GQA LEVEL 3 NVQ CERTIFICATE IN FENESTRATION SURVEYING

Qualification Number

501/2109/1

Issue 3: March 2017

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PERSONAL COMPETENCE SUMMARY

Name	Company/Centre
Job Title	GQA Registration Number

	UNITS OF COMPETENCE			ASSESSOR SIGNATURE Performance and knowledge assessment completed and supplemented with evidence overtime	DATE
Unit Number	**Mandatory Units**	**Level**	**Credit**		
F/601/9144 FIS3	Maintain Health and Safety Within the Fenestration Surveying	2	2		
K/600/8445 FIS1	Understanding the Building Regulations in the Fenestration Industry	3	3		
F/602/4425 FIS11	Identify Fenestration Installation Requirements	3	7		
A/600/7364 AG3	Communicating and Working with Others in the Glass and Related Working Environments	2	3		
A/602/4424 FIS12	Produce Specifications for Window and Door,Curtain Wall or Conservatory Installations	3	9		
Optional Units					

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 qualification is aimed at those who work as surveyors working with glass supporting systems, including conservatories and other external glazed structures, and advanced walling systems etc.

This qualification is at Level 3, and should be taken by those who are experienced surveyors, capable of dealing with a wide range of problems, including working with installations that have complex requirements. Candidates will often take a technical supervisory role, particularly in relation to less-experienced surveyors.

Further GQA qualification at level 2 & 3, covering Fenestration Installation and Curtain wall installation are available. Candidates for this qualification will primarily be working on and could be assessed in the context of surveying activities linked to Window and Doors or conservatories, or Curtain Walling.

What is required from candidates?

Qualifications are made up of a number of units that have a credit value or credits.

These credits must be achieved in the correct combination from mandatory and optional units: this qualification has 5 mandatory units and 6 options units.

Candidates should achieve all 5 mandatory units listed below, plus a minimum of 3 credits from the optional units. The units are made up of the things you need to know and the thing you need to be able to do to carry out your job safely and correctly. These are called Learning Outcomes, and all must be met to achieve the unit.

Unit ref	Title	Level	Credit
F/601/9144	Maintain Health and Safety Within the Fenestration Surveying	2	2
FIS3			
K/600/8445	Understanding the Building Regulations in the Fenestration Industry	3	3
FIS1			
F/602/4425	Identify Fenestration Installation Requirements	3	7
FIS11			
A/600/7364	Communicating and Working with Others in the Glass and related working Environments	2	3
AG3			
A/602/4424	Produce Specifications for Window and Door, Curtain Wall or Conservatory Installations	3	9
FIS12			
Optional units			
Y/600/8151	Ensure Resources are Available to Meet Work Requirements in a Glass or Glass Related Working Environment	3	3
AG18			
T/600/7363	Promote and Maintain Health and Safety in a Glass or Glass Related Working Environment	3	4
AG2			
K/600/6677	Post Curtain Walling Activity	2	3
CW4			
A/600/8434	Post Windows, Doors or Conservatories Installation Activity	2	3
FI13			
J/602/4426	Control the Installation of Windows and Doors, or Conservatories, or Curtain Walling	3	8
FIS10			
R/600/8262	Improve the Work of the Organisation Through the use of Resources, Communication and Working Relationships in a Glass or Glass Related Working Environment	3	5
FIS2			

Assessment guidance

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

Types of evidence:

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

Quantity of evidence:

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

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 system
- Safety record
- Training record
- Installation and maintenance documentation
- Witness testimonies
- Correspondence with customer
- Prepared materials and work areas
- Apertures prepared
- Installed systems and panels
- Telephone logs
- Equipment
- Photographic/video evidence
- Notes and memos
- Inspection reports
- Surveys

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 verification and hold the EQA 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 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 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

Collation of Evidence for Level 3 Qualifications

The definition of a Level 3 NVQ/SVQ is that competence in a broad range of varied work activities is performed in a wide variety of contexts, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often required.

