



**GQA LEVEL 2 NVQ CERTIFICATE IN GLASS
PROCESSING**

Qualification Number
500/7822/7

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PERSONAL COMPETENCE SUMMARY

Name	Company/Centre
Job Title	GQA Registration Number

UNITS OF COMPETENCE				ASSESSOR SIGNATURE Performance and knowledge assessment completed and supplemented with evidence overtime	DATE
Unit Number	Group A - MANDATORY UNITS	Level	Credit		
GP1 D/600/7986	Maintain Health and Safety within the Glass Processing Environment	2	4		
AG3 A/600/7364	Communicating and working with others in the Glass and Related Working Environments	2	3		
GP3 M/600/7989	Locate, handle and position products, materials or components in Glass Processing	2	4		
GP5 J/600/8386	Check the quality of products in Glass Processing	2	3		
GP15 H/600/8038	Store glass products and related materials	2	2		
Group B - Optional Units (A minimum of 7 credits to be achieved)					
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)					

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

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

Passport Style
Candidate Photo
(Mandatory)

COMPETENCE COMPLETION SIGNATURES

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

	Name and Signature	Date
Candidate		
Lead Assessor		
Internal Verifier		
EQA		

Introduction to the Qualification

Who is this Qualification for?

This qualification is aimed at those who undertake work to produce products from glass and related materials in the glass processing sector. This covers the handling of products throughout the process. Units in this qualification cover cutting, shaping, assembling, and finishing the products, including decoration. It is not expected that glass processors all do the same activities: the qualification is structured to ensure that there is a high degree of flexibility in the qualification. The standard covers the most important aspects of the job. This qualification is at Level 2, although there may be units at different levels, and should be taken by those who are fully trained to deal with routine assignments.

Candidates should require minimum supervision in undertaking the job.

Other qualifications are available in Flat Glass Manufacturing, Glass Container Manufacturing and Glass Container Processing.

Candidates for this qualification will primarily be:

- working in glass processing operations and working with glass and glass-related materials or semi-finished products

Candidates are likely to have jobs entitled:

- Autoclave Operator
- Cold End Operator
- Craft Glass Worker
- Double Glazing Unit Maker
- Engraver
- Glass Blower
- Glass Cutter
- Glass Decorator
- Glass Painter
- Glass Processor
- Laminated Glass Manufacturer
- Leaded Light Maker
- Packing Operator
- Polisher
- Processor
- Safety Glass Maker
- Sealed Unit Maker
- Scientific Glass Blower
- Screen Printer
- Toughener
- Warehouse Operator
- Window Film Applicator

What is required from candidates?

This qualification has a group of 5 mandatory units, a group of optional units and 1 additional unit. To complete this qualification a minimum of 23 credits must be achieved, 16 from the mandatory units and a minimum of 7 credits from Group B. If the additional unit is achieved this will appear on the certificate but will not count towards minimum credit value.

Unit no	Mandatory units	Level	Credit
GP1 D/600/7986	Maintain Health & Safety within the Glass Processing Environment	2	4
AG3 A/600/7364	Communicating and Working with others in the Glass and Related Working Environments	2	3
GP3 M/600/7989	Locate, Handle and Position Products, Materials or Components in Glass Processing	2	4
GP5 J/600/8386	Check the quality of products in Glass Processing	2	3
GP15 H/600/8038	Store glass products and related materials	2	2
Group C - Optional Units (A minimum of 7 credits to be achieved)			
GP4 F/600/7995	Prepare and Operate machinery/Tools in Glass Processing	2	6
GP7 R/600/8388	Cut Glass in Glass Processing	2	7
GP8 Y/600/8389	Shape products and materials in glass processing	2	2
GP9 D/600/8393	Prepare and assemble products and materials in glass processing	2	5

GP11	Process glass products by removing materials	2	5
T/600/8397			
GP12	Decorate glass products by applying additional material	2	5
A/600/8031			
GP29	Process Glass Products by Toughening	2	3
F/600/8385			
GP30	Glass Edge sealing	2	2
K/600/8381			
GEN111	Glass and Related Materials Warehousing	2	6
Y/503/0222			
GP27	UV Glass Bonding	2	5
R/615/2913			
GP28	In situ glass surface restoration	3	7
L/615/2912			
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)			
PV3	Use Access equipment to work at heights	2	4
D/502/9721			

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.

