Level 2 NVQ Diploma in Thermal Insulation (Construction) – Fit Protection

Qualification Specification

Contents

Introduction

The ProQual Level 2 NVQ Diploma in Thermal Insulation (Construction) qualification provides a nationally recognised qualification for those working in this specialised area of construction.

The awarding body for this qualification is ProQual Awarding Body (www.proqualab.com) and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual); It is also endorsed by the sector body for construction - CITB.

The qualification has been accredited onto the Regulated Qualifications Framework (RQF) and is published on Ofqual's Register of Qualifications.

Qualification Profile
Level 2 NVQ Diploma in Thermal Insulation (Construction)

Qualification title	**ProQual Level 2 NVQ Diploma in Thermal Insulation (Construction) – Fit Protection**
Ofqual qualification number	603/2328/0
Level	2
Total Qualification Time	1130 hours (427 GLH)
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	01/09/17
Qualification end date	

Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

Qualification Structure

To achieve the qualification candidates must the **FIVE** Mandatory units, candidates may also complete of the Additional Unit. Endorsement requirements are listed in the unit information below.

CITB references are provided in this document for information only.

Mandatory Units			***CITB references for information only***
Unit Ref.	**Title**	**Level**	*CITB Internal Unit Ref.*
M/508/6537	Conforming to general health, safety and welfare in the workplace	1	*641*
T/508/6538	Conforming to productive working practices in the workplace	2	*642*
Y/508/6533	Moving, handling and storing resources in the workplace	2	*643*
F/616/2871	Applying insulation and finishes to cylindrical and flat surfaces in the workplace ***Four*** *of the following endorsements required:* *Pipes* *Ducts* *Flat surfaces* *Vessels* *Flanges* *Fittings* *Valves*	2	*322v3*
L/616/2873	Fitting sheet metal insulation protection in the workplace ***Two*** *of the following endorsements required:* *Pipes* *Ducts* *Vessels* *Fittings*	2	*324v3*

Additional Unit			***CITB references provided for information only***
Unit Ref.	**Title**	**Level**	*CITB Internal Unit Ref.*
A/615/1609	Erecting and dismantling access/working platforms in the workplace *The **following endorsement** required (i.e. own area of work):* *Thermal insulation* *Plus **two** of the following endorsements required:* *Ladders/crawler boards* *Step ladders/platform steps* *Proprietary towers* *Trestle platforms* *Mobile scaffold towers* *Proprietary staging/podiums*	2	*250*

Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

Staff
Staff delivering this qualification must be appropriately qualified and/or occupationally competent.

Assessors/Internal Quality Assurance
Assessors for each unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy.

Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or internal quality assurance qualifications.

Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

Links to National Standards / NOS mapping

National Occupational Standards (NOS) are owned by a Sector Skills Council or Standard Setting Body and they describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The structure and units of this qualification are based on NOS for the construction sector developed by CITB.

Assessment

This qualification is competence-based, candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

The qualifications must be assessed in a work environment and in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment, and it must be internally assessed by an appropriately experienced and qualified assessor.

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- observation report by assessor
- assignments/projects/reports
- professional discussion
- witness testimony
- candidate product
- worksheets
- record of oral and written questioning
- Recognition of Prior Learning

Learning outcomes set out what a candidate is expected to know, understand or be able to do.

Assessment criteria specify the standard a candidate must meet to show the learning outcome has been achieved.

Learning outcomes and assessment criteria can be found from page 9.

Additional information for assessment and requirements for unit **endorsements** where relevant is included after all of the learning outcomes and assessment criteria for each unit.

Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title -

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Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

Title:	Conforming to general health, safety and welfare in the workplace.
Unit Number:	M/508/6537

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*	
1 Comply with all workplace health, safety and welfare legislation requirements.	1.1	Comply with information from workplace inductions and any health, safety and welfare briefings attended relevant to the occupational area.
	1.2	Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements.
	1.3	Comply with statutory requirements, safety notices and warning notices displayed within the workplace and/or on equipment.
	1.4	State why and when health and safety control equipment, identified by the principles of protection, should be used relating to types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	1.5	State how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.
	1.6	State which types of health, safety and welfare legislation, notices and warning signs are relevant to the occupational area and associated equipment.
	1.7	State why health, safety and welfare legislation, notices and warning signs are relevant to the occupational area.
	1.8	State how to comply with control measures that have been identified by risk assessments and safe systems of work.
2 Recognise hazards associated with the workplace that have not been previously controlled and report them in accordance with organisational procedures.	2.1	Report any hazards created by changing circumstances within the workplace in accordance with organisational procedures.
	2.2	List typical hazards associated with the work environment and occupational area in relation to resources, substances, asbestos, equipment, obstructions, storage, services and work activities.
	2.3	List the current Health and Safety Executive top ten safety risks.