By the very nature of this, it is anticipated that Level 3 candidates will be able to provide evidence of their achievement drawn from successful work activities or projects, in other words, real examples of their work over time and range. All evidence should be dated, signed and authenticated/authorised by a recognised responsible person.

The following comments will help in the planning of evidence collection for Level 3 qualifications:

- Level 3 assessments are not normally carried out by the use of checklists
- Level 3 candidates are encouraged to provide evidence of their achievements drawn from their actual current work activities
- In many cases, evidence of achievement is not difficult to find
- Level 3 candidates should produce a CV that clearly indicates their relevant experience and achievement that contribute to the qualification
- A collation of evidence in the form of a Level 3 portfolio may be used to demonstrate competence against the standard
- The evidence must be cross referenced against the NVQ/SVQ standard (and where necessary justified)
- It may be appropriate for Level 3 candidates to undertake the related Level 2 qualification or some Level 2 units as a milestone/interim qualification
- Level 3 qualifications may include units of competence from Level 2 qualifications. If the candidate has already achieved any unit(s) and is regarded as currently competent then he/she will not be required to be reassessed on the same unit(s)
- Assessors will need to carry out performance and knowledge assessments for units/elements/pcs etc but the need for ongoing formal observations should not be as great if the candidate has produced a quality portfolio.

Some aspects of evidence may be subjected to independent assessment or enhanced external verification to satisfy the requirements of the standards setting body's assessment strategy

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.....

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

F/601/9144	Maintain Health and Safety Within the Fenestration Surveying	Level 2	2 Credits
FIS3			

The aim of the unit is to provide the learner with the knowledge and skills to work safely while carrying out work in the Fenestration Surveying 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 how to carry out an assessment of hazards and risks in the Fenestration Installation surveying environment and the types of hazards or risks that can occur.	1.1 Describe the steps in carrying out a risk assessment.			
	1.2 Give 3 examples of risks or hazards that can occur in your working environment.			
	1.3 Explain the actions required when discovering unsafe working conditions.			
2. Be able to identify hazards and assess risks in the Fenestration Installation Surveying environment.	2.1 Carry out an accurate risk assessment of the Fenestration Installation Surveying environment.			
3. Know how to adopt safe working practices.	3.1 Explain 3 pieces of equipment that can be used to make the Surveying environment safe, and how to use the equipment.			
	3.2 Describe any personal protective equipment that can be used when carrying out a survey and when it might be needed.			
	3.3 Describe the guidance documents relating to safe working in your job role.			
4. Know who is allowed access to the areas you are surveying and how to ensure there is no unauthorised or unsafe access to the areas and how to ensure they are safe.	4.1 Explain who is authorised to enter the work area.			
	4.2 Explain how to ensure that authorised people entering the work area are kept safe.			
5. Be able to carry out the Survey safely.	5.1 Carry out the Survey in a safe manner following all relevant Health and Safety guidelines.			
6. Know what to do in the event of accidents or emergencies.	6.1 Describe the correct procedure to follow in the case of an accident.			
	6.2 Describe the correct procedure to follow in the case of an emergency.			
	6.3 Describe the procedure for reporting and recording accidents and emergencies.			

Assessor comments/feedback

K/600/8445 FIS1	Understanding the Building Regulations in the Fenestration Industry	Level 3	3 Credits

