

Level 2 NVQ Diploma in Fenestration Installation (6575-02)

May 2013 Version 1.0



Qualification at a glance

Subject area	Construction
City & Guilds number	6575
Age group approved	16-18, 19+
Assessment	Portfolio of evidence
Support materials	Centre handbook Candidate logbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 2 NVQ Diploma in Fenestration Installation	6575-02	600/8633/6



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1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	This qualification is for candidates who work or want to work as a conservatory installer or a window and door installer in the glass industry.
What does the qualification cover?	It allows candidates to learn, develop and practise the skills required for employment and/or career progression in installing conservatories, windows and doors. This includes removing existing windows and doors, preparing and positioning windows and door units and installing the glass and panels.
Is the qualification part of a framework or initiative?	This qualification forms the competence based element of the Intermediate Apprenticeship in Glass Industry Occupations (Level 2), pathway 5: Fenestration Installation.
What opportunities for progression are there?	It allows candidates to progress into employment or onto the Level 3 NVQ Diploma in Fenestration Installation.

Structure

To achieve the **Level 2 NVQ Diploma in Fenestration Installation (6575-02)**, learners must achieve a minimum of **37** credits, **15** credits from the mandatory units, a minimum of **11** credits from the optional group A, a minimum of **8** credits from optional group B and a minimum of **3** credits from optional group C.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
A/600/7364	Unit 201	Communicating and working with others in the glass and related working environments	3
A/600/7624	Unit 202	Maintain health and safety in the fenestration installation working environment	4
K/600/7649	Unit 203	Locate, transport, handle and position materials and components in fenestration installation	4
Y/600/6691	Unit 204	Identify and confirm installation requirements in glass and related work	4
Optional group A			
A/600/7638	Unit 205	Prepare the site, equipment and tools for fenestration installation	4
A/600/8420	Unit 206	Remove existing windows and doors and prepare apertures	8
F/600/8418	Unit 207	Prepare and shape fenestration installation products and materials	5
J/600/8422	Unit 208	Prepare and position window and door units ready for installation	3
Y/600/8425	Unit 209	Install glass and/or panels into windows and doors	4

Optional group B

T/600/8416	Unit 210	Install windows and doors	8
A/600/8269	Unit 303	Install conservatories	14

Optional group C

A/600/8434	Unit 211	Post windows, doors or conservatories installation activity	3
H/600/8430	Unit 312	Maintain/repair windows and doors or conservatories	6
K/600/8445	Unit 316	Understanding the Building Regulations in the fenestration industry	3



2 Centre requirements

Approval

The approval process for Construction qualifications is available at our website. Please visit www.cityandguilds.com/construction for further information.

Resource requirements

Centre staffing

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their learners
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability.

Where applicable, this could involve enabling the learner to access relevant qualifications covering these skills.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Assessors and internal verifiers

Assessors must have sufficient, verifiable, relevant current industry experience, knowledge and understanding of the occupational working area at, or above, the level being assessed.

This must be of sufficient depth to be effective and reliable when judging learners' competence. Assessors' experience, knowledge and understanding could be verified by a combination of

- curriculum vitae and employer endorsement
- references
- possession of a relevant NVQ/SVQ, or vocationally related qualification
- corporate membership of a relevant professional institution

- interview.

(The verification process must be recorded and available for audit)

Assessors **must** have sufficient occupational expertise so they have up to date experience, knowledge and understanding of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements. Assessors:

- should only assess in their acknowledged area of occupational competence
- shall be prepared to participate in training activities for their continued professional development
- must have a sound, in-depth knowledge of, and uphold the integrity of, the sector's NOS and the Assessment Strategy
- must hold, or be working towards, a qualification as listed within 'Assessing and Assuring Quality of Assessment', either in the Qualifications and Credit Framework (QCF), or the Scottish Credit and Qualifications Framework (SCQF):
 - Level 3 Award in Assessing Competence in the Work Environment
 - Level 3 Certificate in Assessing Vocational Achievement
 - SVQ (SCQF level) Assessing Competence in the Work Environment
 - SVQ (SCQF level) Assessing Vocational Achievement

or hold one of the following:

- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence

Holders of A1 and D32/33 must assess to the reviewed National Occupational Standards (NOS) for Learning and Development.

In Scotland, approval for exemptions must be obtained from the Scottish Qualifications Authority.

Continuing Professional Development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Learner entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

This qualification is approved for 16 – 18, and 19+ learners. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualifications, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for this qualification:

Description	How to access
Qualification approval form	www.cityandguilds.com/construction
Candidate logbook	www.cityandguilds.com

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of Recording Forms including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.



4 Assessment

Assessment of the qualification

Candidates must have a completed portfolio of evidence for each unit. Centres are able to download the 6575 logbook from the City & Guilds website.

Aspects to be assessed through performance in the workplace

Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements. This includes naturally occurring documentary evidence (hard copy and electronic), direct observation of activities and witness testimony as relevant. Individual units will specify any exceptions to this position.

Workplace evidence must be supported by the required evidence of knowledge and understanding. This evidence may be identified by:

- questioning the candidate
- recognised industry education and training programme assessment or professional interview assessment that has been matched to NOS requirements
- performance evidence.

A holistic approach towards the collection of evidence should be encouraged. The focus should be on assessing activities generated by the whole work experience rather than focusing on specific tasks. This would show how evidence requirements could be met across the qualification to make the most efficient use of evidence.



