PART OF nocn GROUP

QUALIFICATION SPECIFICATION

NOCN_Cskills Awards Level 3 NVQ Diploma in Insulation and Building Treatments (Construction) - Internal Insulation (Walls)

Qualification No: **603/7207/2**

Operational Start Date

6th July 2021

To know more about NOCN:

- Visit the NOCN website: www.nocn.org.uk
- Call the Customer Service Team: 0300 999 1177

NOCN_Cskills Awards Level 3 NVQ Diploma in Insulation and Building Treatments (Construction) - Internal Insulation (Walls)

Reference : 603/7207/2

Total Qualification Time (TQT) : 720

Minimum Age : 16

Level : Level 3

Registration Start Date : 1/6/2021

Qualification Overview

The NOCN_Cskills Awards Level 3 NVQ Diploma in Insulation and Building Treatments (Construction) -Internal Insulation (Walls) qualification/pathway has been developed for achievement in a real workplace environment which means the learner must be employed to undertake this qualification/pathway. This qualification/pathway enables the learner, to recognise their skills, knowledge and understanding as well as demonstrating their competence in the workplace when carrying out the role of internal insulation (walls).

Topics Covered In This Qualification

This NOCN_Cskills Awards Level 3 NVQ Diploma in Insulation and Building Treatments (Construction) -Internal Insulation (Walls) qualification/pathway supports the learner to attain enabling, fundamental and transferable practical skills with associated underpinning knowledge.

The learner will learn key practical skills and knowledge in these mandatory and optional units.

Please refer to the qualification/pathway specification for a complete list of the units included in this qualification/pathway.

Entry Requirements

There are no formal entry requirements to take this NOCN_Cskills Awards Level 3 NVQ Diploma in Insulation and Building Treatments (Construction) -Internal Insulation (Walls) qualification/pathway. This qualification/pathway can be undertaken without any previous training or qualifications in this subject area.

Progression

On completion of the NOCN_Cskills Awards Level 3 NVQ Diploma in Insulation and Building Treatments (Construction) -Internal Insulation (Walls) qualification/pathway the learner will have obtained the skills, knowledge and understanding and demonstrated competence to progress on to a higher level qualification in the same or similar occupational area.

Further training and/or experience could enable entry into supervisory and management positions within the workplace.

Industry will accept the qualification/pathway on its own as entry to a job role.

Qualification Structure

Total Qualification Time (TQT) for this qualification: 720

An estimate of the total time it could reasonably be expected for a learner to achieve a qualification. TQT includes guided learning hours (GLH) plus an estimate of the time a learner is likely to spend in preparation, study or other learning activities as directed by but not under the immediate guidance of a lecturer, supervisor, or tutor

Minimum Guided Learning Hours (GLH) for this qualification: 314

The time a learner spends in activities under the immediate guidance or supervision of a lecturer, supervisor or tutor. This includes assessment if under supervision.

Qualification Structure:

The NOCN_Cskills Awards Level 3 NVQ Diploma in Insulation and Building Treatments (Construction) -Internal Insulation (Walls) qualification/pathway structure below specifies the combination of units that need to be achieved for the individual to be awarded the qualification.

This qualification/pathway consists of five (5) mandatory units and two (2) optional units.

In order to achieve/pass this qualification/pathway learners must successfully complete/achieve all five (5) Mandatory units and one (1) Optional unit.

There are also additional units that can be taken as part of this qualification. Credit from these units will be included on the certificate but will not count towards this qualification.

Units

Qualification Structure : To achieve this qualification a minimum of six units must to be attained. This comprises of five units from the Mandatory Group, plus at least one from the Optional Group . There are also additional units that can be taken as part of this qualification. Credit from these units will be included on the certificate but will not count towards this qualification.

Mandatory Group : The learner must achieve all units in this group.

Title	Reference	Credit Value	Level
Insulation and Building Treatments, Building Construction, Defects and Interfaces	H/618/6497	19	Level 3
Developing and Maintaining Good Occupational Working Relationships in the Workplace	Y/617/9062	8	Level 3
Conforming to General Health, Safety and Welfare in the Workplace	A/503/1170	2	Level 1
Confirming Work Activities and Resources for an Occupational Work Area in the Workplace	A/503/2772	10	Level 3
Confirming the Occupational Method of Work in the Workplace	R/503/2924	11	Level 3

Optional Group : The learner must achieve a minimum of one unit in this group.

Title	Reference	Credit Value	Level
Installing Internal Insulation to Walls in the Workplace	F/618/6510	22	Level 3
Injecting, Blowing and Spraying Insulation to Internal Walls in the Workplace	M/618/6518	22	Level 3

Additional Group : The learner may achieve the units in this group but it will not count towards the achievement of the qualification.

Title	Reference	Credit Value	Level
Erecting and Dismantling Access/Working Platforms in the Workplace	D/600/8281	8	Level 2
Develop Customer Relationships	T/601/1526	6	Level 2

Qualification Assessment & Grading

The learner will be assessed against a set of performance and knowledge statements which have been derived from National Occupational Standards for your occupational area (Recommended Qualification Structure for Insulation and Building Treatments (Construction) Level 3). The learner will be assessed by an occupationally competent and qualified assessor whose job is to work with the learner and help the learner complete the qualification/pathway. The learner will be required to produce a Portfolio of Evidence showing how you have met the performance and knowledge criteria for each unit required within the qualification/pathway, as directed by your assessor. In order to achieve/pass this qualification/pathway learners must successfully complete/achieve all five (5) Mandatory units and one (1) Optional unit. There are also additional units that can be taken as part of this qualification. Credit from these units will be included on the certificate but will not count towards this qualification. The qualification/pathway is graded as Pass/Fail.

Fair & Equitable Assessment

Assessments designed by centres must be accessible and inclusive and the assessment methodology must be appropriate for individual assessment, giving due consideration to any assessment requirements attached to individual components.

Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustment and Special Considerations Policy and Procedure** found on the NOCN website at www.nocn.org.uk

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre approval process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please refer to the NOCN Quality Assurance Manual for further details.

Recognition of Prior Learning

Recognising Prior Learning is an assessment process that recognises learning that has its origins in a learner's experience and/or previous formal and informal learning contexts. This includes knowledge and skills gained within school, college, university and outside formal learning situations such as through life, employment, apprenticeships and other work experiences.

NOCN is committed to the Recognition of Prior Learning (RPL) and has developed a policy and procedures to inform and support Centres. This is available on the NOCN website at www.nocn.org.uk.

Centre Requirements

In order to gain and retain NOCN qualification approval status, centres must continue to meet the required standards of NOCN regarding internal management and systems, delivery staff, resources and equipment, assessment and training, internal quality assurance and external assessment arrangements. Each requirement is detailed as one of NOCN's Approval Criteria.

For a full list of NOCN Approval Criteria, as well as further guidance and support in meeting that criteria, please refer to the NOCN Quality Assurance Manual, available on the NOCN website under the 'Help & Support' section.