The aim of this unit is to provide the learner with the knowledge and understanding of the Building Regulations and how they affect the Fenestration Industry.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Understand why Building Regulations exist, and where they apply.	1.1 Explain the main purpose of the Building Regulations.			
	1.2 Explain which countries the Building Regulations apply to.			
	1.3 State if the building regulations apply to: • Replacing the whole of a window frame • Replacing broken glass or fogged double glazing units • Replacing some opening parts in a main window frame			
2. Know the main parts of Building Regulations that affect the Fenestration Industry.	2.1 Name the 5 main parts of the Building Regulations that affect the Fenestration Industry and which part they affect.			
3. Know who can carry out inspection of work covered by the Building Regulations and who is responsible for ensuring the inspection takes place.	3.1 Identify 2 bodies that can carry out inspection of work covered by Building Regulations and when each should be involved.			
	3.2 Explain how to decide who should arrange the inspection.			
4. Know the implications of a failed inspection.	4.1 Name 4 possible consequences of a failed inspection.			
5. Understand the aims of part L (Conservation of Fuel and Power) of the Building Regulations regarding U value requirements for Fenestration installation.	5.1 Explain the maximum acceptable U value across the whole of a window.			
	5.2 Explain the maximum acceptable U value when a glazed panel within a door is equal to or greater than 50% of the entire door area.			
6. Know the name and range of the UK's national system used for rating the energy efficiency of windows and the minimum energy rating band acceptable in the Building Regulations.	6.1 Identify the name and range of the UK's national system for rating the energy efficiency of windows.			
	6.2 State the minimum energy rating band acceptable in the Building Regulations.			
7. Know the optimum space for heat retention between 2 panes of glass in a double glazed unit.	7.1 State the optimum space for heat retention between 2 panes of glass in a double glazed unit.			
8. Know the types of glazing units other than "traditional" double glazed units that can help meet the requirements of Part L of the Building Regulations and the benefits of the different types.	8.1 Name 2 types of glazing unit other than "traditional" double glazed units that can help meet the requirements of Part L of the Building Regulations.			
	8.2 Describe a benefit of each of the 2 types named.			
9. Know the advantages of using types of glazing that minimise heat loss.	9.1 Give 5 advantages of using types of glazing that minimise heat loss.			
10. Understand what is meant by safety glazing.	10.1 Explain the types of glass used in safety glazing.			

K/600/8445	Understanding the Building Regulations in the Fenestration Industry (continued)	Level 3	3 Credits
FIS1			

11. Understand when safety glazing must be used.	11.1 Define “Critical Safety Area Locations”.			
	11.2 Explain when safety glazing must be used regarding: • Height from the finished floor level • Side panel distance from either edge of a door • Explain what is meant by “finished floor level” • Which dimension to use if the ground level varies inside and outside • Explain the “finished floor level” in a bathroom area where the window is adjacent to the bath/shower • Explain where the drop on a stairway is measured from			
12. Know the exceptions to the use of safety glazing and the minimum thickness acceptable for the exceptions.	12.1 Explain exceptions to the use of safety glazing regarding dimensions.			
	12.2 State the minimum thickness for glass in traditional leaded lights and copper lights.			
	12.3 State the minimum thickness for all other exceptions.			
13. Know the requirements for visible glass markings.	13.1 Explain 3 pieces of information that must be clearly and indelibly present on safety glass.			
14. Know the common problems that can occur when taking delivery of glass and how to minimise the impact of these problems.	14.1 List reasons for some common problems that can occur, to include 1 reason for each of the following: • Incorrect type of glass being delivered • Incorrect dimensions of glass being delivered • No safety markings on glass • Safety mark not clear			
	14.2 Explain ways the impact of each point raised above can be minimised.			
15. Know the types of windows and doors that part A (Structure) of the Building Regulations applies to.	15.1 Name the types of windows and doors that part A (Structure) of the Building Regulations applies to.			
16. Understand when Lintels should be used.	16.1 Explain who makes the decision when a Lintel must be fitted and what this decision is based on.			
17. Understand the process to be followed with Bay Window replacement.	17.1 Explain the 3 stages involved in Bay Window replacement.			
	17.2 Explain the types of temporary support to be used and when they should be introduced.			
	17.3 State the surrounding areas that may need support and protection prior to window removal.			
	17.4 Explain the use and positioning of support equipment to protect internal ceiling and floor finishes.			
	17.5 Explain the sequence of removal of the windows in a 2 storey bay and the importance of support of the structure.			
	17.6 Explain the correct and safe way to complete the removal of mullions.			
	17.7 Explain the use of load bearing supports and when and where they should be used.			
	17.8 Explain how to determine the bay window assembly process.			
	17.9 Explain how weather and/or site conditions can determine if the bay is assembled prior to installation or assembled in situ.			
18. Understand when and why to ensure any defects in the structure should be addressed before the installation commences.	18.1 Explain why defects should be addressed before installation commences.			