EQA 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 verification and hold the national 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 EV'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 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 Verification 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 in the necessary requirements etc that I must achieve.

I understand that I will have an important role in preparing for and planning assessments and with guidance from the Assessor

I will Collect and record relevant evidence.

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

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

Candidate signature.....

Date.....

Guidance on the format of a unit

This is an example of a Unit of competence

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



There is an explanation of what the unit is about



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



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



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



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



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

D/600/7986	Maintain Health and Safety within the Glass Processing Environment	Level 2	4 Credits
GP1			

The aim of the unit is to provide the learner with the knowledge and skills to work safely in the Glass Processing working environment and to be able to carry out the correct actions should an accident or emergency occur.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know which acts, regulations and guidelines apply to the glass processing working environment.	1.1 State which acts, regulations and guidelines apply to the glass processing working environment.			
	1.2 Explain how these acts, regulations and guidelines apply to the glass processing working environment.			
2. Know how to carry out an assessment of hazards and risks in the glass processing working environment and the types of hazards or risks that can occur.	2.1 Describe the steps in carrying out a risk assessment.			
	2.2 Give 3 examples of risks or hazards that can occur in your working environment.			
	2.3 Explain the actions required when discovering unsafe working conditions. To include reporting systems.			
3. Be able to identify hazards and assess risks in the glass processing working environment.	3.1 Carry out an effective risk assessment of the glass processing working environment.			
4. Know how to adopt safe working practices.	4.1 State the employer's and manufacturer's instructions available for equipment in your work area and how to access them.			
	4.2 Describe three tasks in your work area and the equipment and personal protective equipment used.			
	4.3 Explain the choices of equipment and personal protective equipment given in the example above.			
	4.4 Explain what to do if the required PPE or tools and equipment are not fit for purpose.			
5. Be able to adopt and adhere to safe working practices.	5.1 Follow employer's and manufacturer's instructions on the safe use of equipment and materials.			
	5.2 Correctly select and use personal protective equipment relative to the task and explain the reasons why it is needed.			
	5.3 Correctly select and safely use equipment required to carry out the work.			
	5.4 Describe your work place, indicating the guidance documents relating to safe working in your job role.			
6. Know how to ensure there is no unauthorised or unsafe access to the working areas.	6.1 Explain how to establish who is authorised to enter the work area.			
	6.2 Explain how to establish if a person is authorised to enter the work area.			
	6.3 Explain how to ensure that authorised people entering the work area are kept safe.			

D/600/7986	Maintain Health and Safety within the Glass Processing Environment (continued)	Level 2	4 Credits
GP1			

7. Know what to do in the event of accidents or emergencies.	7.1 Describe the correct procedure to follow in the case of an accident.			
	7.2 Describe the correct procedure to follow in the case of an emergency.			
	7.3 Describe the procedure for evacuating workers and visitors.			
	7.4 Describe the procedure for reporting and recording accidents and emergencies.			

Assessor comments/feedback

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

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

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

Assessor comments/feedback

M/600/7989	Locate, Handle and Position Products, Materials or Components in Glass Processing	Level 2	4 Credits
GP3			

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

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Be able to locate and select the correct type and quantity of materials or components.	1.1 Indicate the products, materials or components used in your role, describing their use.			
	1.2 Identify markings of products, materials or components used in your work area and explain their purpose.			
	1.3 Locate materials or components.			
	1.4 Check that products, materials or components match their markings and specifications.			
	1.5 Select the correct type and quantity of products, materials or components according to job specification.			
2. Know how to handle products, materials or components without causing damage.	2.1 State what authority or licences are necessary to use handling and lifting equipment.			
	2.2 Explain how to handle the products, materials or components safely, using the correct handling methods including: <ul style="list-style-type: none"> • Correct handling equipment • Manual handling techniques • Personal protective equipment 			
	2.3 Describe the type of damage that can occur during the handling and transportation of materials or components and explain how to avoid this.			
3. Be able to handle products, materials or components correctly.	3.1 Demonstrate safe handling of the products, materials or components, using the appropriate handling techniques.			
4. Know how to position products, materials or components correctly.	4.1 Describe difficulties and hazards in positioning products, materials or components, to include: <ul style="list-style-type: none"> • Sizes • Shapes • Weights • Surrounding objects 			
	4.2 Describe methods of overcoming difficulties and hazards in positioning materials, including: <ul style="list-style-type: none"> • Handling equipment • Handling methods • Planning • Personal protective equipment 			

