has been installed level and plumb			
	3.5 Describe potential problems that can arise when securing the product and how to deal with them			

Assessor comments/feedback

T/616/3838	Position, secure and test assembled Glass Reinforced	Level 2	5 Credits
GRP 02	Plastics (GRP) Products (continued)		

4. Be able to ensure GRP products are level and plumb after being secured according to the specification	4.1 Check the secured GRP products to ensure they are level and plumb			
	4.2 Make any necessary adjustments to ensure the assembled GRP product is level and plumb once it has been secured			
5. Know how to test the assembled GRP product to ensure it functions according to the specification	5.1 State methods used to test the assembled GRP product functions according to the required standard			
	5.2 Explain how to find the necessary information to carry out the test on the assembled GRP product			
	5.3 Explain the actions to take if the assembled GRP product does not meet the required standard			
6. Be able to carry out the finished test according to the specification	6.1 Carry out the required test of the completed work to ensure it meets the required specification			
	6.2 Complete records to show the work has been completed to the specification			
7. Know how to identify and resolve problems with the assembly of the GRP product	7.1 List 4 potential problems that can arise when assembling the GRP product			
	7.2 Explain the actions to take to resolve the problems identified in 7.1			

Assessor comments/feedback

M/616/3837	Position Glass Reinforced Plastics (GRP) products for	Level 2	4 Credits
GRP 01	installation		

The aim of this unit is to ensure that individuals have the required level of skill, knowledge and understanding to be able to position GRP products ready for them to be installed. They will also need to have the knowledge and understanding to be able to recognise and deal with problems

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to establish the correct position to install the GRP Product	1.1 Explain how to locate the information required to identify the location where the GRP Product is to be installed			
	1.2 Explain how to establish the specified position for the GRP Product			
	1.3 Explain how to use datum points to take measurements from			
	1.4 Describe how to carry out measurements of the supplied GRP product to ensure they are the required size for the installation			
2. Know how to establish the correct position to install the GRP Product	2.1 Identify the specified position to install the GRP Product			
	2.2 Accurately measure the location to identify the exact location for installing the GRP product			
	2.3 Mark out fixing points ready to install the GRP Product			
3. Be able to position the GRP Product according to the specification	3.1 Position the GRP product in the correct location according to the specification			
	3.2 Ensure the GRP product is level and plumb prior to fixing and meets the required specification			
4 Know how to identify and resolve problems with the position of the GRP product	4.1 List 4 potential problems that can arise when positioning the GRP Products in the specified location			
	4.2 Explain the actions to take to resolve the problems identified in 4.1			

Assessor comments/feedback

T/616/3841	Assemble Glass Reinforced Plastics (GRP) Products	Level 2	5 Credits
GRP 05			

The aim of this unit is to ensure that individuals have the required level of skill, knowledge and understanding to be able to assemble GRP products in the specified location. They will also need to have the knowledge and understanding to be able to recognise and deal with problems

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how GRP Products are assembled on site.	1.1 Explain how a GRP product is assembled on site			
	1.2 Explain the quality checks that are carried out as the product is being installed			
	1.3 State the tools and equipment used to assemble the GRP product			
2. Assemble the GRP product according to the specification	2.1 Select and identify the required components to assemble the GRP product according to the specification			
	2.2 Assemble the GRP product to the specification using appropriate tools and equipment			
3. Know how to adjust the assembled GRP product to ensure it is square, level and plumb after being fixed	3.1 Explain adjustments that can be made to ensure the installed GRP product is level			
	3.2 Explain adjustments that can be made to ensure the installed GRP Product is plumb			
	3.3 Explain adjustments to make to the ensure the GRP product has been assembled squarely			
	3.4 Describe how to check that the final installed product is level and plumb and meets the specification			
4. Be able to ensure GRP Products are square, level and plumb as required after being assembled	4.1 Check the fixed GRP product(s) to ensure they are square, level and plumb			
	4.2 Check the GRP product functions as specified after being assembled			
5. Know how to identify and resolve problems with the assembly of the GRP product	5.1 List 4 potential problems that can arise when assembling the GRP product			
	5.2 Explain the actions to take to resolve the problems identified in 5.1			
6. Be able to finish the assembly according to the specification	6.1 Carry out an inspection of the completed work to ensure it meets the required specification			