Centre Staff Requirements

As part of the requirement to deliver this qualification, the Centre staff involved with the delivery, assessment and quality assurance of the qualification must have a demonstrable level of expertise. NOCN expects that all Tutors/Trainers, Assessors and Internal Quality Assurers are able to demonstrate that they have the relevant occupational knowledge and experience to perform their role.

Tutor/Trainer and Assessor Requirements

A Tutor/Trainer includes anyone within your Centre who is facilitating the training to learners in any environment e.g. tutor, trainer,

teacher, coach, facilitator.

A Tutor is not required for NOCN NVQ qualifications, but is required for construction training diplomas.
All construction qualifications require an Assessor. For training diplomas, an individual can perform both roles of Tutor/Trainer and Assessor, where they meet the individual requirements for both. Tutors/Trainers and Assessors are not able to perform the role of the Internal Quality Assurer for cohorts where they have delivered training or assessment.

All Tutors/Trainers and Assessors must:

- Hold verifiable knowledge of the occupational standards at or above the level being taught.
- Hold a recognised teaching/training or assessor qualification (dependent on their role), examples of what NOCN will accept are detailed within the Quality Assurance Manual.
- Keep up to date with industry best practice for the duration of their role.
- Maintain a record of Continuous Personal Development (CPD).
- Hold an up to date CV.

Any specific assessment/training requirements are detailed under the Assessment guidance and/or in the requirements section of each unit.

Internal Quality Assurer Requirements

All construction qualifications must be internally quality assured by an appropriately qualified and experienced IQA. Each Centre must have a quality system which ensures that decisions made by assessors are appropriate, consistent, fair and transparent, and that they do not discriminate any learner. The quality system must ensure the quality of the award, ensuring validity, reliability and consistency.
Further guidance regarding the requirements of a Centre's quality system is detailed within the Quality Assurance Manual.

All Internal Quality Assurers must:

- Hold verifiable knowledge of the occupational standards at or above the level they are quality assuring.
- Hold a recognised internal quality assurance qualification (for NVQs only), examples of what NOCN will accept are detailed within the Quality Assurance Manual.
- Understand the content, structure, assessments and training/testing requirements of the units they are quality assuring.
- Keep up to date with industry best practice for the duration of their role.
- Maintain a record of Continuous Personal Development (CPD).
- Hold an up to date CV.

Resources and Equipment

For training diplomas, centres must have the resource available for the assessment and training requirements as set out by the relevant health and safety acts. There should be adequate provision of physical resources to support the learning and meet the requirements of the qualification/training.

Please refer to the specific resources and equipment specification for each individual training diploma.

External Quality Assurance

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of Centre approval status.

The External Quality Assurer will make regular visits to all centres. During these visits they will:

• Monitor the Centre's compliance with the Centre approval criteria by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners, and administrative staff.

• Review the standard of the Centre's assessment and internal quality assurance practices and decisions to determine whether all assessment requirements are met to support safe and valid claims for certification.

Refer to the **NOCN Quality Assurance Manual** for further information on the External Quality Assurance process.

Offering This Qualification

Existing Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering these qualifications, please contact: business-enquiries@nocn.org.uk, alternatively use Horizon to add the qualification to your Centre.

New Centres

If you are interested in offering these qualifications, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering these qualifications please see **Become a Registered Centre** on our website https://www.nocn.org.uk/customers/nocn-centres/ and click Become a Centre.

Confirming the Occupational Method of Work in the Workplace

Reference : R/503/2924

Level : Level 3

Credit Value : 11

Guided Learning Hours : 37

Grading Type : Pass/Fail

Aim : The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in confirming the occupational method of work in the workplace within the relevant sector of industry.

Learning Outcomes		Assessment Criteria
The Learner Will		**The Learner Can**
1	Assess available project data accurately to determine the occupational method of work.	• 1.1 · Interpret and extract information from drawings, specifications, schedules, manufacturer's information, methods of work, risk assessments and programmes of work. • 1.2 · Explain how to summarise the following project data: · required quantities · specifications · detailed drawings · health and safety requirements · timescales · scope of works. • 1.3 · Explain the different methods of assessing available project data. • 1.4 · Explain how to use project data to interpret the work method, In relation to: · standard work procedures · sequence of work · organisation of resources (people, equipment, materials) · work techniques · working conditions (health, safety and welfare) · risk assessment.
2	Obtain additional information from alternative sources in cases where the available project data is insufficient.	• 2.1 · Collect and collate additional information from alternative sources to clarify the work to be carried out. • 2.2 · Explain different methods and techniques of obtaining additional information from the following alternative sources when available project data is insufficient: · customers or representatives · suppliers · regulatory authorities · manufacturer's literature.
3	Identify work methods that will make best use of resources and	• 3.1

	meet project, statutory and contractual requirements.	· Examine potential work methods to carry out the occupational work activity. • 3.2 · Determine which work methods will make best use of relevant resources and meet health and safety requirements relating to technical and/or project criteria. • 3.3 · Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against technical criteria, in relation to: · health and safety welfare (principles of protection) · fire protection · access and egress · equipment availability · availability of competent workforce · pollution risk · waste and disposal · zero and low carbon outcomes · weather conditions. • 3.4 · Explain how to identify work methods that make best use of resources and meet project, statutory and contractual requirements against project criteria, in relation to: · conforming to statutory requirements · customer and user needs · contract requirements in terms of time, quantity and quality · environmental considerations. • 3.5 · Explain how different methods of work can achieve zero/low carbon outcomes.
4	Confirm and communicate the selected work method to relevant personnel.	• 4.1 · Confirm the selected occupational work method that meets project, statutory and contractual requirements. • 4.2 · Communicate appropriately to relevant people on the selected occupational work method. • 4.3 · Describe the different techniques and methods of confirming and communicating work methods to relevant people. • 4.4 · Explain the principles of equality and diversity and how to apply them when working and communicating with others.

Assessment guidance and/or requirements : This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Please refer to the hyperlink for clarity - https://www.citb.co.uk/qualifications-standards/qualification-framework/
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.

Confirming Work Activities and Resources for an Occupational Work Area in the Workplace

Reference : A/503/2772

Level : Level 3

Credit Value : 10

Guided Learning Hours : 33

Grading Type : Pass/Fail

Aim : The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in Confirming Work Activities and Resources for an Occupational Work Area in the Workplace within the relevant sector of industry.