5 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 201

Communicating and working with others in the glass and related working environments

UAN:	A/600/7364
Level:	2
Credit value:	3
GLH:	18

Learning outcome

The learner will:

1. know what information to share with colleagues on your job role and why this is important.

Assessment criteria

The learner can:

- 1.1 give three 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.

Learning outcome

The learner will:

2. be able to share information with colleagues.

Assessment criteria

The learner can:

- 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.

Learning outcome

The learner will:

3. know why it is important to respond promptly to requests.

Assessment criteria

The learner can:

- 3.1 explain why it is important to respond promptly to requests from colleagues and customers and give three examples.

Learning outcome

The learner will:

4. be able to respond promptly to requests from colleagues.

Assessment criteria

The learner can:

- 4.1 respond promptly to requests from colleagues and/or customers to include the provision of:
- information
 - physical assistance
 - advice.

Learning outcome

The learner will:

5. know why good working relationships with colleagues are important and how barriers to this can be overcome.

Assessment criteria

The learner can:

- 5.1 explain why good working relationships are important
5.2 give three examples of problems in developing and maintaining good working relationships with colleagues and suggest solutions.

Learning outcome

The learner will:

6. be able to develop and maintain good working relationships with colleagues.

Assessment criteria

The learner can:

- 6.1 develop and maintain good working relationships with colleagues.

Unit 201 Communicating and working with others in the glass and related working environments

Supporting information

Assessment guidance

Assessment of this unit must be carried out in accordance with the Proskills QCF Assessment Strategy and GQA Qualification Implementation Guidance.

Unit 202

Maintain health and safety in the fenestration installation working environment

UAN:	A/600/7624
Level:	2
Credit value:	4
GLH:	26
Aim	This unit covers the broad requirements of health and safety within the fenestration installation working environment. It covers the need to follow health and safety guidelines and ensuring that the work area is free from hazards. The unit also deals with coping in an emergency. The learner is expected to ensure that medical assistance is summoned, and that the emergency services are called where necessary

Learning outcome
The learner will: 1. know which, acts, regulations and guidelines apply to the fenestration installation environment and how these apply in practice.
Assessment criteria
The learner can: 1.1 state which acts, regulations and guidelines apply to the fenestration installation environment 1.2 explain how these acts, regulations and guidelines apply to the fenestration installation environment.

Learning outcome
The learner will: 2. know how to carry out an assessment of hazards and risks in the fenestration installation working environment and the types of hazards or risks that can occur.
Assessment criteria
The learner can: 2.1 describe the steps in carrying out a risk assessment 2.2 give three 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.

Learning outcome
The learner will: 3. be able to identify hazards and assess risks in the fenestration installation environment.
Assessment criteria
The learner can: 3.1 carry out an accurate risk assessment of the fenestration installation environment.

Learning outcome
The learner will: 4. know how to adopt safe working practices.
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 5. be able to adopt a safe system of work.
Assessment criteria
The learner can: 5.1 correctly select and use safety equipment, to include: <ul style="list-style-type: none"> • barriers • signage • electrical isolators 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 correctly select and use materials, to include: <ul style="list-style-type: none"> • components • consumables • substances 5.5 describe your work place, indicating the guidance documents relating to safe working in your job role.

Learning outcome

The learner will:

6. know how to ensure there is no unauthorised or unsafe access to the working areas.

Assessment criteria

The learner can:

- 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.

Learning outcome

The learner will:

7. know what to do in the event of accidents or emergencies.

Assessment criteria

The learner can:

- 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.

Unit 202 Maintain health and safety in the fenestration installation working environment

Supporting information

Assessment guidance

Assessment of this unit must be carried out in accordance with the Proskills QCF Assessment Strategy and GQA Qualification Implementation Guidance.

Unit 203

Locate, transport, handle and position materials and components in fenestration installation

UAN:	K/600/7649
Level:	2
Credit value:	4
GLH:	25
Aim:	This unit covers handling materials or components in fenestration installation. The learner has to identify what type and quantity of materials or components are required, and then locate them. The learner will have to handle the materials or components safely, and position them for use in their work activities.

Learning outcome
The learner will: 1. be able to locate and select the correct type and quantity of materials and components.
Assessment criteria
The learner can: 1.1 identify materials and components by their labels / identification marks 1.2 locate materials and components 1.3 check that materials and components match their markings 1.4 select the correct type and quantity of materials and components for the job.

Learning outcome
The learner will: 2. be able to handle and transport materials and components correctly.
Assessment criteria
The learner can: 2.1 handle the materials and components safely, using the correct handling methods including: <ul style="list-style-type: none"> • correct handling equipment • correct manual handling techniques • personal protective equipment 2.2 transport the materials and components safely using the correct transportation methods and equipment. For example: <ul style="list-style-type: none"> • carrying devices • lifting devices • vehicles • securing.

Learning outcome
The learner will: 3. know the impact of incorrect handling and transporting materials and components correctly.
Assessment criteria
The learner can: 3.1 describe the type of damage that can occur during the handling and transportation of installation materials and components 3.2 give three examples of how incorrect handling and transporting of materials and components can impact on installation work.

Learning outcome
The learner will: 4. know how to position materials and components correctly.
Assessment criteria
The learner can: 4.1 explain why materials and components need to be positioned correctly, to include: <ul style="list-style-type: none"> • protection from damage • security • ease of access 4.2 give three examples of difficulties / hazards in positioning materials and components 4.3 give solutions to the three examples given.