Title:	Conforming to general health, safety and welfare in the workplace.
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
2 continued	2.4 List the current Health and Safety Executive top five health risks.
	2.5 State how changing circumstances within the workplace could cause hazards.
	2.6 State the methods used for reporting changed circumstances, hazards and incidents in the workplace.
3 Comply with organisational policies and procedures to contribute to health, safety and welfare.	3.1 Interpret and comply with given instructions to maintain safe systems of work and quality working practices.
	3.2 Contribute to discussions by offering/providing feedback relating to health, safety and welfare.
	3.3 Contribute to the maintenance of workplace welfare facilities in accordance with workplace welfare procedures.
	3.4 Safely store health and safety control equipment in accordance with given instructions.
	3.5 Dispose of waste and/or consumable items in accordance with legislation.
	3.6 State the organisational policies and procedures for health, safety and welfare, in relation to: – dealing with accidents and emergencies associated with the work and environment – methods of receiving or sourcing information – reporting – stopping work – evacuation – fire risks and safe exit procedures – consultation and feedback.
	3.7 State the appropriate types of fire extinguishers relevant to the work.
	3.8 State how and when the different types of fire extinguishers are used in accordance with legislation and official guidance.

Title:	Conforming to general health, safety and welfare in the workplace.

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
4 Work responsibly to contribute to workplace health, safety and welfare whilst carrying out work in the relevant occupational area.	4.1 Demonstrate behaviour which shows personal responsibility for general workplace health, safety and welfare.
	4.2 State how personal behaviour demonstrates responsibility for general workplace health, safety and welfare, in relation to: – recognising when to stop work in the face of serious and imminent danger to self and/or others – contributing to discussions and providing feedback – reporting changed circumstances and incidents in the workplace – complying with the environmental requirements of the workplace.
	4.3 Give examples of how the behaviour and actions of individuals could affect others within the workplace.
5 Comply with and support all organisational security arrangements and approved procedures.	5.1 Provide appropriate support for security arrangements in accordance with approved procedures: – during the working day – on completion of the day's work – for unauthorised personnel (other operatives and the general public) – for theft.
	5.2 State how security arrangements are implemented in relation to the workplace, the general public, site personnel and resources.

Title:	Conforming to general health, safety and welfare in the workplace.
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated.
Sector Subject Area	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	7

Title:	Conforming to productive working practices in the workplace
Unit Number:	T/508/6538

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
1 Communicate with others to establish productive work practices.	1.1 Communicate in an appropriate manner with line management, colleagues and/or customers to ensure that work is carried out productively.
	1.2 Describe the different methods of communicating with line management, colleagues and customers.
	1.3 Describe how to use different methods of communication to ensure that the work carried out is productive.
2 Follow organisational procedures to plan the sequence of work.	2.1 Interpret relevant information from organisational procedures in order to plan the sequence of work.
	2.2 Plan the sequence of work, using appropriate resources, in accordance with organisational procedures to ensure work is completed productively.
	2.3 Describe how organisational procedures are applied to ensure work is planned and carried out productively, in relation to: – using resources for own and other's work requirements – allocating appropriate work to employees – organising the work sequence – reducing carbon emissions.
	2.4 Describe how to contribute to zero/low carbon work outcomes within the built environment.
3 Maintain relevant records in accordance with the organisational procedures.	3.1 Complete relevant documentation according to the occupation as required by the organisation.
	3.2 Describe how to complete and maintain documentation in accordance with organisational procedures, in relation to: – job cards – worksheets – material/resource lists – time sheets.
	3.3 Explain the reasons for ensuring documentation is completed clearly and within given timescales.
4 Maintain good working relationships when conforming to productive working practices.	4.1 Carry out work productively, to the agreed specification, in conjunction with line management, colleagues, customers and/or other relevant people involved in the work to maintain good working relationships.