Assessor comments/feedback

M/600/7989	Locate, Handle and Position Products, Materials or Components in Glass Processing (continued)	Level 2	4 Credits		
GP3					

5. Be able to position products, materials or components correctly.	5.1 Position products, materials or components correctly without causing damage to the materials, equipment or surrounding objects.			
6. Know how to overcome problems in the location, handling and positioning of products, materials or components.	6.1 Give an example of a problem that can occur in the location, handling and positioning of products, materials or components and how this might be overcome.			

Assessor comments/feedback

J/600/8386	Check the quality of products in Glass Processing	Level 2	3 Credits
GP5			

The aim of this unit is to provide the learner with the knowledge and skills to be able to check specification of products, select the correct inspection equipment and ensure correct function, identify variations as they occur and take the appropriate action.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Be able to obtain and confirm the correct specification of the product.	1.1 Obtain the correct specification of the product.			
	1.2 Confirm the correct specification of the product.			
2. Know the variations that could occur in the product.	2.1 Describe the variations that could occur in the product.			
3. Know how to check the product for variation and decide the correct action to take as a result of the check.	3.1 Explain how to check the product for variation.			
	3.2 Explain the correct action to be taken, if, for example: <ul style="list-style-type: none"> • The product is within specification but varying widely • The product is out of specification 			
4. Be able to check the product for variation.	4.1 Accurately check the product for variation.			
5. Be able to correctly record the results of the checks and report to the correct authority.	5.1 Correctly record the results of the checks using relevant company systems.			

Assessor comments/feedback

H/600/8038	Store Glass Products and Related Materials	Level 2	2 Credits
GP15			

The aim of this unit is to provide the learner with the knowledge of how to store products and materials produced or used in glass related operations.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to store glass products and related materials correctly.	1.1 Explain how to store glass products and related materials to include: <ul style="list-style-type: none"> • Minimising damage • Accessibility • Ensuring traceability 			
2. Be able to select and use the correct equipment for storing the glass products and related materials.	2.1 Select and use the correct equipment for storing the products and related materials.			
3. Be able to store products and related materials correctly in the right location.	3.1 Store products and related materials correctly in the right location. Products and materials may be: <p>glass</p> <ul style="list-style-type: none"> • Consumables • Substances • Finishing products • Components 			
4. Know the type of problems that can occur in the storing of products and related materials and how these problems might be overcome.	4.1 Describe three problems that can occur in the storing of products and related materials and how these might be overcome, e.g. problems with: <ul style="list-style-type: none"> • Equipment • Documentation • Availability of space • Identification 			
5. Be able to correctly record information on the storage of products and related materials.	5.1 Correctly record information on the storage of products and related materials.			

Assessor comments/feedback

F/600/7995	Prepare and Operate Machinery/Tools in Glass Processing	Level 2	6 Credits
GP4			

The aim of this unit is to provide the learner with the knowledge and skills to be able to prepare, operate and monitor the performance of machinery/tools in glass processing.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know the types of machinery/tools used for glass processing and how they are used.	1.1 Give 3 examples of machinery/tools used for processing glass.			
	1.2 Explain when each of the given examples would be used.			
	1.3 Explain how to obtain information on the safe operation of machinery/tools.			
2. Be able to select the correct machinery/tools to do the work.	2.1 Select the correct machinery/tools to do the specified work.			
	2.2 Confirm that the equipment is available and safe for use.			
3. Be able to prepare the machinery/tools correctly.	3.1 Prepare the machinery/tools correctly, for example: <ul style="list-style-type: none"> • Clean off any glass or other debris • Remove items liable to cause damage • Set up the equipment properly 			
4. Be able to start up, operate and shut down the machinery/tools correctly.	4.1 Start up the machinery/tools correctly to ensure safe and effective operation.			
	4.2 Monitor the operation of the machinery/tools.			
	4.3 Shut down the machinery/tools correctly.			
5. Know what type of problems can occur and how to overcome them.	5.1 Describe three problems that can occur in the preparation and operation of machinery/tools and explain how they might be overcome.			