Learning outcome
The learner will: 5. be able to position materials and components correctly.
Assessment criteria
The learner can: 5.1 position materials and components correctly, taking into account: <ul style="list-style-type: none">• avoiding damage to the materials or surrounding objects• security of materials and components• ease of access for further work.

Unit 203 **Locate, transport, handle and
position materials and
components in fenestration
installation**

Supporting information

Assessment guidance

Assessment of this unit must be carried out in accordance with the Proskills QCF Assessment Strategy and GQA Qualification Implementation Guidance.

Unit 204

Identify and confirm installation requirements in glass and related work

UAN:	Y/600/6691
Level:	2
Credit value:	4
GLH:	27

Learning outcome

The learner will:

1. know how to identify and confirm the specifications required to complete the installation.

Assessment criteria

The learner can:

- 1.1 name the sources of information that may be available to confirm the specification
- 1.2 explain how to confirm the specification is accurate and up to date to ensure all work is carried out to the latest specification.

Learning outcome

The learner will:

2. know how to establish the type, location, characteristics and features of the installation.

Assessment criteria

The learner can:

- 2.1 explain how to establish the type and location of the installation work
- 2.2 explain how to identify the characteristics and features of the site
- 2.3 explain how characteristics, features and other conditions can affect the way the installation is carried out.

Learning outcome

The learner will:

3. be able to examine the materials and components to ensure they meet the specification of the installation.

Assessment criteria

The learner can:

- 3.1 examine the materials and components and confirm that they meet the specification of the installation
- 3.2 inspect the materials and components for damage prior to installation.

Learning outcome

The learner will:

4. be able to ensure that the job specification will meet the requirements of the installation.

Assessment criteria

The learner can:

- 4.1 check that the information available will meet the specification and requirements of the installation
- 4.2 interpret the job specification to establish the type, characteristics and features of the installation.

Learning outcome

The learner will:

5. know how to overcome problems in the confirmation of installation requirements.

Assessment criteria

The learner can:

- 5.1 describe three problems that can occur in the confirmation of installation requirements and explain how these might be overcome.

Unit 204 Identify and confirm installation requirements in glass and related work

Supporting information

Assessment guidance

Assessment of this unit must be carried out in accordance with the Proskills QCF Assessment Strategy and GQA Qualification Implementation Guidance.

Unit 205

Prepare the site, equipment and tools for fenestration installation

UAN:	A/600/7638
Level:	2
Credit value:	4
GLH:	30
Aim:	This unit covers the preparation of the site, equipment, and tools for the installation. The learner has to ensure that the work site is prepared. The learner has to ensure the equipment and tools are available and that they are suitable for the installation. It is especially important to check on the safety of the equipment, and to ensure access to it is restricted.

Learning outcome
The learner will: 1. be able to prepare the work areas correctly.
Assessment criteria
The learner can: 1.1 mark out work areas clearly and isolate them from the rest of the site 1.2 protect all areas exposed to debris 1.3 prepare ground and floor surfaces ready to receive installation equipment and materials and access equipment 1.4 remove vulnerable objects.

Learning outcome
The learner will: 2. know the different types of access equipment required for installation work.
Assessment criteria
The learner can: 2.1 give examples of access equipment that may be used in installation work 2.2 explain in what situations the examples given of access equipment would be used 2.3 explain why it is important to regularly check access equipment.

Learning outcome
The learner will: 3. be able to identify and safely use the correct access equipment.
Assessment criteria
The learner can: 3.1 identify and select the correct access equipment 3.2 check the access equipment is available for use 3.3 prepare the access equipment according to supplier / company guidance 3.4 position the access equipment safely and correctly.

Learning outcome
The learner will: 4. know the different types of installation equipment and their uses.
Assessment criteria
The learner can: 4.1 give three examples of the different types of installation equipment and their use; for example: <ul style="list-style-type: none"> • battery supplied equipment • machinery • mains supplied equipment • manual tools.

Learning outcome
The learner will: 5. be able to safely prepare the correct installation equipment.
Assessment criteria
The learner can: 5.1 identify and select the correct installation equipment 5.2 set up the installation equipment correctly 5.3 ensure that the equipment operates correctly.

Learning outcome
The learner will: 6. be able to ensure the required equipment and tools are available for use.
Assessment criteria
The learner can: 6.1 identify and confirm the specification for the materials 6.2 ensure the required equipment and tools are available 6.3 select the correct type of equipment and tools 6.4 correctly prepare the equipment and tools 6.5 correctly store the equipment and tools.

Unit 205 Prepare the site, equipment and tools for fenestration installation

Supporting information

Assessment guidance

Assessment of this unit must be carried out in accordance with the Proskills QCF Assessment Strategy and GQA Qualification Implementation Guidance.

Unit 206

Remove existing windows and doors and prepare apertures

UAN:	A/600/8420
Level:	2
Credit value:	8
GLH:	60
Aim:	<p>This unit involves preparing apertures during the refurbishment of a property: if it is a new building, this unit would not be appropriate. The learner has to remove the existing windows and doors from the apertures before the apertures are restructured or new openings created. The restructured or new apertures have to be checked against specifications, and all debris removed. Finally, new surface finishes have to be provided ready for the installation.</p>

Learning outcome
The learner will: 1. know what types of dangerous components or materials might be discovered and what actions should be taken if they are discovered.
Assessment criteria
The learner can: 1.1 state what types of dangerous components or materials might be discovered, to include: <ul style="list-style-type: none">• existing materials• infestations 1.2 state what action should be taken if dangerous components or materials are discovered, to include: <ul style="list-style-type: none">• authorisation• training• licences / permits.