Learning Outcomes		Assessment Criteria
The Learner Will		**The Learner Can**
1	Identify work activities, assess required resources and plan the sequence of work.	• 1.1 · Identify work activities, assess required resources and plan the sequence of work. • 1.2 · Identify work activities and formulate a plan for their own sequence of work. • 1.3 · Explain the types of work relative to the occupational area and how to identify different work activities. • 1.4 · Explain methods of assessing the resources needed from a range of available information. • 1.5 · Explain the required information and the different methods used to prepare a work programme relative to the occupational area.
2	Obtain clarification and advice where the resources required are not available.	• 2.1 · Seek advice and clarity from appropriate sources on resources available and the alternatives that can be used for the work when required resources are not available. • 2.2 · Explain the different sources and methods that can be used to obtain clarification and advice when the required resources are not available.
3	Evaluate the work activities and the requirements of any significant external factors against the project requirements.	• 3.1 · Assess progress of work against project requirements, taking into account external factors relating to: · other occupations and /or customers · resources · weather conditions · health and safety requirements. • 3.2 · Explain different methods of evaluating work activities against the following project requirements: · contract conditions · contract programme · health and safety requirements of operatives. • 3.3 · Evaluate the requirements of significant external factors that could affect the progress of work, in relation to:

		· other related programmes · special working conditions · weather conditions · other occupations/people · resources · health and safety requirements.
4	Identify work activities which influence each other and make the best use of the resources available.	• 4.1 · Determine work activities that have an influence on each other. • 4.2 · Evaluate which work activities make the best use of available resources in relation to: · occupations and/or customers associated with the work · tools, plant and/or ancillary equipment · materials and components. • 4.3 · Explain different methods and sources that can identify which work activities influence each other. • 4.4 · Describe how to determine the sequence of work activities and how long each work activity will take. • 4.5 · Describe what zero and low carbon requirements are. • 4.6 · Explain how work activities and different ways of using resources can impact on zero and low carbon requirements, and make a positive contribution to the environment.
5	Identify changed circumstances that require alterations to the work programme and justify them to decision makers.	• 5.1 · Evaluate project progress against the work programme to identify any changed circumstances. • 5.2 · Inform line management and/or customers on the type and extent of any required changes to the work programme. • 5.3 · Explain how to identify possible alterations to the work programme to meet changed circumstances relating to action lists, method statements, duration, schedules and/or occupation specific requirements. • 5.4 · Explain how to assess contractual/work effects resulting from alterations to the work programme. • 5.5 · Explain the methods used to justify to decision makers on the effects resulting from alterations to the work programme.

Assessment guidance and/or requirements : This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Please refer to the hyperlink for clarity - https://www.citb.co.uk/qualifications-standards/qualification-framework/
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.

Conforming to General Health, Safety and Welfare in the Workplace

Reference : A/503/1170

Level : Level 1

Credit Value : 2

Guided Learning Hours : 7

Grading Type : Pass/Fail

Aim : The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in conforming to general health, safety and welfare in the workplace within the relevant sector of industry.

Learning Outcomes		Assessment Criteria
The Learner Will		**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. • 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.
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.

Assessment guidance and/or requirements : This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Please refer to the hyperlink for clarity - https://www.citb.co.uk/qualifications-standards/qualification-framework/
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.
Additional Information on the Assessment of CITB NVQ Unit 641
The information below should help awarding organisations incorporate relevant parts of the assessment strategy principles' requirements in their documentation for construction and built environment NVQs. The following guidance is strongly recommended for adoption by awarding organisations in their assessment methodology.
As stated in the guidance as set in Appendix B of the 'ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment'
CITB NVQ Unit Ref: 641 – Assessment Criteria 2.3 and 2.4
2.3 – 'List the current Health and Safety Executive top ten safety risks' should be assessed as 'List the current common safety risks'.
2.4 - 'List the current Health and Safety Executive top five health risks' should be assessed as 'List the current common health risks
All CITB NVQ units – Assessment Criteria 1.4
1.4 – 'State why and when health and safety control equipment, identified by the principles of protection' should be assessed as 'State why and when health and safety control equipment, identified by the principles of prevention'.

Developing and Maintaining Good Occupational Working Relationships in the Workplace

Reference : Y/617/9062

Level : Level 3

Credit Value : 8

Guided Learning Hours : 27

Grading Type : Pass/Fail

Aim : The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence developing and maintaining good working relationships in the workplace within the relevant sector of industry.

Learning Outcomes		Assessment Criteria
The Learner Will		**The Learner Can**
1	Develop, maintain and encourage working relationships to promote good will and trust.	• 1.1 · Give appropriate advice and information to relevant people about the occupational work activities and/or associated occupations involved. • 1.2 · Apply the principles of equality and diversity by considering the needs of individuals when working and communicating with others. • 1.3 · Explain the methods and techniques used and personal attributes required to encourage and maintain working relationships that promote goodwill and trust with relevant people. • 1.4 · Explain the principles of equality and diversity and how to apply them when working and communicating with others.
2	Inform relevant people about work activities in an appropriate level of detail, with the appropriate level of urgency.	• 2.1 · Communicate on the following work activity information to relevant people following organisational procedures: · appropriate timescales · health and safety requirements · co ·ordination of work procedures. • 2.2 · Explain the different methods and techniques used to inform relevant people about work activities. • 2.3 · Explain the effects of not informing relevant people with the expected level of urgency. • 2.4 · Explain the different types of work activity related information and to what level of detail the following people would expect to receive: · colleagues · employers · customers · contractors · suppliers of products and services · other people affected by the work/project.
3	Offer advice and help to relevant people about work activities and encourage questions/requests for clarification and comments.	• 3.1 · Give appropriate advice and information to relevant people about

		the different methods of carrying out occupational work activities to achieve the required outcome. • 3.2 · Explain the techniques of encouraging questions and/or requests for clarification and comments. • 3.3 · Explain the different ways of offering advice and help to different people about work activities, in relation to: · progress · results · achievements · occupational problems · occupational opportunities · health and safety requirements · co ·ordinated work.
4	Clarify proposals with relevant people and discuss alternative suggestions.	• 4.1 · Engage regular discussions with relevant people about the occupational work activity and/or other occupations involved. • 4.2 · Explain the methods of clarifying alternative proposals with relevant people. • 4.3 · Explain the methods of suggesting alternative proposals.
5	Resolve differences of opinion in ways that minimise offence and maintain goodwill, trust and respect.	• 5.1 · Examine and agree the work activities that satisfy all people involved and will meet the required outcome of the proposed method of work. • 5.2 · Explain the methods and techniques used to resolve differences of opinion in ways which minimise offence and maintain goodwill, trust and respect.

Assessment guidance and/or requirements : This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Please refer to the hyperlink for clarity - https://www.citb.co.uk/qualifications-standards/qualification-framework/
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.

Insulation and Building Treatments, Building Construction, Defects and Interfaces

Reference : H/618/6497

Level : Level 3

Credit Value : 19

Guided Learning Hours : 100

Grading Type : Pass/Fail

Aim : The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in insulation and building treatments, building construction, defects and interfaces within the relevant sector of industry.