K/600/8445 FIS1	Understanding the Building Regulations in the Fenestration Industry (continued)	Level 3	3 Credits

19. Know what bearing plates are and when they should be used.	19.1 Explain the make up of bearing plates.			
	19.2 Explain the purpose of bearing plates and when and how they should be used.			
	19.3 Give an example of a situation where bearing plates are not required.			
20. Understand the problems that can occur in bay window removal and replacement and how to overcome them.	20.1 Explain 3 problems that can occur when removing bay windows and how to overcome them.			
	20.2 Explain 3 problems that can occur with the installation of bay windows and how to overcome them.			
21. Understand the requirements of Part B (Fire Safety).	21.1 Explain the requirements for windows provided for emergency egress purposes to include: • Minimum openable area • Minimum height and width • Maximum height from floor to the bottom of the openable area			
	21.2 Explain which rooms on the ground floor require egress windows to be installed.			
	21.3 Explain 2 factors that govern if Part B applies to upper floors.			
22. Understand the requirements for purge ventilation.	22.1 Explain 2 purposes of purge ventilation.			
	22.2 Explain the required % of area of opening windows to floor area where the hinged or pivot window opens 30 degrees or more.			
	22.3 Describe the difference when the hinged or pivot. window opens less than 30 degrees.			
	22.4 Explain how to measure the area of a sash window.			
23. Understand the requirements for and background ventilation.	23.1 Explain the area of habitable rooms that require trickle ventilation.			
	23.2 Explain the area of kitchens, bathrooms and other wet areas that require trickle ventilation.			
	23.3 Explain acceptable alternatives when installing a replacement window that had a trickle ventilator in the original window.			
	23.4 List 2 options for ventilation to make the customer aware of when no ventilation is provided in the windows removed.			

Assessor comments/feedback

F/602/4425	Identify Fenestration installation requirements	Level 3	7 Credits
FIS11			

The unit aim is to ensure the learner has the skills and knowledge to obtain and provide all necessary information to ensure customer requirements are understood, and that effective and accurate information is obtained that complies with relevant legislation and organisational procedures to produce specifications for Fenestration Installation work.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Know the type of information that needs to be obtained from and given to the customer.	1.1 Describe the information that needs to be obtained from the customer.			
	1.2 Describe the information that needs to be given to the customer			
2 Know how to identify any potential problems with the existing structural conditions, and how to deal with them	2.1 Give 3 examples of potential problems and how to identify them			
	2.2 Explain how to deal with each of the problems given in answer to			
3 Know what Building Regulations are relevant to the proposed work and where to find information on these	3.1 State 3 Building Regulations that apply to the proposed work			
	3.2 Explain where to find information on Building Regulations			
4 Know how to ensure that work can be carried out to the satisfaction of the customer and comply with legislation, guidelines and codes of practice.	4.1 Explain how to ensure the information obtained is in line with customer requirements.			
	4.2 Explain how to ensure that the work will comply with legislation, guidelines and codes of practice.			
5 Know what measurements, tolerances and other information should be recorded	5.1 Explain which measurements are required			
	5.2 Explain 2 reasons the tolerances are recorded			
	5.3 Explain all other information that must be recorded			
6 Know how to identify the features of the building that can have an effect on how the measurements are obtained, the difficulties this can cause, and how to minimise any potential problems caused by obtaining measurements on buildings with features of these types.	6.1 Give 3 examples of features that could have an effect on how measurements are obtained			
	6.2 Explain the types of problems that can arise with measurements obtained in a non straight forward manner			
	6.3 Explain how to minimise any problems that may arise from this type of survey			

Assessor comments/feedback

F/602/4425	Identify Fenestration installation requirements (continued)	Level 3	7 Credits
FIS11			