Learning outcome
The learner will: 2. know of the use of structural supports during removal of existing windows or doors.
Assessment criteria
The learner can: 2.1 give two examples of when structural supports may be needed when removing existing windows or doors 2.2 give two examples of structural supports.

Learning outcome
The learner will: 3. know why it is important to label removed fixtures and fittings.
Assessment criteria
The learner can: 3.1 explain why it is important to label removed fixtures and fittings.

Learning outcome
The learner will: 4. be able to remove fixtures and fittings that prevent or restrict installation and label and store them correctly.
Assessment criteria
The learner can: 4.1 identify which fixtures and fittings will prevent or restrict the installation 4.2 remove, label and store fixtures and fittings correctly.

Learning outcome
The learner will: 5. be able to correctly remove components, materials and outer frames from the aperture.
Assessment criteria
The learner can: 5.1 remove components and materials from the aperture causing minimum damage 5.2 remove outer frames with minimum damage to the surrounding structure.

Learning outcome
The learner will: 6. be able to ensure the damp proof course is effective.
Assessment criteria
The learner can: 6.1 check if any existing damp proof course is working and fit/replace if needed.

Learning outcome
The learner will: 7. know the different types of materials that can be used for internal and external finishes.
Assessment criteria
The learner can: 7.1 list three different types of material that can be used for internal finishes 7.2 list three different types of materials that can be used for external finishes.

Learning outcome
The learner will: 8. know why it is important to assemble materials correctly during the aperture preparation process.
Assessment criteria
The learner can: 8.1 give three examples of assembling materials for preparing apertures 8.2 explain the consequences of not assembling materials correctly.

Learning outcome
The learner will: 9. be able to handle, cut and assemble materials correctly.
Assessment criteria
The learner can: 9.1 handle the materials correctly 9.2 cut the materials accurately to the required size and shape 9.3 assemble materials correctly to specification 9.4 ensure materials will fit plumb and square to the prepared aperture.

Learning outcome
The learner will: 10. be able to check that the new or restructured apertures meet specification.
Assessment criteria
The learner can: 10.1 accurately check that the new or restructured apertures meet specification.

Learning outcome
The learner will: 11. know how to overcome problems in preparing apertures for installation.
Assessment criteria
The learner can: 11.1 describe three typical problems that can occur in the preparation of apertures and explain how these might be overcome.

Unit 206 Remove existing windows and doors and prepare apertures

Supporting information

Assessment guidance

Assessment of this unit must be carried out in accordance with the Proskills QCF Assessment Strategy and GQA Qualification Implementation Guidance.

Unit 207

Prepare and shape fenestration installation products and materials

UAN:	F/600/8418
Level:	2
Credit value:	5
GLH:	31
Aim:	This unit covers the preparing of products and materials by shaping in fenestration installation. This involves preparing the products and materials for shaping, and ensuring the correct type and quality are available. The learner then uses the appropriate equipment to shape the product or material in a way that enables it to meet the specification. The learner also has to identify any problems with the process and take the appropriate action.

Learning outcome
The learner will: 1. be able to prepare the correct type, quantity and quality of materials for shaping.
Assessment criteria
The learner can: 1.1 identify and confirm the specification for the preparation of products and materials 1.2 confirm the availability of the specified products and materials 1.3 select the correct type, quantity and quality of products and materials, eg: <ul style="list-style-type: none">• components• consumables• substances• products 1.4 prepare products and materials correctly.

Learning outcome

The learner will:

2. know how to identify and overcome problems related to the preparation of products and materials.

Assessment criteria

The learner can:

- 2.1 describe the different preparation process that may be applied to different products and materials
- 2.2 describe the type of problems that can occur during the preparation of products and materials and explain how these problems might be overcome, eg:
 - technical difficulties
 - resource issues
 - organisation difficulties.

Learning outcome

The learner will:

3. be able to shape products and materials correctly, minimising waste.

Assessment criteria

The learner can:

- 3.1 describe three methods of shaping products and materials
- 3.2 select the correct methods for shaping products and materials
- 3.3 position products and materials for shaping
- 3.4 explain how to utilise products and materials to minimise waste
- 3.5 shape the products and materials correctly to specification, minimising wastage.

Learning outcome

The learner will:

4. know how to overcome problems relating to the shaping of products and materials.

Assessment criteria

The learner can:

- 4.1 give three examples of problems that can occur during the shaping of products and materials
- 4.2 explain how these three examples might be overcome.

Unit 207 Prepare and shape fenestration installation products and materials

Supporting information

Assessment guidance

Assessment of this unit must be carried out in accordance with the Proskills QCF Assessment Strategy and GQA Qualification Implementation Guidance.

Unit 208

Prepare and position window and door units ready for installation

UAN:	J/600/8422
Level:	2
Credit value:	3
GLH:	19
Aim:	This unit covers the installation of window and door units. The learner has to prepare and position the window and door units in the prepared apertures. This involves checking the apertures, ensuring the window and door components will fit correctly.