Learning Outcomes		Assessment Criteria
The Learner Will		**The Learner Can**
1	Interpret the given design information relating to the work and resources and identify its suitability, taking into consideration building type, defects and detailing and recording and reporting issues in regard to building construction, defects and interfaces.	• 1.1. · Interpret and extract relevant information from: ◦ drawings ◦ specifications ◦ schedules ◦ method statements ◦ risk assessments ◦ manufacturers' information ◦ data sheets • 1.2. · Comply with information and/or instructions derived from risk assessments and method statements. • 1.3. · Explain the importance of organisational procedures to solve problems and why it is important to follow them. • 1.4. · Describe different types of information, their source, accuracy, completeness and how they are interpreted in relation to: ◦ types of construction ◦ energy efficiency measures ◦ building treatments ◦ drawings ◦ method statements ◦ design ◦ standards ◦ manufacturers' information ◦ data sheets ◦ official guidance ◦ current legislation and regulations governing buildings
2	Comply with current, relevant legislation, standards and official guidance to carry out your work and maintain safe and healthy work practices as stated for each measure to be installed.	• 2.1. · Describe the relevant, current legislation, standards and official guidance and how they are applied. • 2.2. · Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills in relation to: ◦ fires ◦ spillages ◦ injuries ◦ emergencies relating to occupational activities ◦ identification of and reporting of asbestos containing materials • 2.3.

		· Describe how to report risks and hazards identified by the following: ◦ risk assessment ◦ personal assessment ◦ methods of work ◦ safe systems of work ◦ manufacturers' technical information ◦ data sheets ◦ statutory regulations ◦ official guidance ◦ control of Substances Hazardous to Health (COSHH) • 2.4. · Explain the accident reporting procedures and who is responsible for making reports.
3	Select the required quantity and quality of resources for the methods of work in relation to building construction, defects and interfaces.	• 3.1. · Select resources associated with own work. • 3.2. · Check the suitability, compatibility and characteristics of the materials, components and finishes and determine if they are moisture open or moisture closed and their impact on the building. • 3.3. · Record and report issues or defects. • 3.4. · Describe why the characteristics, compatibility, quality, uses, sustainability, limitations and defects associated with the resources are important and how defects should be rectified. • 3.5. · Describe how the resources should be used and how problems associated with the resources are reported. • 3.6. · Describe how to confirm that the resources and materials conform to the specification. • 3.7. · Explain why the organisational procedures have been developed and how they are used for the selection of required resources. • 3.8. · Describe how to identify the hazards associated with the resources and methods of work and how they are overcome.
4	Minimise the risk of damage to the work and surrounding area in relation to building construction, defects and interfaces.	• 4.1. · Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. • 4.2. · Maintain a safe, clear and tidy work area. • 4.3. · Explain why it is important to maintain a safe, clear and tidy work area. • 4.4. · Dispose of waste in accordance with current legislation. • 4.5. · Describe how to protect work and its surrounding area from damage by general workplace activities, other occupations and adverse weather conditions and how to minimise damage to existing building fabric. • 4.6. · Explain the importance of protecting the work and its surrounding area against the risk of damage.
5	Comply with the given contract information when identifying common building construction, defects and interfaces to the required specification.	• 5.1. · Comply with the given contract information to carry out the work efficiently to the required specification. • 5.2. · Demonstrate work skills to carry out external and internal pre ·installation checks in regard to building construction, defects and material interfaces. • 5.3. · Identify common building defects including but not limited to: ◦ salt contamination ◦ causes of dampness ◦ rain penetration ◦ rising damp

- internal moisture vapour
- damaged services
- structural defects

- 5.4.
  · Describe how the methods of work to meet the specification, are carried out and how problems are identified and reported by the application of knowledge for safe, healthy and environmental work practices, procedures and skills relating to the method and area of work relating to the following:

- the suitability, compatibility and characteristics of the materials, components and finishes, and determine if they are moisture open or moisture closed, their impact on the building and their appropriateness to the design and physical application
- how to record and report issues or defects with the materials, components and finishes
- why it is important to carry out external and internal pre ·installation checks
- how to carry out external and internal pre ·installation checks, assessing, recording and reporting issues to include but not limited to:

  ·property suitability

  ·structural integrity

  ·dampness

  ·decay

  ·exposure ratings

  ·vents and ventilation

  ·services (gas, electric, water, media cables)

- why it is important to ensure that all necessary repairs are completed prior to installation
- the implications that types of construction and materials have on the introduction of energy efficiency measures and other forms of building treatments with specific reference to:

  ·roofs

  ·walls including internal and external finishes

  ·floors

  ·windows and doors

  ·chimneys and fireplaces

  ·flues and combustion ventilation

  ·fabric interfaces

  ·existing services

- the importance of the correct sequencing of installation of energy efficiency measures and building treatments
- how performance varies in different construction types, locations and through the impact of habitation and usage
- how alterations, additions and extensions to the original construction can affect the performance of the building
- how to identify common building defects including but not limited to: salt contamination and causes of dampness, rain penetration, rising damp, internal moisture vapour, damaged services, structural defects and understand the implications of these when they are present
- how achieving continuity of the insulation and building treatments can prevent problems such as water ingress, poor energy efficiency and thermal bridges, whilst understanding the unique circumstances at party walls and the associated risks to adjacent properties
- how to recognise unintended consequences, why they happen, how to avoid them and the importance of moisture content in external

		fabric including but not limited to: ·impacts on neighbouring properties ·insulation fitting and placement for different insulation types ·junctions ·thermal bridging and condensation risks ·thermal bypassing ·void ventilation ◦ the potential causes of mould and fungal decay in buildings and the impact of ventilation and air flow following the installation of thermal efficiency measures ◦ the implications of building defects and the repairs required and how they will affect the choice of energy efficiency measures and building treatments ◦ the importance of compatibility and interactions between measures and the fabric of the underlying building ◦ how to identify when specialist skills and knowledge are required and report accordingly, including but not limited to: ·fire safety ·electrical ·gas ·asbestos ·Radon ·heritage ·ecology ·archaeological and architectural features ·ventilation ·dampness and building exposure ◦ the relevance of an assessment of significance and how to recognise specific requirements for structures of special interest, traditional construction, hard ·to ·treat buildings and historical significance ◦ how your actions can lead to unintended consequences, why they happen, how to avoid them and the importance of reporting them. • 5.5. · Describe the needs of other occupations and the importance of team work and communication how to effectively communicate within a team when identifying building construction, defects and interfaces.

Assessment guidance and/or requirements : This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Please refer to the hyperlink for clarity - https://www.citb.co.uk/qualifications-standards/qualification-framework/
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.

Injecting, Blowing and Spraying Insulation to Internal Walls in the Workplace

Reference : M/618/6518

Level : Level 3

Credit Value : 22

Guided Learning Hours : 110

Grading Type : Pass/Fail

Aim : The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in Injecting, Blowing and Spraying Insulation to Internal Walls in the Workplace within the relevant sector of industry.