Title:	Conforming to productive working practices in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
	4.2 Apply the principles of equality and diversity and respect the needs of individuals when communicating and working with others.
	4.3 Describe how to maintain good working relationships, in relation to: – individuals – customer and operative – operative and line management – own and other occupations.
	4.4 Describe why it is important to work effectively with line management, colleagues and customers.
	4.5 Describe how working relationships could have an effect on productive working.
	4.6 Describe how to apply principles of equality and diversity when communicating and working with others.

Title:	Conforming to Productive Working Practices in the Workplace
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated.
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	10

Title:	Moving, handling and storing resources in the workplace	
Unit Number	Y/508/6533	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *The learner can:*
1 Comply with given information when moving, handling and/or storing resources.		1.1 Interpret the given information relating to moving, handling and/or storing resources, relevant to the given occupation.
		1.2 Interpret the given information relating to the use and storage of lifting aids and equipment.
		1.3 Describe the different types of technical, product and regulatory information, their source and how they are interpreted.
		1.4 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
		1.5 Describe how to obtain information relating to using and storing lifting aids and equipment.
2 Know how to comply with relevant legislation and official guidance when moving, handling and/or storing resources.		2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, in confined spaces, below ground level, at height, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
		2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
		2.3 Explain what the accident reporting procedures are and who is responsible for making the reports.
		2.4 State the appropriate types of fire extinguishers relevant to the work.
		2.5 Describe how and when the different types of fire extinguishers, relevant to the given occupation, are used in accordance with legislation and official guidance.
3 Maintain safe working practices when moving, handling and/or storing resources.		3.1 Use health and safety control equipment safely to carry out the activity in accordance with legislation and organisational requirements when moving, handling and/or storing resources.
		3.2 Use lifting aids safely as appropriate to the work.

Title:	Moving, handling and storing resources in the workplace	
Learning outcomes *The learner will be able to:*		**Assessment criteria** *The learner can:*
3 continued		3.3 Protect the environment in accordance with safe working practices as appropriate to the work.
		3.4 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to moving, handling **and/or** storing resources, and the types, purpose and limitations of each type, the work situation, occupational use and the general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
		3.5 Describe how the health and safety control equipment relevant to the work should be used in accordance with the given instructions.
		3.6 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to move, handle and/or store occupational resources.		4.1 Select the relevant resources to be moved, handled and/or stored, associated with own work.
		4.2 Describe the characteristics, quality, uses, sustainability, limitations and defects associated with the occupational resources in relation to: – lifting and handling aids – container(s) – fixing, holding and securing systems.
		4.3 Describe how the resources should be handled and how any problems associated with the resources are reported.
		4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
		4.5 Describe any potential hazards associated with the resources and methods of work.
5 Prevent the risk of damage to occupational resources and surrounding environment when moving, handling and/or storing resources.		5.1 Protect occupational resources and their surrounding area from damage in accordance with safe working practices and organisational procedures.
		5.2 Dispose of waste and packaging in accordance with legislation.

Title:	Moving, handling and storing resources in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
5 continued	5.3 Maintain a clean work space when moving, handling or storing resources.
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5 Explain why the disposal of waste should be carried safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when moving, handling and/or storing resources.	6.1 Demonstrate completion of the work within the allocated time.
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: – progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given occupational resource information to move, handle **and/or** store resources to the required guidance.	7.1 Demonstrate the following work skills when moving, handling and/or storing occupational resources: – moving, positioning, storing, securing and/or using lifting aids and kinetic lifting techniques.
	7.2 Move, handle and/or store occupational resources to meet product information and organisational requirements relating to three of the following: – sheet material – loose material – bagged or wrapped material – fragile material – tools and equipment – components – liquids.
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them when moving, handling **and/or** storing occupational resources.
	7.4 Describe the needs of other occupations when moving, handling **and/or** storing resources.

Title:	Moving, handling and storing resources in the workplace
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated.
Sector Subject Areas	05.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	17

Title:	Applying insulation and finishes to cylindrical and flat surfaces in the workplace
Unit Number:	F/616/2871

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
1 Interpret the given information relating to the work and resources when applying insulation and finishes to cylindrical and flat surfaces.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and official guidance.
2 Know how to comply with relevant legislation and official guidance when applying insulation and finishes to cylindrical and flat surfaces.	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when applying insulation and finishes to cylindrical and flat surfaces.	3.1 Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when applying insulation and finishes to cylindrical and flat surfaces.
	3.2 Comply with information relating to specific risks to health when applying insulation and finishes to cylindrical and flat surfaces.