Assessor comments/feedback

R/600/8388	Cut Glass in Glass Processing	Level 2	7 Credits
GP7			

The aim of this unit is to provide the learner with the knowledge and skills to be able to confirm specifications of the products and materials to be cut, to ensure the correct type, quantity and quality of materials are available, to prepare products and materials and to cut them to specification

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know the properties of typical types of glass that require cutting, the processes to be followed and the equipment required	1.1 Explain the properties of the following types of glass: <ul style="list-style-type: none"> • Laminated • Georgian wired • Float glass • Mirrors 			
	1.2 Explain the process for cutting each of the types of glass to include: <ul style="list-style-type: none"> • Cutting machinery • Manual cutting equipment/Hand tools • Measuring equipment • Location 			
2. Be able to select the correct method and equipment for cutting the glass.	2.1 Select the correct method for cutting the glass.			
	2.2 Select the correct equipment for cutting the glass, e.g. <ul style="list-style-type: none"> • Cutting machinery • Manual tools • Measuring equipment 			
3. Know how to cut the glass correctly to specification and minimising waste.	3.1 Explain how to cut the glass correctly to specification.			
	3.2 Explain how to minimise waste.			
	3.3 Explain how to monitor the glass cutting.			
4. Be able to cut the glass to specification minimising waste.	4.1 Cut the glass to specification minimising waste.			

Assessor comments/feedback

R/600/8388	Cut Glass in Glass Processing (continued)	Level 2	7 Credits
GP7			

5. Be able to dispose of unwanted glass correctly minimising waste.	5.1 Dispose of unwanted glass correctly minimising waste by salvaging reusable glass.			
6. Know the type of problems that can occur in the cutting of glass and how these might be overcome.	6.1 Describe a problem that can occur in the cutting of 3 different types of glass.			
	6.2 Explain how each problem could be overcome.			
7. Be able to correctly record information on the cutting of glass	7.1 Correctly record information on the cutting of glass.			

Assessor comments/feedback

Y/600/8389	Shape Products and Materials in Glass Processing	Level 2	2 Credits
GP8			

The aim of this unit is to provide the learner with the knowledge of how to obtain and confirm specifications for the materials to be shaped, to know the correct equipment for measuring and shaping the materials, and how to shape in readiness for use in glass processing.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Be able to obtain and confirm the correct specification for the products and materials to be shaped.	1.1 Obtain the correct specification for the products and materials to be shaped.			
	1.2 Confirm the correct specification for the products and materials.			
2. Be able to obtain the correct type, quantity and quality of products and materials.	2.1 Ensure the products and materials are available.			
	2.2 Select the correct type, quantity and quality of products and materials, e.g.: <ul style="list-style-type: none"> • Glass • uPVC • Seals • Spacers 			
3. Be able to correctly store products and materials in readiness for shaping.	3.1 Correctly store the products and materials in readiness for shaping.			
4. Be able to select the correct method and equipment for shaping products and materials.	4.1 Select the correct method for shaping products and materials.			
	4.2 Select the correct equipment for shaping the products and materials, e.g: <ul style="list-style-type: none"> • Machine saws • Hand saws • Grinders • Jigs 			
5. Be able to position the products and materials correctly in readiness for shaping.	5.1 Correctly position the products and materials in readiness for shaping.			
6. Be able to shape the products and materials correctly to specification and minimising waste.	6.1 Shape the products and materials correctly to specification.			
	6.2 Monitor the shaping process to ensure it continues to shape products and materials to specification.			
	6.3 Minimise waste by salvaging reusable products and materials.			
	6.4 Dispose of unwanted products and materials correctly.			