Learning Outcomes		Assessment Criteria
The Learner Will		**The Learner Can**
1	Interpret the given design information relating to the work and resources to confirm its accuracy, completeness and relevance to the building type, fabric and condition when injecting, blowing and spraying insulation to internal walls.	• 1.1. · Interpret and extract relevant information from: ◦ drawings ◦ specifications ◦ schedules ◦ method statements ◦ risk assessments ◦ manufacturers' information ◦ data sheets • 1.2. · Comply with information and/or instructions derived from risk assessments and method statements. • 1.3. · Describe why the organisational procedures have been developed and how they are implemented. • 1.4. · Explain the importance of organisational procedures to solve problems and why it is important to follow them. • 1.5. · Describe different types of information, their source, accuracy, completeness and how they are interpreted in relation to: ◦ drawings ◦ specifications ◦ schedules ◦ method statements ◦ risk assessments ◦ design ◦ standards ◦ suppliers and manufacturers' information ◦ data sheets ◦ official guidance ◦ current legislation and regulations governing buildings
2	Know how to comply with environmentally responsible work practices to meet current legislation standards and official guidance when injecting, blowing and spraying insulation to internal walls.	• 2.1. · Describe their responsibilities regarding potential accidents, health hazards and the environment in relation to: ◦ the workplace ◦ below ground level ◦ confined spaces ◦ at height ◦ tools and equipment ◦ materials and substances ◦ movement and storage of materials by manual handling and

		mechanical lifting. • 2.2. · Describe the organisational security procedures for tools, equipment and personal belongings in relation to: ◦ site ◦ workplace ◦ siting and location of vehicles ◦ company ◦ customer ◦ access equipment ◦ material and waste storage ◦ the general public • 2.3. · Explain the accident reporting procedures and who is responsible for making reports. • 2.4. · Describe the types of fire extinguishers available when injecting, blowing and spraying insulation to internal walls and describe how and when they are used in relation to: ◦ water ◦ CO_2 ◦ foam ◦ powder
3	Comply with current, relevant legislation, standards and official guidance to carry out your work and maintain safe and healthy work practices.	• 3.1. · Demonstrate compliance with relevant legislation, standards and official guidance when injecting, blowing and spraying insulation to internal walls in relation to the following: ◦ methods of work ◦ safe use of health and safety control equipment ◦ safe use of access equipment and harness systems ◦ safe use, storage and handling of materials, tools and equipment ◦ operative maintenance of installation equipment ◦ specific risks to health including mental health ◦ specific risks associated with ventilation and combustion appliances • 3.2. · Explain why, when and how health and safety control equipment, identified by the principles of prevention, should be used when injecting, blowing and spraying insulation to internal walls in relation to: ◦ collective protective measures ◦ personal protective equipment (PPE) ◦ respiratory protective equipment (RPE) ◦ local exhaust ventilation (LEV) • 3.3. · Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills in relation to: ◦ fires ◦ spillages ◦ injuries ◦ emergencies relating to occupational activities ◦ identification of and reporting of asbestos containing materials • 3.4. · Describe how to report risks and hazards identified by the following: ◦ risk assessment ◦ personal assessment ◦ methods of work ◦ suppliers and manufacturers' technical information ◦ data sheets ◦ statutory regulations ◦ official guidance ◦ Control of Substances Hazardous to Health (COSHH)

4	Select the required quantity and quality of resources for the methods of work to inject, blow and spray insulation to internal walls.	• 4.1. · Select resources associated with own work in relation to materials, components, fixings, finishes, tools and equipment. • 4.2. · Check the suitability, compatibility and characteristics of the materials, components, fixings and finishes, determine if they are moisture open or moisture closed and their impact on the building. • 4.3. · Record and report issues or defects. • 4.4. · Describe why the characteristics, compatibility, quality, uses, sustainability, limitations and defects associated with the resources are important and how defects should be rectified. • 4.5. · Describe how the resources should be used and how problems associated with the resources are reported in relation to: ◦ protective sheeting ◦ masking materials ◦ warning signs ◦ vent sleeves ◦ insulation materials ◦ fixings and adhesives ◦ vapour control and breather membranes ◦ finishing board and coat ◦ combustion vents ◦ all work tools ◦ installation equipment • 4.6. · Describe how to confirm that the resources and materials conform to the specification. • 4.7. · Explain why the organisational procedures have been developed and how they are used for the selection of required resources. • 4.8. · Describe how to identify the hazards associated with the resources and methods of work and how they are overcome. • 4.9. · Describe how to calculate the quantity of materials, length, thickness, area and wastage associated with the method and procedure to inject, blow and spray insulation to internal walls.
5	Minimise the risk of damage to the work and surrounding area when injecting, blowing and spraying insulation to internal walls.	• 5.1. · Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. • 5.2. · Maintain a safe, clear and tidy work area. • 5.3. · Explain why it is important to maintain a safe, clear and tidy work area. • 5.4. · Dispose of waste in accordance with current legislation. • 5.5. · Describe how to protect work and its surrounding area from damage by general workplace activities, other occupations and adverse weather conditions and how to minimise damage to existing building fabric. • 5.6. · Explain the importance of protecting the work and its surrounding area against the risk of damage. • 5.7. · Explain why and how the disposal of waste must be carried out safely in accordance with the following: ◦ current legislation ◦ environmental responsibilities ◦ organisational procedures ◦ manufacturers' information ◦ data sheets ◦ statutory regulations ◦ official guidance

6	Complete the work within the allocated time when injecting, blowing and spraying insulation to internal walls.	• 6.1. · Demonstrate completion of your work within the estimated, allocated time and performance requirements of the system design, method statement and the required standard. • 6.2. · Describe the purpose of the work programme, including the estimated and allocated time 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 carry out the work efficiently to inject, blow and spray insulation to internal walls to the required specification.	• 7.1. · Demonstrate the following work skills when injecting, blowing and spraying insulation to internal walls: ◦ measuring ◦ marking out ◦ fixing ◦ finishing ◦ positioning ◦ sealing and securing • 7.2. · Use and maintain all work tools and equipment. • 7.3. · Carry out external and internal pre ·installation checks assessing, recording and reporting issues to include: ◦ suitable access ◦ property suitability ◦ structural integrity ◦ dampness ◦ decay ◦ vents and ventilation ◦ services (gas, electric, water, media cables) • 7.4. · Check, record and report issues with construction ventilation, flues, chimneys and combustion air ventilators pre and post installation. • 7.5. · Fit breather membrane and vapour control layers. • 7.6. · Prepare and install Internal wall insulation system to given system designer specification, method statement and the required standard using at least two of the following methods to given working instructions: ◦ injected ◦ blown ◦ sprayed • 7.7. · Assemble and operate installation processing equipment in line with manufacturers and system manuals. • 7.8. · Calibrate equipment to measure density, flow and quality tests to ensure they are in line with manufacturers specifications and material requirements. • 7.9. · Protect and reinstate, access routes, existing fixtures and fittings (carpets). • 7.10. · Remove, replace and reinstate skirting, coving and cornices, radiators and electrical sockets. • 7.11. · Carry out repairs after installation. • 7.12. · Clean and disassemble installation processing equipment and pack away for transportation. • 7.13. · Handover and sign off to the customers satisfaction.