Learning outcome
The learner will: 1. be able to establish the correct position for the window and door units and ensure that the window and door units are the correct size, shape and appearance for the installation.
Assessment criteria
The learner can: 1.1 establish the correct position for the window and door units 1.2 accurately carry out measurements to ensure that the window and door units are the correct size for the installation 1.3 check that the supplied materials meet the specification including: <ul style="list-style-type: none">• appearance• drainage• locking mechanisms.

Learning outcome
The learner will: 2. be able to select the correct tools for the installation.
Assessment criteria
The learner can: 2.1 select the correct tools for the installation.

Learning outcome
The learner will: 3. know how to prepare different types of window and door units.
Assessment criteria
The learner can: 3.1 describe two different types of window units and two different types of door units and explain how these would be prepared 3.2 describe the types of damage that can affect installation materials.

Learning outcome
The learner will: 4. be able to prepare window and door units correctly.
Assessment criteria
The learner can: 4.1 prepare window and door units for installation correctly to specification.

Learning outcome
The learner will: 5. know which sealing or bonding materials should be used for different installations.
Assessment criteria
The learner can: 5.1 describe three different types of installation and explain which sealing or bonding materials should be used, to include: <ul style="list-style-type: none"> • internal • external.

Learning outcome
The learner will: 6. be able to select the correct sealing or bonding material and apply it correctly.
Assessment criteria
The learner can: 6.1 select the correct sealing or bonding material 6.2 correctly apply the selected sealing or bonding material.

Learning outcome

The learner will:

7. be able to position window and door units correctly into apertures according to specification.

Assessment criteria

The learner can:

- 7.1 position window and door units correctly into apertures according to specification
- 7.2 ensure that window and door units are plumb, level and square ready for securing.

Unit 208 Prepare and position window and door units ready for installation

Supporting information

Assessment guidance

Assessment of this unit must be carried out in accordance with the Proskills QCF Assessment Strategy and GQA Qualification Implementation Guidance.

Unit 209

Install glass and/or panels into windows and doors

UAN:	Y/600/8425
Level:	2
Credit value:	4
GLH:	29
Aim:	This unit covers the installation of glazing and or panels into windows and doors. The glazing and or panels have to be positioned and secured correctly, and sealed to ensure a weather tight fit. The work then has to be completed by checking that it meets all specifications and ensuring the customer's requirements have been met.

Learning outcome
The learner will: 1. know why it is important for drainage holes to be clear and functioning.
Assessment criteria
The learner can: 1.1 explain why it is important for drainage holes to be clear and functioning.

Learning outcome
The learner will: 2. be able to ensure that drainage holes are clear and functioning.
Assessment criteria
The learner can: 2.1 ensure that drainage holes are clear and functioning.

Learning outcome
The learner will: 3. know the different installation products that may be used.
Assessment criteria
The learner can: 3.1 describe three different glazing products used during installation, for example: <ul style="list-style-type: none"> • single pane panels • sealed units • polycarbonate panels • consumables • substances.

Learning outcome
The learner will: 4. be able to fit glass or panels correctly and securely into apertures.
Assessment criteria
The learner can: 4.1 fit glass into apertures correctly and securely to specification 4.2 fit panels into apertures correctly and securely to specification.

Learning outcome
The learner will: 5. be able to ensure that glass and/or panels are plumb after being secured.
Assessment criteria
The learner can: 5.1 ensure that glass and/or panels are plumb after being secured.

Learning outcome
The learner will: 6. be able to apply specified materials correctly to provide a weatherproof installation.
Assessment criteria
The learner can: 6.1 select the correct waterproofing materials 6.2 apply specified materials correctly to provide a waterproof installation.

Learning outcome

The learner will:

7. be able to finish off the work to specification and carry out a final inspection.

Assessment criteria

The learner can:

- 7.1 finish off the work to specification
- 7.2 ensure that glass and/or panels function correctly
- 7.3 carry out a final inspection.

Learning outcome

The learner will:

8. know how to identify and overcome problems in relation to the installation work.

Assessment criteria

The learner can:

- 8.1 describe three problems related to the installation work and explain how these might be overcome.

Unit 209 Install glass and/or panels into windows and doors

Supporting information

Assessment guidance

Assessment of this unit must be carried out in accordance with the Proskills QCF Assessment Strategy and GQA Qualification Implementation Guidance.

UAN:	T/600/8416
Level:	2
Credit value:	8
GLH:	52
Aim:	The unit covers the positioning, fixing, sealing and completion of window and door sets. The unit relates primarily to the replacement of windows and door sets, fixed into a building structure, as well as fixing these sets into conservatories or curtain walling systems. The sets need to be installed and finished to ensure they are aesthetically pleasing to look at. This work also includes checking that the window or door sets are functioning correctly, including checking the drainage system, the opening, closing and locking mechanisms work, and the complete weatherproofing of the set. The finished product also needs to have a final inspection to ensure it meets the required specification.

Learning outcome
The learner will: 1. be able to handle and position installation materials correctly.
Assessment criteria
The learner can: 1.1 handle installation materials correctly and position them to specification.

Learning outcome
The learner will: 2. know different methods of securing installation materials to different types of structure.
Assessment criteria
The learner can: 2.1 explain fixing methods in accordance with current codes of practice 2.2 give three examples of different types of structure and explain how installation materials would be secured to them.

Learning outcome
The learner will: 3. be able to securely fix the installation materials to the structure.
Assessment criteria
The learner can: 3.1 use the correct fixings according to job specification 3.2 securely fix the installation materials to the structure using the correct fixings.