Assessor comments/feedback

A/617/6512	Apply paint finish to Glass Reinforced Plastics (GRP)	Level 2	5 Credits
GRP06	materials in fabrication		

The aim of this unit is to ensure that individuals have the required level of skill and knowledge to be able apply paint finish to the completed GRP product. All work must be carried out in accordance with safe working practices and organisational requirements. Candidates need the knowledge to be able to identify and rectify problems that may arise in applying a paint finish to the GRP assembled product.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to identify and confirm the specification for the work to be carried out	1.1 Explain how to identify and confirm the required specification for the work to be carried out			
2. Be able to select and confirm the specification for the materials to be processed.	2.1 Select and confirm the specification for the work to be carried out			
3. Know the tools and equipment required and available to prepare the materials prior to applying paint finish	3.1 List the tools, equipment and consumables used to prepare the material prior to applying the paint finish			
	3.2 State the PPE required to be used and outline why it is needed			
	3.3 Explain the purpose of each tool, equipment and consumable listed in 2.1 and why it is used			
	3.4 Explain how to check, prepare and set up the equipment used to prepare the material in accordance with safe working practices			
4. Be able to prepare the material prior to applying a paint finish	4.1 Prepare the material prior to applying paint finish in line with company requirements			
	4.2 Use the required tools, equipment and consumables to prepare the product prior to applying the paint finish			
5. Know the methods used to apply a paint finish to GRP materials	5.1 Describe 2 processes used to apply a paint finish to GRP materials			
	5.2 Describe how to monitor the paint finish to ensure it meets the specification			
6. Be able to apply the paint finish to the GRP materials	6.1 Apply the paint finish using the method set out in the specification			
	6.2 Monitor the applied paint finish to ensure it meets specification			
7. Check the applied paint finish meet the required specification and complete the paperwork	7.1 Carry out the required quality checks on the painted materials			
	7.2 Record information on the completed paint finish in accordance with company policy			
8. Know the types of problems that can arise in the applying a paint finish to GRP materials and how to deal with them	8.1 State 3 types of problem that may arise in applying a paint finish			
	8.2 Explain how the problems identified in 7.1 might be overcome			

Assessor comments/feedback

F/617/6513	Assemble Glass Reinforced Plastics (GRP) materials as part of the fabrication process	Level 2	5 Credits
GRP07			

The aim of this unit is to ensure that individuals have the required level of skill and knowledge to be able assemble processed GRP materials in the workshop. All work must be carried out in accordance with safe working practices and organisational requirements. Candidates need the knowledge to be able to identify and rectify problems that may arise in the assembly process

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Be able to select and confirm the specification for the materials to be assembled.	1.1 Identify and confirm the specification for the materials to be assembled			
	1.2 Refer to fabrication manuals for the process to follow and tools and equipment to use.			
2. Know the tools and equipment required and available to carry out the assembly process.	2.1 List the tools and equipment used to carry out the assembly of GRP materials			
	2.2 State the PPE required to be used and outline why it is needed			
	2.3 Explain the purpose of each tool and equipment listed in 2.1 and why it is used			
	2.4 Explain how to check, prepare and set up the equipment used to assemble the material in accordance with safe working practices			
3. Know the different methods used to assemble materials as part of the fabrication processes	3.1 Describe 3 methods used to assemble materials as part of the fabrication process			
	3.2 State the types of fixings used to assemble the materials and say how they are used			
4. Be able to assemble the materials safely and according to the required job specification	4.1 Select the required materials and components used for the assembly process			
	4.2 Select the correct, tools and equipment to carry out the assemble process			
	4.3 Select the appropriate method to use to assemble the materials			
	4.4 Assemble the materials in line with the company procedures			
	4.5 Check the assembled components meet the required tolerances and specification.			
5. Know how to check the assembled products meet the company's specification	5.1 Explain the quality checks to carry out on the assembled product to check it meets the required specification			
	5.2 Describe the action to take if assembled products do not meet the specification.			
6. Check the assembled products meet the required specification and completed paperwork	6.1 Carry out the required quality checks on the assembled product			
	6.2 Record information on the completed assembled product in accordance with company policy			
7. Know the types of problems that can arise in the assembly process and how to deal with them	7.1 State 3 types of problem that may arise in the assembly process			
	7.2 Explain how the problems identified in 7.1 might be overcome			