Assessor comments/feedback

Y/600/8389	Shape Products and Materials in Glass Processing (continued)	Level 2	2 Credits
GP8			

7. Know the type of problems that can occur in the shaping of products and materials and how these problems might be overcome.	7.1 Describe four problems that can occur in the shaping of products and materials and explain how these might be overcome.			
8. Be able to correctly record information on the shaping of products and materials.	8.1 Correctly record information on the shaping of products and materials.			

Assessor comments/feedback

D/600/8393	Prepare and Assemble Products and Materials in Glass Processing	Level 2	5 Credits
GP9			

The aim of this unit is to provide the learner with the knowledge of how to obtain and confirm specifications for the materials to be shaped, to know the correct equipment for measuring and shaping the materials, and how to shape in readiness for use in glass processing.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Be able to identify and confirm the specification for the preparation of products and materials for assembly.	1.1 Identify the correct specifications or the products and materials to be assembled.			
	1.2 Confirm the specifications.			
2. Be able to correctly prepare products and materials for assembly.	2.1 Select the correct type, quantity and quality of products and materials, e.g.: <ul style="list-style-type: none"> • Glass • Spacers • Seals • Brackets • Fasteners 			
	2.2 Correctly prepare products and materials for assembly.			
3. Know the methods and equipment used in assembling glass products.	3.1 Describe a method of unit assembly to specification, to include: <ul style="list-style-type: none"> • Materials • Handling • Equipment 			
4. Be able to select the correct method and equipment for assembling the products and materials.	4.1 Select the correct methods for assembling the products and materials.			
	4.2 Select the correct equipment for assembling the products and materials, e.g: <ul style="list-style-type: none"> • Jigs • Hand tools • Heating appliances 			
5. Be able to correctly assemble products and materials.	5.1 Correctly assemble the products and materials to specification.			
6. Know the type of problems that can occur in the assembly of products and materials and how these might be overcome.	6.1 Describe three problems that can occur in the assembly of products and materials and explain how these might be overcome.			
7. Be able to correctly record information on the assembly of products and materials.	7.1 Correctly record information on the assembly of products and materials.			

Assessor comments/feedback

T/600/8397	Process Glass Products by Removing Materials	Level 2	5 Credits
GP11			

The aim of this unit is to provide the learner with the knowledge and skills to be able to process glass products by removing material.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to identify and confirm the specification for the processing of glass products.	1.1 Explain how to confirm the specification for the processing of glass products.			
2. Know the correct method for processing the glass products by removing materials.	2.1 Identify three methods for processing glass products by removing materials.			
	2.2 Describe the equipment used in the methods identified.			
3. Be able to position the glass products correctly for decoration.	3.1 Position the glass products correctly for decorating.			
4. Be able to decorate the glass products by correctly removing materials.	4.1 Decorate the glass products by correctly removing materials.			
5. Know the types of problems that can occur in the decorating and finishing of glass products and how these might be overcome.	5.1 Describe three problems that can occur in the decoration and finishing of glass products and explain how these might be overcome.			
6. Be able to correctly record information on the decorating and finishing of glass products.	6.1 Correctly record information on the decorating and finishing of glass products			

Assessor comments/feedback

A/600/8031	Decorate Glass Products by Applying Additional Materials	Level 2	5 Credits
GP12			

The aim of this unit is to provide the learner with the knowledge and skills to be able to decorate glass products by applying additional materials and to identify any problems in the process.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Be able to identify and confirm the specification for the decoration of glass products.	1.1 Identify and confirm the specification for the decoration of glass products.			
2. Be able to select the correct type, quantity and quality of additional materials.	2.1 Ensure the required materials are available.			
	2.2 Identify the correct type, quantity and quality of materials to be used.			
	2.3 Select the correct type, quantity and quality of materials.			
3. Know the correct method for the application of additional materials to glass.	3.1 Describe three methods of applying additional decorative materials to glass.			
4. Be able to position the glass products correctly for decorating.	4.1 Position the glass products correctly for decorating.			
5. Be able to decorate the glass products by correctly applying additional materials.	5.1 Decorate the glass products by correctly applying additional materials to specification.			
6. Know the correct method for finishing the decoration of the glass products.	6.1 Describe the correct method for finishing the decoration of the glass products.			
7. Be able to finish the decorated glass products correctly.	7.1 Finish the decorated glass products correctly.			
8. Know the type of problems that can occur in the decoration and finishing of glass products and how these might be overcome.	8.1 Describe three problems that can occur in the decoration and finishing of glass products and explain how these might be overcome.			
9. Be able to correctly record information on the decoration and finishing of glass products.	9.1 Correctly record information on the decoration and finishing of glass products.			