- 7.14.
  · Carry out post installation checks.
- 7.15a
  · Describe how the methods of work to meet the specification, are carried out and how problems are identified and reported by the application of knowledge for safe, healthy and environmental work practices, procedures and skills relating to the method and area of work relating to the following:
  - the suitability, compatibility and characteristics of the materials, components and finishes, and determine if they are moisture open or moisture closed, their impact on the building and their appropriateness to the design and physical application
  - how to record and report issues or defects with the materials, components and finishes
  - why it is important to carry out external and internal pre ·installation checks
  - how to carry out external and internal pre ·installation checks, assessing, recording and reporting issues to include but not limited to:

    · suitable access

    · property suitability

    · structural integrity

    · dampness

    · condensation

    · penetrating damp

    · rising damp

    · decay

    · vents and ventilation

    · services (gas, electric, water, media cables)

    · condition of down pipes,

    · roof overhangs and gutters

    · external and internal finish condition

    · wall moisture content

    · damp proof course height above floor level

    · condition of ground and suspended floor joists
  - how to identify thermal bridges and understand solutions and limitations
  - why it is important to ensure that all necessary repairs are completed prior to installation
  - the implications for party wall thermal bridge
  - how and why it is important to check, record and report issues with construction ventilation, flues, chimneys and combustion air ventilators pre and post installation.
  - how to check for hidden utilities
  - how to recognise, record and report the key issues that may inhibit commencement of the work including but not limited to:

    · condition of building fabric

    · identification of any areas of potential water penetration

    · visibility and completeness of damp proof course

    · condition of window and door seals

    · height of internal floors in relation to external floor height

    · condition of roof

    · damaged or spalled brickwork

· drainage and down pipes

· protection and existence of sub floor ventilation

· cavity width and identification of any debris

· flues, gas pipes, chimneys and combustion air ventilators

· identification of protected wildlife (nesting birds, bees, bats)

- how to identify when specialist skills and knowledge are required and report accordingly including but not limited to:

·fire safety

·electrical

·media cables

·signal receiving equipment

·junction and meter boxes

·asbestos

·Radon

·heritage

·archaeological and architectural features

·ecology

·ventilation

·rot

- the relevance of an assessment of significance and how to recognise specific requirements for structures of special interest, traditional construction, hard
·to
·treat buildings and historical significance
- how to identify, record, report and rectify unintended consequences not addressed in the design, including but not limited to the existence of: thermal bridges, thermal bypassing and water ingress, inadequate ventilation and condensation risk
- why it is important to avoid unintended consequences
- why it is important to explain installation procedure to building occupants to include but not limited to the following:

· scope and work programme

· safety requirements during the installation process

· protection of property and personal items

· specific benefits and implications to include homeowner information

· agreed standards of making good

- the implications of existing guarantees and warranties that may be compromised by the installation to include but not limited to:

· wall ties

· windows

· damp proof course

· renders

· Tyrolean coatings

· silicone weather proof coatings

- how to work with, around and in close proximity to plant and machinery
- how to direct and guide the operations and movement of plant and machinery to ensure protection of a safe working environment
- how to identify and follow the installation quality requirements
- which wall types are unsuitable for internal wall insulation
- the implications of insulating a terrace or semi

		·detached house regarding party wall bridge • 7.15b · ◦ why it is important to ensure pre ·installation material checks are within specified parameters to include checking and recording batch number and reporting defects ◦ how to protect and reinstate, access routes, existing fixtures and fittings (carpets) ◦ how to prepare internal walls for insulation ◦ how to treat external walls in line with system holder specification ◦ the importance of ensuring all work to services (gas, electric, water, media cables) is carried out by suitably qualified people ◦ how to remove, replace and reinstate skirting, coving and cornices, radiators and electrical sockets ◦ how to calibrate equipment to measure density, flow and quality tests to ensure they are in line with manufacturers specifications and material requirements ◦ how to install injected, blown and sprayed insulation ◦ how to fit breather membrane and vapour control layers ◦ the different types of air and vapour control layers and breather membranes , where and how they should be used and why it is important to install them correctly ◦ the importance of ensuring the integrity of air and vapour control layers and breather membranes following installation and the need to maintain continuity ◦ why it is important to immediately record and report unforeseen events ◦ why it is important to maintain or install fire resistant barriers ◦ how to maintain sound proofing ◦ how to seal joints, perimeters and penetrations ◦ why it is important to minimise thermal bridging through compliance with design detail and ensuring a consistent level of insulation to the area being insulated ◦ how to carry out any repair after installation ◦ how to clean and disassemble installation processing equipment and pack away for transportation ◦ why it is important to record and report unforeseen events including but not limited to equipment malfunctions, situations and faults not identified in the original design ◦ why it is important to complete post installation checks in accordance with the system designer installations operations manual and report issues ◦ why it is important to provide post installation advice and guidance to building occupants and client including homeowner packs ◦ how to handover and sign off to the customers satisfaction ◦ how to use all work tools and installation equipment in line with manufacturers' and systems specifications ◦ how to work at height using access equipment and harness systems ◦ how and why maintenance of all work tools and installation equipment is carried out • 7.16. · Describe the needs of other occupations and the importance of team work and communication when injecting, blowing and spraying insulation to internal walls.

Assessment guidance and/or requirements : This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Please refer to the hyperlink for clarity - https://www.citb.co.uk/qualifications-standards/qualification-framework/
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.
Two of the following endorsements required:
- Injected
- Blown
- Sprayed.

Installing Internal Insulation to Walls in the Workplace

Reference : F/618/6510

Level : Level 3

Credit Value : 22

Guided Learning Hours : 110

Grading Type : Pass/Fail

Aim : The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in Installing Internal Insulation to Walls in the Workplace within the relevant sector of industry.

Learning Outcomes		Assessment Criteria
The Learner Will		**The Learner Can**
1	Interpret the given design information relating to the work and resources to confirm its accuracy, completeness and relevance to the building type, fabric and condition when installing internal insulation to walls.	• 1.1. · Interpret and extract relevant information from: ◦ drawings ◦ specifications ◦ schedules ◦ method statements ◦ risk assessments ◦ suppliers and manufacturers' information ◦ data sheets • 1.2. · Comply with information and/or instructions derived from risk assessments and method statements. • 1.3. · Describe why the organisational procedures have been developed and how they are implemented. • 1.4. · Explain the importance of organisational procedures to solve problems and why it is important to follow them. • 1.5. · Describe different types of information, their source, accuracy, completeness and how they are interpreted in relation to: ◦ drawings ◦ specifications ◦ schedules ◦ method statements ◦ risk assessments ◦ design ◦ suppliers and manufacturers' information ◦ data sheets ◦ official guidance ◦ standards ◦ current legislation and regulations governing buildings
2	Know how to comply with environmentally responsible work practices to meet current, legislation standards and official guidance when installing internal insulation to walls.	• 2.1. · Describe their responsibilities regarding potential accidents, health hazards and the environment in relation to: ◦ the workplace ◦ below ground level ◦ confined spaces ◦ at height ◦ tools and equipment ◦ materials and substances ◦ movement and storage of materials by manual handling and mechanical lifting • 2.2.