Learning outcome
The learner will: 4. know the correct weatherproofing materials for different types of installations.
Assessment criteria
The learner can: 4.1 describe three different types of installation and explain which weatherproofing materials would be correct for each.

Learning outcome
The learner will: 5. be able to apply the specified materials to provide a weatherproof installation.
Assessment criteria
The learner can: 5.1 apply the specified materials correctly to provide a weatherproof installation.

Learning outcome
The learner will: 6. know why it is important to have drainage holes clear and functioning.
Assessment criteria
The learner can: 6.1 explain why it is important to have drainage holes clear and functioning.

Learning outcome
The learner will: 7. be able to ensure drainage holes are clear and functioning.
Assessment criteria
The learner can: 7.1 ensure that drainage holes are clear and functioning.

Learning outcome

The learner will:

8. be able to ensure that window and door units are plumb after being secured, and that they function correctly.

Assessment criteria

The learner can:

- 8.1 accurately check window and door units to ensure that they are plumb after being secured
- 8.2 check that window and door units function correctly.

Learning outcome

The learner will:

9. know how to overcome problems in the installation.

Assessment criteria

The learner can:

- 9.1 describe three problems that can occur in installation and explain how these might be overcome
- 9.2 describe when expansion gaps are required.

Learning outcome

The learner will:

10. be able to finish off the work to specification.

Assessment criteria

The learner can:

- 10.1 carry out an inspection of the work
- 10.2 rectify any incorrect or incomplete work
- 10.3 finish off the work and carry out a final inspection to ensure the work meets specification.

Unit 210 Install windows and doors

Supporting information

Assessment guidance

Assessment of this unit must be carried out in accordance with the Proskills QCF Assessment Strategy and GQA Qualification Implementation Guidance.

Unit 211

Post windows, doors or conservatories installation activity

UAN:	A/600/8434
Level:	2
Credit value:	3
GLH:	22

Learning outcome

The learner will:

1. be able to ensure that all correct fixtures and fittings are secured as agreed.

Assessment criteria

The learner can:

- 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.

Learning outcome

The learner will:

2. know why it is important to remove all materials and debris from the site.

Assessment criteria

The learner can:

- 2.1 explain why it is important to remove all materials and debris from the site.

Learning outcome
The learner will: 3. be able to remove all surplus materials and debris from the site.
Assessment criteria
The learner can: 3.1 remove all surplus materials and debris from the site.

Learning outcome
The learner will: 4. be able to finish off the work to specified requirements and carry out a final inspection.
Assessment criteria
The learner can: 4.1 finish off the work to specified requirements 4.2 carry out a final inspection.

Learning outcome
The learner will: 5. be able to provide customers with clear instructions and answer any questions concerning the work.
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 6. know how to identify and overcome problems in relation to the post installation activity.
Assessment criteria
The learner can: 6.1 describe three problems that might occur in the post installation activity and explain how they might be overcome.

Learning outcome
The learner will: 7. record information related to the installation activity.
Assessment criteria
The learner can: 7.1 give two examples of information that is recorded on the installation activity 7.2 accurately record information on the installation activity.

Unit 211 **Post windows, doors or conservatories installation activity**

Supporting information

Assessment guidance

Assessment of this unit must be carried out in accordance with the Proskills QCF Assessment Strategy and GQA Qualification Implementation Guidance.

Unit 303

Install conservatories

UAN:	A/600/8269
Level:	3
Credit value:	14
GLH:	44
Aim:	This unit covers the installation of external glass structures. The structure has to be erected according to the installation plan. The frames and components are joined together, and the entire framework is joined securely to the existing structure (e.g. a house). Units then have to be installed, with the required drainage holes and fittings. Surface finishes, fixtures and fittings are then installed, and all debris removed from the site. Finally, the work is completed by checking that it meets all specifications and that the customer is satisfied with the work.

Learning outcome
The learner will: 1. know the different types of materials that are used and their functions.
Assessment criteria
The learner can: 1.1 state the different types of materials that are used when installing conservatories 1.2 explain the functions of the materials. To include: <ul style="list-style-type: none">• fixings• products (frames & roof components)• consumables.

Learning outcome
The learner will: 2. be able to ensure that the installation site and all surfaces are prepared to specification.
Assessment criteria
The learner can: 2.1 check that the installation site and all surfaces are prepared to specification.

Learning outcome
The learner will: 3. be able to position, erect and join the materials for the structure according to specification.
Assessment criteria
The learner can: 3.1 position and erect the materials to specification using correct handling methods 3.2 identify the correct joining methods and join the materials, to include roof assembly 3.3 secure the joined materials to the existing structure correctly.

Learning outcome
The learner will: 4. know why it is important to keep drainage holes clear and functioning and how to do this.
Assessment criteria
The learner can: 4.1 explain why it is important to keep drainage holes clear and functioning 4.2 explain how to ensure that drainage holes are clear and functioning.

Learning outcome
The learner will: 5. be able to select and correctly apply specified materials for weatherproofing.
Assessment criteria
The learner can: 5.1 select the specified weatherproofing materials and apply them correctly to provide a weatherproof installation.

Learning outcome
The learner will: 6. be able to ensure that units are plumb and functioning correctly after being secured.
Assessment criteria
The learner can: 6.1 ensure that units are plumb and functioning correctly after being secured.