Assessor comments/feedback

F/600/8385	Process Glass Products by Toughening	Level 2	3 Credits
GP29			

The aim of this unit is to provide the learner with the knowledge and skills to be able to confirm specifications of the products and materials to be toughened, to ensure the correct type, quantity and quality of materials are available, to prepare products and materials and to apply the toughening process to the products and materials.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Be able to obtain and confirm the correct specification of the product.	1.1 Obtain the correct specification for the product.			
	1.2 Confirm the correct specification of the product.			
2. Know how to ensure that glass has been prepared for toughening.	2.1 Explain the preparation process for glass prior to beginning the toughening process.			
3. Know the methods and equipment used for toughening glass.	3.1 Describe the glass toughening process.			
	3.2 State equipment used in glass toughening and how they are used.			
4. Be able to select the correct method and equipment for toughening.	4.1 Select the correct method and equipment for applying heat to the products and materials.			
5. Know how to ensure glass products meet specification following toughening.	5.1 State the industry standards that toughened glass must meet.			
	5.2 Explain how to check toughened glass meets requirements.			
6. Know the type of problems that can occur in applying heat to products and materials and how these can be overcome.	6.1 Describe three problems that can occur in applying heat to products and materials and explain how these might be overcome.			
7. Be able to correctly record information on the application of heat.	7.1 Correctly record information on the application of heat.			

Assessor comments/feedback

K/600/8381	Glass Edge Sealing	Level 2	2 Credits
GP30			

The aim of this unit is to provide the learner with the knowledge and skills to be able to edge seal sealed units to specification.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know the requirements of edge sealing sealed units.	1.1 Describe the method for edge sealing double or triple glazed units.			
	1.2 Describe the equipment used in edge sealing.			
	1.3 State the industry requirements linked to edge sealing sealed units.			
2. Be able to edge seal sealed units.	2.1 Edge seal sealed units to specification. To include adjusting for spacer bar sizes.			
3. Know the types of problems that can occur during edge sealing.	3.1 Describe three problems that can occur during the edge sealing process, for example: <ul style="list-style-type: none"> • Decorative work • Quality • Materials • Application 			
	3.2 Explain solutions to each of the given problems.			
4. Be able to record information on edge sealing to specification.	4.1 Correctly record information on edge sealing in line with industry requirements.			

Assessor comments/feedback

Y/503/0222	Glass and Related Materials Warehousing	Level 2	6 Credits
GEN111			

The aim of this unit is to provide the learner with the knowledge and skills to be able to carry out tasks in the Glass and Glass Related warehousing and distribution working environment, including goods in and goods out. Knowledge of stock identification is required as is the need to know how to deal with the problems that can occur in the Glass and Glass Related warehouse/distribution working environment.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Understand the layout and purpose of the warehouse	1.1 Identify the areas in the warehouse			
	1.2 Describe the part each area plays in the warehousing process			
2. Understand the roles and responsibilities in the warehouse	2.1 List the job roles in the warehouse environment			
	2.2 Explain the key tasks in each role			
	2.3 Explain the tasks or equipment that may have restrictions on use			
3. Understand the use and importance of stock identification	3.1 Explain the stock identification procedures in place			
	3.2 Explain the benefits of clear stock identification procedures			
4. Know how to receive and handle goods in	4.1 Explain the Company procedures in place to receive goods into the warehouse			
	4.2 Explain the handling methods and equipment used, including PPE			
	4.3 Explain the storage conditions and methods used, for example: <ul style="list-style-type: none"> • packing • labelling • stock rotation 			
5. Be able to receive and handle goods in	5.1 Accept goods into the warehouse in accordance with Company procedures			
	5.2 Store the delivered goods in accordance with Company procedures			
6. Know how to select and prepare goods for distribution/delivery	6.1 Explain the Company procedures in place to identify the goods needed for distribution/delivery			
	6.2 Explain the handling methods and equipment used, including PPE			
	6.3 Explain how to determine the “picking order” of goods required			
	6.4 Explain the process to follow with regards to: <ul style="list-style-type: none"> • packing • labelling • stock rotation 			
7. Be able to select goods for distribution/delivery	7.1 Select goods for delivery/distribution in accordance with company procedures			
	7.2 Prepare goods for despatch			