Title:	Applying insulation and finishes to cylindrical and flat surfaces in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*	
3 Continued	3.3	Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to applying insulation and finishes to cylindrical and flat surfaces, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	3.4	Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.5	Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to apply insulation and finishes to cylindrical and flat surfaces.	4.1	Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2	Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to: – rigid, slab and flexible insulation materials – fixings – finishing materials – hand and/or portable powered tools and equipment.
	4.3	Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4	Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5	Describe any potential hazards associated with the resources and methods of work.
	4.6	Describe how to calculate quantity, length, area and wastage associated with the method/procedure to apply insulation and finishes to cylindrical and flat surfaces.

Title:	Applying insulation and finishes to cylindrical and flat surfaces in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
5 Minimise the risk of damage to the work and surrounding area when applying insulation and finishes to cylindrical and flat surfaces.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2 Minimise damage and maintain a clean work space.
	5.3 Dispose of waste in accordance with current legislation.
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when applying insulation and finishes to cylindrical and flat surfaces.	6.1 Demonstrate completion of the work within the allocated time.
	6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to apply insulation and finishes to cylindrical and flat surfaces to the required specification.	7.1 Demonstrate the following work skills when applying insulation and finishes to cylindrical and flat surfaces: – removing, measuring, marking out, cutting, trimming, fitting, applying, positioning, securing and finishing.
	7.2 Remove insulation materials and apply new insulation materials, with finishes, to given working instructions for four of the following: – pipes – ducts – flat surfaces – vessels – flanges – fittings – valves.

Title:	Applying insulation and finishes to cylindrical and flat surfaces in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Continued	7.3 Safely use materials, hand tools, portable power tools and ancillary equipment.
	7.4 Safely store the materials, tools and equipment used when applying insulation and finishes to cylindrical and flat surfaces.
	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – remove insulation – prepare surface areas – prepare and apply rigid, slab and flexible insulation materials to pipes, ducts, flat surfaces, vessels, flanges, fittings and valves – prepare and apply metallic and non-metallic finishings to insulation materials – identify and fit identification banding – use hand tools, portable power tools and equipment – work at height – use access equipment.
	7.6 Describe the needs of other occupations and how to effectively communicate within a team when applying insulation and finishes to cylindrical and flat surfaces.
	7.7 Describe how to maintain the tools and equipment used when applying insulation and finishes to cylindrical and flat surfaces.

Title:	Applying insulation and finishes to cylindrical and flat surfaces in the workplace
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ structure. ProQual Level 2 NVQ Diploma in Thermal Insulation (Construction) – Fit Protection **Four** of the following endorsements required: Pipes Ducts Flat surfaces Vessels Flanges Fittings Valves
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	213

Title:	Fitting sheet metal insulation protection in the workplace
Unit Number:	L/616/2873

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
1 Interpret the given information relating to the work and resources when fitting sheet metal insulation protection.	1.1 Interpret and extract relevant information from drawings, specifications, schedules, method statements, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statements.
	1.3 Describe the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – drawings, specifications, schedules, method statements, risk assessments, manufacturers' information and official guidance.
2 Know how to comply with relevant legislation and official guidance when fitting sheet metal insulation protection.	2.1 Describe their responsibilities regarding potential accidents and health hazards, whilst working: – in the workplace, below ground level, at height, in confined spaces, with tools and equipment, with materials and substances, with movement/storage of materials and by manual handling and mechanical lifting.
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3 Explain what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe and healthy working practices when fitting sheet metal insulation protection.	3.1 Use health and safety control equipment and access equipment (if applicable) safely to carry out the activity in accordance with current legislation and organisational requirements when fitting sheet metal insulation protection.
	3.2 Comply with information relating to specific risks to health when fitting sheet metal insulation protection.