Learning outcome
The learner will: 7. know how to agree the new position of fixtures and fittings with the customer.
Assessment criteria
The learner can: 7.1 explain how to gain the agreement of the customer on the new position of fixtures and fittings.

Learning outcome
The learner will: 8. be able to install and restore fixtures, fittings and surface finishes.
Assessment criteria
The learner can: 8.1 ensure that the existing fixtures, fittings and decorations are undamaged from the work 8.2 ensure that the fixtures and fittings are secured correctly 8.3 fill redundant fixing positions and holes with the correct materials 8.4 apply finishing materials consistently and completely and ensure they are level and comparable with existing surfaces 8.5 remove all loose materials and debris from the site.

Learning outcome
The learner will: 9. be able to ensure that the work is finished to specified requirements and to the customer's satisfaction.
Assessment criteria
The learner can: 9.1 check that the installation work meets all agreed requirements 9.2 answer questions in sufficient details to satisfy the customer 9.3 advise the customer on the operation of the installation 9.4 carry out a final inspection of the installation work.

Learning outcome
The learner will: 10. know how to identify and overcome problems in the installation of conservatories.
Assessment criteria
The learner can: 10.1 describe three typical problems that can occur in the installation of conservatories and explain how these problems might be overcome.

Learning outcome
The learner will: 11. be able to record information on the installation of conservatories.
Assessment criteria
The learner can: 11.1 accurately record information on the installation of conservatories using the correct recording system.

Unit 303 Install conservatories

Supporting information

Assessment guidance

Assessment of this unit must be carried out in accordance with the Proskills QCF Assessment Strategy and GQA Qualification Implementation Guidance.

Unit 312

Maintain/repair windows and doors or conservatories

UAN:	H/600/8430
Level:	3
Credit value:	6
GLH:	17
Aim:	This unit covers maintaining windows and doors, or conservatories. The learner needs to be able to dismantle the windows and doors, or conservatories in order to undertake the maintenance. The maintenance then has to be undertaken, utilising the correct materials. Finally the system is reinstated and restored to operation.

Learning outcome
The learner will: 1. be able to identify the requirements of the maintenance work.
Assessment criteria
The learner can: 1.1 identify the requirements of the maintenance work.

Learning outcome
The learner will: 2. be able to identify what methods and equipment are necessary to deal with requirements.
Assessment criteria
The learner can: 2.1 identify what methods and equipment are necessary to deal with the maintenance requirements.

Learning outcome
The learner will: 3. know what actions should be taken if dangerous materials are exposed during dismantling.
Assessment criteria
The learner can: 3.1 explain the actions that need to be taken if dangerous materials are exposed during dismantling.

Learning outcome
The learner will: 4. know which structural supports should be used for different installations.
Assessment criteria
The learner can: 4.1 describe the correct structural supports for two different installations.

Learning outcome
The learner will: 5. be able to remove and store fixtures and fittings that prevent or restrict maintenance / repair activities.
Assessment criteria
The learner can: 5.1 identify which fixtures and fittings require removal 5.2 remove the required fixtures and fittings 5.3 correctly store the removed fixtures and fittings.

Learning outcome
The learner will: 6. be able to remove materials from the installation, causing minimum damage to the surrounding structure, and safely remove and dispose of debris.
Assessment criteria
The learner can: 6.1 remove materials from the installation causing minimum damage to the surrounding structure 6.2 safely remove and dispose of debris in accordance with company / industry guidelines.

Learning outcome
The learner will: 7. be able to undertake maintenance / repair to the required standard.
Assessment criteria
The learner can: 7.1 select and use materials that are fit for purpose and meet customer requirements 7.2 carry out maintenance / repairs as required within a timescale acceptable to all parties.

Learning outcome
The learner will: 8. know how to ensure that the maintenance / repair meets customer requirements.
Assessment criteria
The learner can: 8.1 describe alternative solutions that could be offered to the customer 8.2 explain how to minimise the period during which the installation cannot be used 8.3 explain how to inform customers of further actions required if repairs are only temporary.

Learning outcome
The learner will: 9. be able to correctly remove any structural supports that were used.
Assessment criteria
The learner can: 9.1 correctly remove any structural supports used to support the installation.

Learning outcome
The learner will: 10. be able to apply finishing materials correctly.
Assessment criteria
The learner can: 10.1 apply finishing materials consistently and completely, ensuring they are level and comparable with existing surfaces.

Learning outcome
The learner will: 11. be able to replace fixtures and fittings.
Assessment criteria
The learner can: 11.1 correctly replace any fixtures and fittings removed during maintenance / repair.

Learning outcome
The learner will: 12. be able to ensure glazing components function correctly.
Assessment criteria
The learner can: 12.1 check all glazing components to ensure that they function correctly.

Learning outcome

The learner will:

13. know why it is important to remove materials and debris from site after completing all work.

Assessment criteria

The learner can:

13.1 explain why it is important to remove all materials and debris from the site after completing all work.

Learning outcome

The learner will:

14. be able to remove materials and debris from site after completing all work.

Assessment criteria

The learner can:

14.1 remove materials and debris from site after completing all work.

Learning outcome

The learner will:

15. know the type of problems that can occur with maintenance work and how to overcome them.

Assessment criteria

The learner can:

15.1 describe three problems that can occur with maintenance work and explain how these might be overcome.