Y/503/0222	Glass and Related Materials Warehousing	Level 2	6 Credits
GEN111			

8. Understand how to deal with the problems that can arise in warehousing	8.1 Explain the Company procedures for dealing with the following situations when receiving goods into the warehouse : <ul style="list-style-type: none"> • goods label does not agree with expected delivery • goods arrive damaged • normal storage location is not available 			
	8.2 Explain the Company procedures for dealing with the following situations when preparing goods for delivery/distribution: <ul style="list-style-type: none"> • insufficient stock to meet the order • damaged goods found in the storage location • goods in storage location not clearly identified 			

Assessor comments/feedback

R/615/2913	UV Glass Bonding	Level 2	5 Credits
GP27			

The aim of this unit is to provide the learners with the knowledge and skills to be able to prepare surfaces to be bonded, select the correct tools and equipment to use, select the correct bonding material and correctly bond two surfaces together using a UV bonding process.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to identify and confirm the specification for UV bonding process.	1.1 Explain how to confirm the specification for the UV bonding together of two surfaces			
	1.2 Describe how to select the appropriate UV bonding adhesive to use			
	1.3 Explain how to identify the material to be UV bonded as outlined in the specification.			
2. Be able select the materials and bonding agent to use	2.1 Select the material to be UV bonded together to meet the job specification			
	2.2 Select the UV adhesive to use according to the specification			
3. Know how to prepare the work area prior to starting the UV bonding process	3.1 Explain how to prepare the working area ready to start the bonding process			
	3.2 Describe the ideal work area set up needed to carry out a UV bonding process			
	3.3 Describe the environmental conditions to be achieved prior to starting the bonding process			
	3.4 Explain what might happen to the UV bonded material if suitable environmental procedures are not met			
	3.5 State the action to take if the work area is not in a suitable condition to carry out the UV bonding process			
4. Be able to prepare the work area ready to start the UV bonding process	4.1 Prepare the working area in accordance with company procedure			
	4.2 Check the environmental conditions are suitable for the UV bonding process to take place			
	4.3 Ensure all environmental conditions are met before starting the UV bonding process			
5. Know the tools and equipment used in the UV bonding process	5.1 State the tools and equipment used in the glass bonding process and explain how they are used			
	5.2 Explain the company procedures and manufacturers' guidelines to set up any tools and equipment used in the UV bonding process			
	5.3 Explain how to deal with defective tools and equipment according to company procedures			

Assessor comments/feedback

R/615/2913	UV Glass Bonding (continued)	Level 2	5 Credits		
GP27					

6. Be able to select and set up the tools and equipment needed to carry out the UV bonding process	6.1 Select the relevant tools and equipment to carry out the UV glass bonding process			
	6.2 Set up the tools and materials according to the operating instructions and manufacturer guidance			
7. Know how to prepare the surfaces to be bonded prior to starting the UV bonding process	7.1 Explain how to prepare different types of surfaces prior to starting the UV bonding process			
	7.2 State three different products used to prepare the surfaces and explain what they are used for			
	7.3 Explain how to deal with surface imperfections according to company procedures and manufacturers' instructions			
	7.4 Describe the safety precautions to be taken when using these products			
8. Be able to prepare the surfaces to be bonded	8.1 Prepare the surfaces to be bonded following company procedures and manufacturers' instructions			
9. Know how to carry out the UV glass bonding process	9.1 Explain the process to follow when UV bonding two surfaces together			
	9.2 Explain the jigs, clamps and other equipment used in the UV bonding process and outline their function			
	9.3 Describe how the bonding process joins the surfaces together			
	9.4 State the manufacturers 'curing times for the most common adhesives used in the company			
	9.5 Explain the problems that may arise when carrying out the bonding process and how they are rectified			
	9.6 State the actions to take once the UV bonding process has been carried out.			