Assessor comments/feedback

J/617/6514	Cut Glass Reinforced Plastics (GRP) materials for fabrication	Level 2	5 Credits
GRP08			

The aim of this unit is to ensure that individuals have the required level of skill and knowledge to be able to cut GRP materials to the required size using a range of saws. The individual should be able to cut the materials to meet the required specification and sizes to allow further processing to take place. All activities must be carried out in accordance with safe working practices and following company guidelines. Candidates must also be able to identify and overcome problems found when cutting materials. In addition to these matters candidates also need to show an understanding of environmental issues that can occur and to ensure all work is carried out in accordance with legislation and guidance on environmental issues.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Be able to select and confirm the specification for the materials to be cut.	1.1 Identify and confirm the type, quantity and size of material required to be cut			
	1.2 Organise the cutting process to ensure material can be selected to optimise its use and to minimise wastage produced			
2. Know the tools and equipment required to carry out the cutting process.	2.1 List the tools and equipment used to carry out the cutting of materials			
	2.2 State the PPE required to be used and outline why it is needed			
	2.3 Explain the purpose of each tool and equipment listed in 2.1 and why it is used			
	2.4 Explain how to check, prepare and set up the cutting equipment used to cut material in accordance with safe working practices			
3. Know the different methods used to cut materials for fabrication processes	Describe 2 methods used for cutting materials ready for the fabrication process to take place			
4. Be able to cut the materials safely and according to the required job specification	4.1 Cut the materials to comply with the job specification using the required equipment			
	4.2 Carry out the cutting process following safe working practices and organisation procedures			
	4.3 Continually monitor the cutting process to ensure the job specification is met and wastage is minimised.			
5. Know how to store the cut products ready for the next stage in the process	5.1 Explain how the cut profiles are stored in accordance with company procedures			
	5.2 Describe how the cut profiles are labelled for further identification			
6. Store the cut materials in the designated location in accordance with company procedures	6.1 Store the cut material in the designated location and in a way that minimises damage			
	6.2 Ensure the cut material is stored to allow easy identification of which job it is for			
	6.3 Ensure the cut material is stored to allow the next stage of the process to be carried out efficiently.			
7. Be able to record information on the cutting of the materials in accordance with company procedures	7.1 Record information on the cutting of materials in accordance with company policy			

Assessor comments/feedback

J/617/6514	Cut Glass Reinforced Plastics (GRP) materials for fabrication	Level 2	5 Credits
GRP08	(continued)		

8. Know how to deal with the environmental impact of their job role	8.1 Identify the products they work with that can be wasted			
	8.2 Explain the environmental impact of wasting products as listed in 8.1			
	8.3 Explain how to reduce wastage in accordance with company procedures			
	8.4 Explain what personal actions can be taken to minimise wastage of products.			

Assessor comments/feedback

L/617/6515	Process Glass Reinforced Plastics (GRP) materials for fabrication	Level 2	4 Credits
GRP09			

The aim of this unit is to ensure that individuals have the required level of skill and knowledge to be able process GRP materials in the workshop. All work must be carried out in accordance with safe working practices and organisational requirements. Candidates need the knowledge to be able to identify and rectify problems that may arise in process the materials. Processing materials includes, drilling, routing and marking and measuring the materials, equipment includes the uses of jigs and other machinery