		· Describe the organisational security procedures for tools, equipment and personal belongings in relation to: ◦ site ◦ workplace ◦ siting and location of vehicles ◦ company ◦ customer ◦ access equipment ◦ materials and waste storage ◦ the general public • 2.3. · Explain the accident reporting procedures and who is responsible for making reports. • 2.4. · Describe the types of fire extinguishers available when installing internal insulation to walls and describe how and when they are used in relation to: ◦ water ◦ CO_2 ◦ foam ◦ powder
3	Comply with current, relevant legislation, standards and official guidance to carry out your work and maintain safe and healthy work practices.	• 3.1. · Demonstrate compliance with, relevant legislation, standards and official guidance when installing internal insulation to walls in relation to the following: ◦ methods of work ◦ safe use of health and safety control equipment ◦ safe use of access equipment and harness systems ◦ safe use, storage and handling of materials, tools and equipment ◦ specific risks to health including mental health ◦ specific risks associated with ventilation and combustion appliances • 3.2. · Explain why, when and how health and safety control equipment, identified by the principles of prevention, should be used when installing internal insulation to walls in relation to: ◦ collective protective measures ◦ personal protective equipment (PPE) ◦ respiratory protective equipment (RPE) ◦ local exhaust ventilation (LEV) • 3.3. · Describe how emergencies should be responded to in accordance with organisational authorisation and personal skills in relation to: ◦ fires ◦ spillages ◦ injuries ◦ emergencies relating to occupational activities ◦ identification of and reporting of asbestos containing materials • 3.4. · Describe how to report risks and hazards identified by the following: ◦ risk assessment ◦ personal assessment ◦ methods of work ◦ suppliers and manufacturers' technical information ◦ data sheets ◦ statutory regulations ◦ official guidance ◦ Control of Substances Hazardous to Health (COSHH)
4	Select the required quantity and quality of resources for the methods of work to install internal insulation to walls.	• 4.1. · Select resources associated with own work in relation to materials, components, fixings, finishes, tools and equipment.

		• 4.2. · Check the suitability, compatibility characteristics of the materials, components, fixing and finishes determine if they are moisture open or moisture closed and their impact on the building. • 4.3. · Record and report issues or defects. • 4.4. · Describe why the characteristics, compatibility, quality, uses, sustainability, limitations and defects associated with the resources are important and how defects should be rectified. • 4.5. · Describe how the resources should be used and how problems associated with the resources are reported in relation to: ◦ protective sheeting internal ◦ masking materials ◦ warning signs ◦ vent sleeves ◦ insulation materials ◦ fixings and adhesives ◦ vapour control and breather membranes ◦ finishing board and coat ◦ combustion vents ◦ all work tools equipment • 4.6. · Describe how to confirm that the resources and materials conform to the specification. • 4.7. · Explain why the organisational procedures have been developed and how they are used for the selection of required resources. • 4.8. · Describe how to identify the hazards associated with the resources and methods of work and how they are overcome. • 4.9. · Describe how to calculate the quantity of materials, length, thickness, area and wastage associated with the method and procedure to install insulation to internal walls.
5	Minimise the risk of damage to the work and surrounding area when installing internal insulation to walls.	• 5.1. · Protect the work and its surrounding area from damage in accordance with safe working practices and organisational procedures. • 5.2. · Maintain a safe, clear and tidy work area. • 5.3. · Explain why it is important to maintain a safe, clear and tidy work area. • 5.4. · Dispose of waste in accordance with current legislation. • 5.5. · Describe how to protect work and its surrounding area from damage by general workplace activities, other occupations and adverse weather conditions and how to minimise damage to existing building fabric. • 5.6. · Explain why and how the disposal of waste must be carried out safely in accordance with the following: ◦ current legislation ◦ environmental responsibilities ◦ organisational procedures ◦ suppliers and manufactures' information ◦ data sheets ◦ statutory regulations ◦ official guidance
6	Complete the work within the allocated time when installing internal insulation to walls.	• 6.1. · Demonstrate completion of your work within the estimated, allocated time and performance requirements of the system design, method statement and the required standard. • 6.2. · Describe the purpose of the work programme, including the estimated and allocated time 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 carry out the work efficiently to install internal insulation to walls to the required specification.	• 7.1. · Demonstrate the following work skills when installing internal insulation to walls: ◦ measuring ◦ marking out ◦ fixing ◦ finishing ◦ positioning ◦ sealing ◦ securing • 7.2. · Use and maintain all work tools and equipment. • 7.3. · Carry out external and internal pre ·installation check, assessing, recording and reporting issues to include: ◦ suitable access ◦ property suitability ◦ structural integrity ◦ dampness ◦ decay ◦ vents and ventilation ◦ services (gas, electric, water, media cables) • 7.4. · Check, record and report issues with construction ventilation, flues, chimneys and combustion air ventilators pre and post installation. • 7.5. · Fit breather membrane and vapour control layers. • 7.6. · Prepare and install internal wall insulation system to given system designer specification, method statement and the required standard using the following methods to given working instructions · placed · mechanically or adhesively fixed including thermal boards • 7.7. · Protect and reinstate, access routes, existing fixtures and fittings (carpets). • 7.8. · Remove, replace and reinstate skirting, coving and cornices, radiators and electrical sockets. • 7.9. · Carry out repairs after installation. • 7.10. · Handover and sign off to the customers satisfaction. • 7.11. · Carry out post installation checks. • 7.12a · Describe how the methods of work to meet the specification, are carried out and how problems are identified and reported by the application of knowledge for safe, healthy and environmental work practices, procedures and skills relating to the method and area of work relating to the following: ◦ the suitability, compatibility and characteristics of the materials, components and finishes, and determine if they are moisture open or moisture closed, their impact on the building and their appropriateness to the design and physical application ◦ how to record and report issues or defects with the materials, components and finishes ◦ why it is important to carry out external and internal pre ·installation checks ◦ how to carry out external and internal pre ·installation checks, assessing, recording and reporting issues to include but not limited to:

		· suitable access ·property suitability · structural integrity · dampness · condensation · penetrating damp · rising damp · decay · vents and ventilation · services (gas, electric, water, media cables) · architectural features · condition of down pipes, ·roof overhangs and gutters · external and internal finish condition · wall moisture content · damp proof course height above floor level · condition of ground and suspended floor joists ◦ why it is important to ensure that all necessary repairs are completed prior to installation ◦ how to identify thermal bridges and understand solutions and limitations ◦ the implications for party wall thermal bridge ◦ how and why it is important to check, record and report issues with construction ventilation, flues, chimneys and combustion air ventilators pre and post installation ◦ how to check for hidden utilities ◦ how to recognise, record and report the key issues that may inhibit commencement of the work including but not limited to: · condition of building fabric · identification of any areas of potential water penetration · visibility and completeness of damp proof course · condition of window and door seals · height of internal floors in relation to external floor height · condition of roof · damaged or spalled brickwork · drainage and down pipes · protection and existence of sub floor ventilation · cavity width and identification of any debris · electrical cables, media cables, junction and meter boxes, signal receiving equipment · flues, gas pipes, chimneys and combustion air ventilators · identification of protected wildlife (nesting birds, bees, bats) ◦ how to identify when specialist skills and knowledge are required and report accordingly including but not limited to: ·fire safety ·electrical ·media cables