Assessor comments/feedback

R/615/2913	UV Glass Bonding (continued)	Level 2	5 Credits
GP27			

10. Be able to carry out the UV bonding process	10.1 Ensure any required surface pre-treatments are completed prior to applying the adhesive			
	10.2 Apply jigs, clamps and other equipment to material as required for the bonding process being carried out, following manufacturers' instructions			
	10.3 Check material is positioned according to the specification			
	10.4 Apply the UV bonding adhesive to surfaces in accordance with company procedures and manufacturers' guidelines			
	10.5 Use UV light to carry out the UV bonding process			
	10.6 Complete pre-cure, cleaning of excess adhesive and full light cure according to company procedures and adhesive manufacturer's instructions			
11. Be able to record information on the UV bonding process	11.1 Record information on the process in accordance with Company guidelines and requirements.			

Assessor comments/feedback

L/615/2912	In Situ Glass Surface Restoration	Level 3	7 Credits
GP28			

The aim of this unit is to provide the learners with the knowledge and skills to be able to assess the damage on the glass surface, such as scratches and graffiti. Prepare and set up the fining and polishing equipment correctly, restore the damaged part of the surface and polish to required standard.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to identify and confirm the specification for the restoration of the damaged glass.	1.1 Describe 6 different types of glass, their properties, uses and issues that could arise			
	1.2 Explain how to confirm the specification for the restoration of the damaged glass			
	1.3 Describe how to assess the damage to the glass and the correct process to use to restore it to visibility standard required			
	1.4 Explain action to take if damage to glass is not as stated on the specification.			
2. Be able to identify the damage on the glass surface and the correct process to use to restore it	2.1 Assess damage to glass and confirm it is the same as stated on the specification			
	2.2 Select the correct action to take following inspection of the glass and how it is damaged			
3. Be able to prepare and isolate the work area correctly according to set procedures	3.1 Mark out and isolate work area according to location and procedures			
	3.2 Protect area adjacent to the building work as necessary for the location			
	3.3 Ensure relevant people are notified			
4. Know the methods and equipment used in glass surface restoration	4.1 Describe the different methods used to carry out glass surface restoration			
	4.2 State equipment used to carry out glass surface restoration and how each is used			
	4.3 Explain how to prepare the glass surface prior to starting restoration			
	4.4 Describe the checks made to the glass surface before starting the restoration			
5. Be able to prepare the glass surface prior to starting restoration process	5.1 Carry out surface checks prior to starting Restoration			
	5.2 Identify any issues with the glass surface and report them according to procedure			
	5.3 Prepare surface area according to specification and procedures			
6. Know how to carry out the glass restoration process	6.1 Explain the full process identified for removing the surface damage and polishing the glass surface and why this method is appropriate			
7. Be able to carry out glass surface restoration process	7.1 Select the correct process to use for the glass surface restoration being carried out			
	7.2 Carry out surface restoration process according to specification and procedures			

L/615/2912	In Situ Glass Surface Restoration (continued)	Level 3	7 Credits
GP28			

8. Know the types of problems that can occur in the glass surface restoration process	8.1 Explain the problems that can occur when carrying out restoration process and what causes them			
	8.2 Describe how problems can be rectified or reported as necessary			
9. Know how to clear up work area on completion of work	9.1 Describe how to clear up work area on completion of glass restoration process			
	9.2 List the checks made on area after clearing up has been completed.			
10. Be able to clear up work area on completion of process	10.1 Clear work area on completion of work			
	10.2 Carry out final checks after clear up is completed			
11. Be able to record information on the completed glass surface restoration process	11.1 Record information on the completed glass restoration process in accordance with Organisational guidelines and requirements.			

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



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