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Be able to select and confirm the specification for the materials to be processed.	1.1 Identify and confirm the specification for the materials to be processed			
	1.2 Refer to fabrication manuals / drawings for the process to follow and tools and equipment to use.			
2. Know the tools and equipment required to carry out processing of the materials	2.1 List the tools and equipment used to carry out the processing of materials			
	2.2 State the PPE required to be used and outline why it is needed			
	2.3 Explain the purpose of each tool and equipment listed in 2.1 and why it is used			
	2.4 Explain how to check, prepare and set up the equipment used to process the material in accordance with safe working practices			
3. Know the different methods used to process materials as part of the fabrication requirements	3.1 Describe 3 methods used for to process materials as part of the fabrication process			
4. Be able to process the materials safely and according to the required job specification	4.1 Select the required materials and components used to carry out the process			
	4.2 Select the correct, tools and equipment to carry out the required process			
	4.3 Select the appropriate method to use to process the materials			
	4.4 Process the materials in line with the company procedures			
	4.5 Ensure waste is minimised and where necessary is re-used.			
5. Know how to check the processed products meet the company's specification	5.1 Explain the quality checks to carry out on the assembled product to check it meets the required specification			
	5.2 Describe the action to take if the processed products do not meet the specification.			
6. Check the assembled products meet the required specification and complete paperwork	6.1 Carry out the required quality checks on the processed materials			
	6.2 Record information on the completed assembled product in accordance with company policy.			
7. Know the types of problems that can arise in the processing materials and how to deal with them	7.1 State 3 types of problem that may arise in the processing of materials			
	7.2 Explain how the problems identified in 7.1 might be overcome			

Assessor comments/feedback

D/502/9721	Use Access equipment to work at heights	Level 2	4 Credits
PV3			

The aim of this unit is to provide the learner with the knowledge and skills required to work safely at height. 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, also the equipment must be used safely and in accordance with manufacturer's and Company guidelines.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know what is meant by "working at heights".	1.1 Define "working at heights".			
	1.2 Explain how the working at heights act affects the work to be carried out.			
2. Know how to find guidance on the legislation that applies to the use of access equipment and working at heights.	2.1 Explain where to find information on the legislation that applies to the use of access equipment for working at heights.			
3. Know how to assess the risks of working at heights and why this is important.	3.1 Explain how to accurately assess the risks of working at heights. State 3 things to consider.			
	3.2 Explain why it is important to carry out a specific risk assessment on working at heights.			
4. Be able to assess the risks of working at heights.	4.1 Carry out an effective risk assessment for working at heights.			
5. Know the different types of access equipment and working platforms for working at heights.	5.1 List three different types of access equipment or working platforms that may be used to work at heights.			
	5.2 Explain the limitations on the use of the equipment listed in 5.1.			
	5.3 Explain what to do when the supplied access equipment is not suitable for the work required.			
6. Know how to inspect the prepared access equipment or working platforms before use and how to deal with any problems identified.	6.1 Explain 3 checks to make on access equipment or working platforms before use.			
	6.2 Explain who can carry out the checks and when they should be made.			
	6.3 State 3 problems that can arise when checking the access equipment or working platforms.			
	6.4 Explain how to deal with each of the 3 problems identified.			
7. Know why it is important to regularly inspect access equipment and working platforms.	7.1 Explain why it is important to regularly check access equipment and working platforms.			
8. Be able to inspect the access equipment before use.	8.1 Carry out all necessary checks before using the access equipment.			

Assessor comments/feedback

D/502/9721	Use Access equipment to work at heights (continued)	Level 2	4 Credits
PV3			

9. Use the equipment in accordance with manufacturer's guidelines, Company procedures and relevant health and safety legislation.	9.1 Gain access to and from the working height in accordance with manufacturer and Company guidelines.			
	9.2 Ensure any materials and components are lifted and placed in, on or around the access equipment in a safe, effective manner.			
	9.3 Ensure any materials and components are removed from the access equipment in a safe effective manner.			
	9.4 Follow the Company and manufacturer's guidelines and relevant legislation on health and safety throughout the use of the equipment.			

Assessor comments/feedback

Notes

Notes