7 Know the types of problems that can arise from hidden detail when carrying out Surveying, and how to deal with them	7.1 Give 3 examples of potential problems that can arise with hidden details			
	7.2 Explain how to deal with each example given			
8 Know the types of ancillary products that may be required and why	8.1 Give 3 examples of additional materials/products that may be required from carrying out the Surveying process			
	8.2 Explain why these may be required			
9 Be able to obtain and record all necessary information to enable effective Specifications to be completed	9.1 Obtain all necessary information			
	9.2 Accurately record all necessary information to ensure Specifications can be completed in line with Organisational requirements			
	9.3 Explain why it is important that information is recorded accurately and legibly			
10 Know the type of information that customers require and why it is important to them.	10.1 Describe the type of information that customers require.			
	10.2 Explain why it is important for customers to have this information.			
11 Be able to give Customers all necessary information	11.1 Give the customer all necessary information accurately			
12 Know what should happen with the information obtained	12.1 Explain what happens with the information obtained and recorded during the Surveying process to comply with Organisational procedures			
	12.2 Explain the problems that can occur if the information is not dealt with correctly			
13 Be able to ensure the information obtained is dealt with correctly	13.1 Ensure all necessary information obtained during the Surveying process is dealt with in accordance with Organisational procedures			

Assessor comments/feedback

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

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: • 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: • 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

A/602/4424 FIS12	Produce specifications for window and door, Curtain Wall or conservatory installations	Level 3	9 Credits

The unit requires the candidate to produce accurate specifications for the installation of windows and doors, Curtain Walling or Conservatories, using text and graphical information and ensure that completed specification comply with Industry Regulations and Legislation.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Know how to ensure that text-based technical information is accurate, clear, complete and fit for purpose.	1.1 Explain how to clearly identify the requirements for the text-based technical information, e.g. • reports • notes • correspondence			
	1.2 Explain who requires the text-based technical information.			
	1.3 Describe the correct format for presenting text-based technical information.			
	1.4 Explain how to ensure that the content of the text-based technical information is accurate, clear and complete.			
2 Be able to produce, record and present text-based information that is accurate, clear, complete and fit for purpose.	2.1 Produce, record and present text-based technical information that is accurate, clear, complete and fit for purpose.			
3 Know how to ensure that graphical technical information is accurate, clear, complete and fit for purpose.	3.1 Explain how to clearly identify the requirements for the graphical technical information, to include: • sketches / drawings • cutting list / electronic specifications			
	3.2 Explain who requires the graphical and technical information and why			
	3.3 Explain the correct format for presenting graphical technical information.			
	3.4 Explain how to ensure that the content of the graphical technical information is accurate, clear and complete.			
4 Be able to produce, record and present graphical technical information that is accurate, clear, complete and fit for purpose	4.1 Produce, record and present graphical technical information that is accurate, clear, complete and fit for purpose.			
5 Know the industry regulations affecting fenestration installation specification.	5.1 State the industry regulations affecting fenestration installation			
	5.2 State the key points of the industry regulations and how they affect the production of fenestration installation specification			

Assessor comments/feedback

Y/600/8151 AG18	Ensure Resources are Available to Meet Work Requirements in a Glass or Glass Related Working Environment	Level 3	3 Credits

The aim of this unit is to provide the learner with the knowledge and skills to be able to identify work requirements, to identify and obtain the resources required, to devise a schedule of work and monitor and guide the progress of work and use of resources in a glass or glass related working environment.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Know how to accurately identify work requirements.	1.1 Explain how to identify work requirements, e.g. • amount of work required • quality of work required • difficulty of work required • timescales • specifications			
2 Be able to accurately identify work requirements.	2.1 Accurately identify work requirements.			
3 Know how to select the correct option for achieving work requirements and the resources required for this.	3.1 Explain how to select the correct option to achieve work requirements.			
	3.2 Explain how to identify the resources required, e.g. • manpower • skills • equipment • materials • time			
	3.3 Explain how to obtain the resources required.			
4 Be able to obtain the resources required to do the work.	4.1 Successfully obtain the resources required for different types of work.			
5 Be able to devise a schedule of work and select the resources for each work task.	5.1 Devise an achievable schedule of work.			
	5.2 Correctly select the resources for each work task.			
	5.3 Inform all the people who need to know.			
6 Be able to monitor and guide the progress of work, the use of materials and the use of manpower/ skills.	6.1 Monitor the programs of work.			
	6.2 Monitor the use of materials and minimise wastage.			
	6.3 Monitor the use of manpower and ensure skills are used to a maximum.			
	6.4 Give guidance in meeting work requirements.			
7 Know how to overcome problems in the use of resources to meet work requirements.	7.1 Describe 3 problems in the use of resources to meet work requirements and how these might be overcome.			
8 Know how to record information on the progress of work.	8.1 Explain how to record information on the progress of work.			