Unit 312 Maintain/repair windows and doors or conservatories

Supporting information

Assessment guidance

Assessment of this unit must be carried out in accordance with the Proskills QCF Assessment Strategy and GQA Qualification Implementation Guidance.

Unit 316

Understanding the Building Regulations in the fenestration industry

UAN:	K/600/8445
Level:	3
Credit value:	3
GLH:	8
Aim	This standard covers the broad requirements of the Building Regulations in England, Wales and Northern Ireland, and Building Standards in Scotland that are applicable to the fenestration environment. The learner should ensure that installations do not endanger life and comply with the statutory requirements.

Learning outcome
The learner will: 1. understand why Building Regulations exist, and where they apply.
Assessment criteria
The learner can: 1.1 explain the main purpose of the Building Regulations 1.2 state which countries the Building Regulations apply to 1.3 state which of the following the Building Regulations apply to <ul style="list-style-type: none">• replacing the whole of a window frame• replacing broken glass or fogged double glazing units• replacing some opening parts in a main window frame.

Learning outcome
The learner will: 2. know the main parts of Building Regulations that affect the fenestration industry.
Assessment criteria
The learner can: 2.1 name the five main parts of the Building Regulations that affect the fenestration industry and which part they affect.

Learning outcome
The learner will: 3. know who can carry out inspection of work covered by the Building Regulations and who is responsible for ensuring the inspection takes place.
Assessment criteria
The learner can: 3.1 identify two 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.

Learning outcome
The learner will: 4. know the implications of a failed inspection.
Assessment criteria
The learner can: 4.1 name four possible consequences of a failed inspection.

Learning outcome
The learner will: 5. understand the aims of Part L(Conservation of Fuel and Power) of the Building Regulations regarding U value requirements for fenestration installation.
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 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.
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 7. know the optimum space for heat retention between two panes of glass in a double glazed unit.
Assessment criteria
The learner can: 7.1 state the optimum space for heat retention between two panes of glass in a double glazed unit.

Learning outcome
The learner will: 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.
Assessment criteria
The learner can: 8.1 name two 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 two types named.

Learning outcome
The learner will: 9. know the advantages of using types of glazing that minimise heat loss.
Assessment criteria
The learner can: 9.1 give five advantages of using types of glazing that minimise heat loss.

Learning outcome
The learner will: 10. understand what is meant by safety glazing.
Assessment criteria
The learner can: 10.1 explain the function of safety glazing and the types of glass used in safety glazing.

Learning outcome

The learner will:

11. understand when safety glazing must be used.

Assessment criteria

The learner can:

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

11.3 explain the “finished floor level” in a bathroom area where the window is adjacent to the bath/shower

11.4 explain where the drop on a stairway is measured from.

Learning outcome

The learner will:

12. know the exceptions to the use of safety glazing and the minimum thickness acceptable for the exceptions.

Assessment criteria

The learner can:

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.

Learning outcome

The learner will:

13. know the requirements for visible glass markings.

Assessment criteria

The learner can:

13.1 explain three pieces of information that must be clearly and indelibly present on safety glass.

Learning outcome

The learner will:

14. know the common problems that can occur when taking delivery of glass and how to minimise the impact of these problems.

Assessment criteria

The learner can:

14.1 list reasons for some common problems that can occur, to include one 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.

Learning outcome

The learner will:

15. know the types of windows and doors that Part A (Structure) of the Building Regulations applies to.

Assessment criteria

The learner can:

15.1 name the types of windows and doors that Part A (Structure) of the Building Regulations applies to.

Learning outcome

The learner will:

16. understand when Lintels should be used.

Assessment criteria

The learner can:

16.1 explain who makes the decision when a Lintel must be fitted and what this decision is based on.

Learning outcome
The learner will: 17. understand the process to be followed with bay window replacement.
Assessment criteria
The learner can: 17.1 explain the three 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 two 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 on site.

Learning outcome
The learner will: 18. understand when and why to ensure any defects in the structure should be addressed before the installation commences.
Assessment criteria
The learner can: 18.1 explain why defects should be addressed before installation commences.

Learning outcome
The learner will: 19. know what bearing plates are and when they should be used.
Assessment criteria
The learner can: 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.

Learning outcome

The learner will:

20. understand the problems that can occur in bay window removal and replacement and how to overcome them.

Assessment criteria

The learner can:

20.1 explain three problems that can occur when removing bay windows and how to overcome them

20.2 explain three problems that can occur with the installation of bay windows and how to overcome them.

Learning outcome

The learner will:

21. understand the requirements of Part B (Fire Safety).

Assessment criteria

The learner can:

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 two factors that govern if Part B applies to upper floors.

Learning outcome

The learner will:

22. understand the requirements for purge ventilation.

Assessment criteria

The learner can:

22.1 explain two purposes of purge ventilation

22.2 explain the required % of area of opening windows to floor area where the hinged or pivot window open 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.

Learning outcome
The learner will: 23. understand the requirements for and background ventilation.
Assessment criteria
The learner can: 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 two options for ventilation to make the customer aware of when no ventilation is provided in the windows removed.

Unit 316 Understanding the Building Regulations in the fenestration industry

Supporting information

Assessment guidance

Assessment of this unit must be carried out in accordance with the Proskills QCF Assessment Strategy and GQA Qualification Implementation Guidance.



Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

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Useful contacts

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E: learnersupport@cityandguilds.com

International learners

General qualification information

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F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

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Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

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Publications

Logbooks, Centre documents, Forms, Free literature

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