Title:	Fitting sheet metal insulation protection in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
3 Continued	3.3 Explain why and when health and safety control equipment, identified by the principles of protection, should be used, relating to fitting sheet metal insulation protection, and the types, purpose and limitations of each type, the work situation and general work environment, in relation to: – collective protective measures – personal protective equipment (PPE) – respiratory protective equipment (RPE) – local exhaust ventilation (LEV).
	3.4 Describe how the relevant health and safety control equipment should be used in accordance with the given instructions.
	3.5 Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.
4 Select the required quantity and quality of resources for the methods of work to fit sheet metal insulation protection.	4.1 Select resources associated with own work in relation to materials, components, fixings, tools and equipment.
	4.2 Describe the characteristics, quality, uses, sustainability limitations and defects associated with the resources in relation to: – prefabricated protection – fixtures and fittings – joining materials – hand and/or portable powered tools and equipment.
	4.3 Describe how the resources should be used correctly and how problems associated with the resources are reported.
	4.4 Explain why the organisational procedures have been developed and how they are used for the selection of required resources.
	4.5 Describe any potential hazards associated with the resources and methods of work.
	4.6 Describe how to calculate quantity, length, area and wastage associated with the method/procedure to fit sheet metal insulation protection.

Title:	Fitting sheet metal insulation protection in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
5 Minimise the risk of damage to the work and surrounding area when fitting sheet metal insulation protection.	5.1 Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures.
	5.2 Minimise damage and maintain a clean work space.
	5.3 Dispose of waste in accordance with current legislation.
	5.4 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.5 Explain why the disposal of waste should be carried out safely in accordance with environmental responsibilities, organisational procedures, manufacturers' information, statutory regulations and official guidance.
6 Complete the work within the allocated time when fitting sheet metal insulation protection.	6.1 Demonstrate completion of the work within the allocated time.
	6.2 Describe the purpose of the work programme and explain why deadlines should be kept in relation to: – types of progress charts, timetables and estimated times – organisational procedures for reporting circumstances which will affect the work programme.
7 Comply with the given contract information to fit sheet metal insulation protection to the required specification.	7.1 Demonstrate the following work skills when fitting sheet metal insulation protection: – measuring, marking out, positioning, fitting, adjusting, securing, fixing, finishing and sealing.
	7.2 Fit sheet metal protection to given working instructions for two of the following: – pipes – ducts – vessels – fittings.
	7.3 Safely use materials, hand tools, portable power tools and ancillary equipment.
	7.4 Safely store the materials, tools and equipment used when fitting sheet metal insulation protection.

Title:	Fitting sheet metal insulation protection in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Continued	7.5 Describe how to apply safe and healthy work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – apply studs and fixtures – secure protection prior to fixing – fix protection – fit and fix prefabricated protection – join protection, including lock form, vertical expansion joint, paned standing seam, standing seam, groove seam, expansion collar and horizontal expansion joint – finish protection – use hand tools, portable power tools and equipment – work at height – use access equipment.
	7.6 Describe the needs of other occupations and how to effectively communicate within a team when fitting sheet metal insulation protection.
	7.7 Describe how to maintain the tools and equipment used when fitting sheet metal insulation protection.

Title:	Fitting sheet metal insulation protection in the workplace
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ structure. ProQual Level 2 NVQ Diploma in Thermal Insulation (Construction) – Fit Protection **Two** of the following endorsements required: Pipes Ducts Vessels Fittings
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Unit guided learning hours	130

Title:	Erecting and dismantling access/working platforms in the workplace
Unit Number:	A/615/1609

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
1 Interpret the given information relating to the work and resources when erecting and dismantling access/working platforms.	1.1 Interpret and extract information from specifications, method statements, risk assessments and manufacturers' information.
	1.2 Comply with information and/or instructions derived from risk assessments and method statement.
	1.3 State the organisational procedures developed to report and rectify inappropriate information and unsuitable resources and how they are implemented.
	1.4 Describe different types of information, their source and how they are interpreted in relation to: – specifications, current legislation, method statements, risk assessments and manufacturers' information.
2 Know how to comply with relevant legislation and official guidance when erecting and dismantling access/working platforms.	2.1 Describe their responsibilities under current legislation and official guidance whilst working: – in the workplace, at height, in confined areas, with tools and equipment, with movement/storage of materials and by manual handling.
	2.2 Describe the organisational security procedures for tools, equipment and personal belongings in relation to site, workplace, company and operative.
	2.3 State what the accident reporting procedures are and who is responsible for making reports.
3 Maintain safe working practices when erecting and dismantling access/working platforms.	3.1 Use personal protective equipment (PPE) and access equipment safely to carry out the activity in accordance with legislation and organisational requirements when erecting and dismantling access/working platforms.
	3.2 Explain why, when and how personal protective equipment (PPE) should be used, relating to erecting and dismantling access/working platforms, and the types, purpose and limitations of each type.
	3.3 State how emergencies should be responded to in accordance with organisational authorisation and personal skills when involved with fires, spillages, injuries and other task-related hazards.