Assessor comments/feedback

T/600/7363 AG2	Promote and Maintain Health and Safety in a Glass or Glass Related Working Environment	Level 3	4 Credits

The aim of this unit is to provide the learner with the knowledge and skills to work safely in the glass or glass related environment, to be able to carry out the correct actions should an accident or emergency occur and to promote and develop safe working practices. The learner will also be required to show awareness of associated problems that can occur and possible solutions.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Know which acts, regulations and guidelines apply to the glass or glass related working environment.	1.1 State which acts, regulations and guidelines apply to the glass or glass related working environment.			
	1.2 Explain how these acts, regulations and guidelines apply to the glass or glass related working environment.			
2 Know how to monitor and implement changes in health and safety acts, regulations and guidelines.	2.1 Explain how to monitor changes in health and safety acts, regulations and guidelines, to include: • Accessing HSE information • Receiving training updates.			
	2.2 Explain how to introduce and implement changes			
	2.3 Explain how to monitor the implementation of changes in Health and Safety to the working environment			
3 Know how to carry out a formal assessment of hazards and risks in the glass or glass related working environment and the types of risk or hazards that exist.	3.1 Describe the steps in carrying out a formal risk assessment:			
	3.2 Explain how to record the findings and why recording is important			
	3.3 Explain who should be made aware of the findings and how			
	3.4 Explain why it is important to inform the relevant people of the findings			
	3.5 Give 3 examples of risks or hazards that can occur in your working environment			
4 Be able to identify hazards and assess risks in the glass or glass related working environment.	4.1 Carry out an accurate risk assessment of the glass or glass related working environment.			
	4.2 Report the findings to the correct authority.			
5 Be able to adopt a safe method of work.	5.1 Plan and organise a safe method of work.			
	5.2 Correctly select and use personal protective equipment			
	5.3 Correctly select and use tools and equipment, to include: • hand tools • power tools			
	5.4 Correctly select and use glass and glass related materials			
6 Know how to ensure there is no unauthorised or unsafe access to the working areas.	6.1 Explain how to establish if a person is authorised to enter the work area.			
	6.2 Explain how to ensure that authorised people entering the work area are kept safe.			

Assessor comments/feedback

T/600/7363 AG2	Promote and Maintain Health and Safety in a Glass or Glass Related Working Environment (continued)	Level 3	4 Credits

7 Know how to monitor colleagues to ensure they comply with health and safety requirements.	7.1 Explain how to monitor colleagues to ensure they comply with health and safety requirements.			
8 Know what to do in the event of accidents or emergencies.	8.1 Describe the correct procedure to follow in the case of an accident.			
	8.2 Describe the correct procedure to follow in the case of an emergency.			
	8.3 Describe the procedure for evacuating workers and visitors.			
	8.4 Describe the procedure for reporting and recording accidents and emergencies			
9 Be able to correctly record information on accidents and emergencies.	9.1 Correctly record information on health and safety issues for example: accidents, incidents, dangerous occurrences.			
10 Understand the problems that can occur with promoting and maintaining Health and Safety within the glass or glass related working environment and the potential solutions	10.1 Give 3 examples of problems that can arise when promoting Health and Safety, 1 each of the following: • Problem with communicating information to others • Problem with introducing changes • Problem with monitoring colleagues compliance with Health and Safety requirements			
	10.2 Give an explanation of how to overcome each of the problems given in answer to			