·signal receiving equipment

·junction boxes

·asbestos

·Radon

·heritage

·architectural and archaeological features

·ecology

·ventilation

·rot

- the relevance of an assessment of significance and how to recognise specific requirements for structures of special interest, traditional construction, hard
  ·to
  ·treat buildings and historical significance
- how to identify, record, report and rectify unintended consequences not addressed in the design, including but not limited to the existence of: thermal bridges, thermal bypassing and water ingress, inadequate ventilation and condensation risk
- why it is important to avoid unintended consequences
- why it is important to explain installation procedure to building occupants to include but not limited to the following:

· scope and work programme

· safety requirements during the installation process

· protection of property and personal items

· specific benefits and implications to include homeowner information

· agreed standards of making good

- the implications of existing guarantees and warranties that may be compromised by the installation to include but not limited to:

· wall ties

· windows

· damp proof course (dpc)

· renders

· Tyrolean coatings

· silicone weather proof coatings

- how to work with, around and in close proximity to plant and machinery
- how to direct and guide the operations and movement of plant and machinery to ensure protection of a safe working environment
- how to identify and follow the installation quality requirements
- which wall types are unsuitable for internal wall insulation
- the implications of insulating a terrace or semi
  ·detached house regarding party wall bridge

• 7.12b
·

- why it is important to ensure pre
  ·installation material checks are within specified parameters to include checking and recording batch number and reporting defects
- how to protect and reinstate, access routes, existing fixtures and fittings (carpets)
- how to prepare Internal walls for insulation.
- how to treat external walls in line with system holder specification
- the importance of ensuring all work to services (gas, electric, water, media cables) is carried out by suitably qualified people
- how to remove, replace and reinstate skirting, coving and cornices, radiators and electrical sockets

			◦ how to construct straps to walls to contain or hold insulation ◦ how to fit mechanically or adhesively fixed insulation including thermal boards ◦ how to fit breather membrane and vapour control layers ◦ the importance of ensuring the integrity of breather membranes and vapour control layers. ◦ the different types of air and vapour control layers and breather membranes, where and how they should be used and why it is important to install them correctly ◦ the importance of ensuring the integrity of air and vapour control layers and breather membranes following installation and the need to maintain continuity ◦ why it is important to immediately record and report unforeseen events including but not limited to equipment malfunctions, situations and faults not identified in the original design ◦ why it is important to maintain or install fire resistant barriers ◦ how to maintain sound ·proofing ◦ how to seal joints, perimeters and penetrations ◦ why it is important to minimise thermal bridging through compliance with design detail ensuring a consistent level of insulation to the area being insulated ◦ how to carry out any repair after installation ◦ why it is important to complete post installation checks in accordance with the system designer installations operations manual and report issues ◦ why it is important to provide post installation advice and guidance to building occupants and client including homeowner packs ◦ how to handover and sign off to the customers satisfaction ◦ how to use all work tools and installation equipment in line with manufacturers' and system specification ◦ how to work at height using access equipment and harness systems ◦ how and why maintenance of all work tools and installation equipment is carried out • 7.13. · Describe the needs of other occupations and the importance of team work and communication when installing external wall insulation.

Assessment guidance and/or requirements : This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Please refer to the hyperlink for clarity - https://www.citb.co.uk/qualifications-standards/qualification-framework/
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.

Develop Customer Relationships

Reference : T/601/1526

Level : Level 2

Credit Value : 6

Guided Learning Hours : 40

Grading Type : Pass/Fail

Aim : The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in Develop customer relationships within the relevant sector of industry.

Learning Outcomes		Assessment Criteria
The Learner Will		**The Learner Can**
1	Build their customer's confidence that the service they give will be excellent	• 1.1 · Show that they behave assertively and professionally with customers • 1.2 · Allocate the time they take to deal with their customer following organisational guidelines • 1.3 · Reassure their customer that they are doing everything possible to keep the service promises made by the organisation
2	Meet the expectations of their customers	• 2.1 · Recognise when there may be a conflict between their customer's expectations and your organisation's service offer • 2.2 · Balance their customer's expectations with their organisation's service offer by offering an alternative or explaining the limits of the service offer • 2.3 · Work effectively with others to resolve any difficulties in meeting their customer's expectations
3	Develop the long-term relationship between their customer and their organisation	• 3.1 · Give additional help and information to their customer in response to customer questions and comments about their organisation's services or products • 3.2 · Discuss expectations with their customer and explain how these compare with their organisation's services or products • 3.3 · Advise others of feedback received from their customer • 3.4 · Identify new ways of helping customers based on the feedback customers have given them • 3.5 · Identify added value that their organisation could offer to long ·term customers
4	Know how to develop customer relationships	• 4.1 · Describe their organisation's services or products • 4.2 · Explain the importance of customer retention • 4.3 · Explain how their own behaviour affects the behaviour of the customer • 4.4 · Describe how to behave assertively and professionally with customers • 4.5 · Describe how to defuse potentially stressful situations • 4.6 · Identify the limitations of their organisation's service offer • 4.7 · Compare how customer expectations may change as the customer

		deals with their organisation • 4.8 · Identify the cost and resource implications of an extension of the service offer to meet or exceed customer expectations • 4.9 · Explain the cost implications of bringing in new customers as opposed to retaining existing customers • 4.10 · Identify who to refer to when considering any variation to their organisation's service offer

Assessment guidance and/or requirements : The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

Erecting and Dismantling Access/Working Platforms in the Workplace

Reference : D/600/8281

Level : Level 2

Credit Value : 8

Guided Learning Hours : 27

Grading Type : Pass/Fail

Aim : The aim of this unit is to illustrate the skills, knowledge and understanding required to confirm competence in erecting and dismantling access/working platforms in the workplace within the relevant sector of industry.

Learning Outcomes		Assessment Criteria
The Learner Will		**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.

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.
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.

Assessment guidance and/or requirements : This unit must be assessed in a work environment, in accordance with the ConstructionSkills' Consolidated Assessment Strategy for Construction and the Built Environment. Please refer to the hyperlink for clarity - https://www.citb.co.uk/qualifications-standards/qualification-framework/
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 own occupational area of work and two of the following endorsements:
– Ladders/crawler boards
– Step ladders/platform steps
– Proprietary towers
– Trestle platforms
– Mobile scaffold towers
– Proprietary staging/podiums.

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