Title:	Erecting and dismantling access/working platforms in the workplace

Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
4 Select the required quantity and quality of resources for the methods of work to erect and dismantle access/working platforms.	4.1 Describe the characteristics, quality, uses, limitations and defects associated with the resources in relation to: – ladders/crawler boards – stepladders/platform steps – trestles – proprietary staging/podiums – proprietary towers – mobile scaffold towers – protection equipment and notices – tools and ancillary equipment.
	4.2 Select resources associated with own work in relation to materials, components, tools and equipment.
	4.3 State how the resources should be used correctly, how problems associated with the resources are reported and how the organisational procedures are used.
	4.4 Outline potential hazards associated with the resources and method of work.
	4.5 Describe how to calculate quantity of equipment required associated with the method/procedure to erect and dismantle access equipment/working platforms.
5 Minimise the risk of damage to the work and surrounding area when erecting and dismantling access/working platforms.	5.1 Protect the work and its surrounding area from damage.
	5.2 Minimise damage and maintain a clean work space.
	5.3 Describe how to protect work from damage and the purpose of protection in relation to general workplace activities, other occupations and adverse weather conditions.
	5.4 Dispose of waste in accordance with legislation.
	5.5 State why the disposal of waste should be carried out in relation to the work.
6 Complete the work within the allocated time when erecting and dismantling access/working platforms.	6.1 Demonstrate completion of the work within the allocated time.
	6.2 State the purpose of the work programme and explain why deadlines should be kept in relation to: – organisational procedures for reporting circumstances which will affect the work programme.

Title:	Erecting and dismantling access/working platforms in the workplace
Learning outcomes *The learner will be able to:*	**Assessment criteria** *The learner can:*
7 Comply with the given contract information to erect and dismantle access/ working platforms to the required specification.	7.1 Demonstrate the following work skills when erecting and dismantling access/working platforms: – moving, positioning/erecting, securing, checking, dismantling and removing.
	7.2 Erect, dismantle and store two of the following access equipment to given access regulations: – ladders/crawler boards – stepladders/platform steps – proprietary towers – trestle platforms – mobile scaffold towers – proprietary staging/podiums.
	7.3 Describe how to apply safe work practices, follow procedures, report problems and establish the authority needed to rectify them, to: – provide protection to the work area – establish a base for equipment – erect proprietary access equipment to manufacturer's instructions suitable for the work – erect non-proprietary access equipment suitable for the work – place protective screens and notices – check/monitor equipment during the period of use – dismantle and store access equipment – use tools and equipment – work at height.
	7.4 Safely use and store materials, hand tools and ancillary equipment.
	7.5 State the needs of other occupations and how to communicate within a team when erecting and dismantling access/working platforms.
	7.6 Describe how to maintain the tools and equipment used when erecting and dismantling access/working platforms.

Title:	Erecting and dismantling access/working platforms in the workplace
Additional information about this unit	
Assessment Guidance	This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Assessors for this unit must have verifiable, current industry experience and a sufficient depth of relevant occupational expertise and knowledge, and must use a combination of assessment methods as defined in the Consolidated Assessment Strategy. Workplace evidence of skills cannot be simulated. This unit must be assessed against the endorsements detailed within the relevant NVQ structure. <u>ProQual Level 2 NVQ Diploma in Thermal Insulation (Construction) – Fit Protection</u> The following endorsement required (i.e. own area of work): Thermal insulation Plus **two** of the following endorsements required: Ladders/crawler boards Step ladders/platform steps Proprietary towers Trestle platforms Mobile scaffold towers Proprietary staging/podiums
Sector Subject Areas	5.2 Building and Construction
Availability for use	Shared unit
Credit Value	8
Unit guided learning hours	27

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