Assessor comments/feedback

K/600/6677	Post Curtain Walling Activity	Level 2	3 Credits
CW4			

The aim of this unit is to provide the learner with the knowledge and skills to finish the installation of curtain walling systems to the satisfaction of the client.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Be able to agree the installation meets the original job specification.	1.1 Discuss with the client/authorised representative the correct position/installation of components to ensure supplied installation meets specification.			
2. Be able to agree the system ventilation and drainage has been installed and is functioning correctly.	2.1 Ensure system ventilation and drainage has been implemented correctly.			
	2.2 Ensure system ventilation and drainage is functioning correctly.			
3. Be able to ensure that the system is secured to the structure correctly, plumbed and squared as required.	3.1 Ensure system brackets are fitted correctly.			
	3.2 Ensure system fixings have been installed correctly.			
	3.3 Ensure system is plumb and square.			
4. Know why it is important to remove, and dispose of correctly, all waste materials and debris from the site.	4.1 Explain why it is important to remove, and dispose of correctly, all materials and debris from the site.			
5. Be able to remove all surplus materials and debris from the site.	5.1 Remove all surplus materials and debris from the site, safely and in accordance with any site/company guidance.			
6. Know why it is important to salvage and recycle materials whenever possible.	6.1 Explain how to identify materials to be recycled / put back into stock.			
	6.2 Explain the reasons to recycle / re-use unused materials.			
7. Be able to carry out a site inspection to identify outstanding work and any system faults.	7.1 Inspect job and identify whether there are any unfinished items.			
	7.2 Recommend actions to complete unfinished items.			
	7.3 Identify system faults and recommend solutions.			
	7.4 Rectify system faults to the client's satisfaction.			

Assessor comments/feedback

A/600/8434	Post Windows, Doors or Conservatories Installation Activity	Level 2	3 Credits
FI13			

The aim of this unit is to provide the learner with the knowledge and skills to finish the installation of Windows, Doors and/or Conservatories to the satisfaction of the customer.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Be able to ensure that all correct fixtures and fittings are secured as agreed.	1.1 Ensure existing fixtures and fittings are undamaged.			
	1.2 Ensure correct positioning of fixtures and fittings prior to securing.			
	1.3 Ensure fixtures and fittings are secured			
	1.4 Fill any redundant fixing positions or holes with the correct materials.			
	1.5 Apply finishing materials, consistently and completely ensuring that they are level and comparable with existing surfaces.			
2 Know why it is important to remove all materials and debris from the site.	2.1 Explain why it is important to remove all materials and debris from the site.			
3 Be able to remove all surplus materials and debris from the site.	3.1 Remove all surplus materials and debris from the site.			
4 Be able to finish off the work to specified requirements and carry out a final inspection.	4.1 Finish off the work to specified requirements.			
	4.2 Carry out a final inspection.			
5 Be able to provide customers with clear instructions and answer any questions concerning the work.	5.1 Provide customers with clear instructions relating to the operation of the window and door units.			
	5.2 Check that the customer understands.			
	5.3 Answer, to the satisfaction of the customer, any questions concerning the work.			
6 Know how to identify and overcome problems in relation to the post installation activity.	6.1 Describe three problems that might occur in the post installation activity and explain how they might be overcome.			
7 Record information related to the installation activity	7.1 Give 2 examples of information that is recorded on the installation activity			
	7.2 Accurately record information on the installation activity.			

Assessor comments/feedback

J/602/4426 FIS10	Control the installation of windows and doors, or conservatories or curtain walling	Level 3	8 Credits

The unit is intended to give the required level of skills and knowledge to understand the need for accurate implementation, monitoring and control of the installation process. The unit also requires knowledge of qualifications and licences that may be required in some aspects of an installation, also effective communication skills and problem solving skills are necessary to meet the unit aims.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.ref.no		
1 Know how to prepare for controlling installation work.	1.1 Explain how to obtain the following: • schedules for the installation work. • installation specifications • installation method statements. • Customer requirements			
2 Know how to determine if the Installers have the necessary skills, qualifications and licences	2.1 Explain how to identify if installers have the necessary skills/qualification/licences to carry out the installation.			
	2.2 Explain why it is important to check and what to do if there are problems with the results of these checks			
3 Be able to prepare for controlling installation work	3.1 Obtain and confirm installation documentation, for example: • specifications • schedules • method statements • customer requirements			
	3.2 Ensure that installers have the necessary skills or qualifications or licences. (e.g. Reach Truck)			
4 Be able to control installation activities to ensure that the work is carried out according to specification	4.1 Monitor progress of installation activities. Including: • identifying potential issues • identifying good practice			
	4.2 Make recommendations to ensure that the installation is carried out to specification.			
	4.3 Provide prompt, clear and accurate information and guidance to colleagues, for example • specifications • schedules • method statements			
5 Know how to identify and overcome problems in controlling the installation.	5.1 State three problems in controlling an installation and explain how these might be overcome.			
6 Know why it is important to record clear and concise information on the installation activity	6.1 Explain why it is important to record information clearly			
7 Be able to record clear and concise information on the installation activity.	7.1 Clearly and accurately record information on the installation activity. For example: problems, solutions, good working practice, recommendations for improvements, manpower issues			

Assessor comments/feedback

R/600/8262 FIS2	Improve the Work of the Organisation through the use of Resources, Communication and Working Relationships in a Glass or Glass Related Working Environment	Level 3	5 Credits

The aim of this unit is to provide the learner with the knowledge and skills to be able to contribute to the improvement of the organisation through the use of resources, communications and working relationships within the glass or glass related working environment.

Learning outcome. The learner will:	Assessment criteria. The learner can:	Evidence.Ref.No		
1. Know how to ensure that the correct quantities of products and materials and human resources are used and how surplus materials might be reused.	1.1 Explain how to ensure that the correct quantities of products and materials and human resources are selected.			
	1.2 Explain how surplus materials might be reused.			
	1.3 Give instructions to colleagues so that they know how to use correct quantities of products and materials and how to reuse surplus products and materials.			
	1.4 Monitor colleagues' use of products and materials.			
2. Know how to minimise wastage of materials.	2.1 List three types of material that can potentially be wasted.			
	2.2 Describe what actions can be taken to minimise wastage of the materials listed.			
3. Know why it is important to contribute to improving the effectiveness of the glass or glass related organisation.	3.1 Explain 3 reasons for contributing to improving the effectiveness of the glass or glass related organisation.			
4. Know the importance of clear, sufficient, accurate and prompt information.	4.1 Explain 3 benefits of sharing information which is clear, sufficient and accurate.			
5. Know why information needs to be shared with colleagues.	5.1 List 3 types of information which needs to be shared with colleagues, related to the glass or glass related activity.			
	5.2 Explain why this information needs to be shared.			
6. Be able to share information with colleagues.	6.1 Share information with colleagues using different methods, for example: • Toolbox Talks • Face to face conversations • Written notes • Drawings/sketches • Telephone (voice or text) • Email • Internet			
7. Know how to identify and pass on improvements to work activities.	7.1 Explain 2 ways to identify improvements that can be made in work activities.			
	7.2 Explain how to pass on suggestions for improvements identified.			
	7.3 Explain who to make the suggestions to and why these people need to be made aware.			

Assessor comments/feedback

R/600/8262 FIS2	Improve the Work of the Organisation through the use of Resources, Communication and Working Relationships in a Glass or Glass Related Working Environment (continued)	Level 3	5 Credits

8. Be able to identify and pass on improvements to work activities.	8.1 Identify a potential improvement with the glass or glass related activity.			
	8.2 Discuss potential improvements and outcomes.			
	8.3 Pass identified improvements on to colleagues.			
9. Know why good working relationships with colleagues are important.	9.1 State 3 benefits of having good working relationships with colleagues.			
10. Know why it is important to have good relationships with customers.	10.1 Explain 3 benefits of having good relationships with customers.			

Assessor comments/feedback

Notes

Notes

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