

PROGRAM OUTLINE

Insulator (Heat and Frost)



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INSULATOR (HEAT AND FROST) HARMONIZED PROGRAM OUTLINE

**APPROVED BY INDUSTRY
SEPTEMBER 2018**

**BASED ON
RSOS 2017**

**Developed by
Industry Training Authority
Province of British Columbia**



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Section 1

INTRODUCTION

Insulator (Heat and Frost)



Foreword

This revised Insulator (Heat and Frost) Program Outline is intended as a guide for instructors, apprentices, and employers of apprentices as well as for the use of industry organizations, regulatory bodies, and provincial and federal governments. It reflects updated standards based on the Insulator (Heat and Frost) Red Seal Occupational Standard (2017) and British Columbia industry and instructor Subject Matter Experts.

Practical instruction by demonstration and student participation should be integrated with classroom sessions. Safe working practices, even though not always specified in each operation or topic, are an implied part of the program and should be stressed throughout the apprenticeship.

This Program Outline includes a list of recommended reference textbooks that are available to support the learning objectives and the minimum shop requirements needed to support instruction.

Competencies are to be evaluated through the use of written exams and practical assessments. A passing grade is achieved by getting an overall mark of 70%. See the Assessment Guidelines for more details.

Achievement Criteria are included for those competencies that require a practical assessment. The intent of including Achievement Criteria in the Program Outline is to ensure consistency in training across the many training institutions in British Columbia. Their purpose is to reinforce the theory and to provide a mechanism for evaluation of the learner's ability to apply theory to practice. It is important that these performances be observable and measurable and that they reflect the skills spelled out in the competency as those required of a competent journey person. The conditions under which these performances will be observed and measured must be clear to the learner as well as the criteria by which the learner will be evaluated. The learner must also be given the level of expectation of success.

The performance spelled out in the Achievement Criteria is a suggested performance and is not meant to stifle flexibility of delivery. Training providers are welcome to substitute other practical performances that measure similar skills and attainment of the competency. Multiple performances may also be used to replace individual performances where appropriate.

SAFETY ADVISORY

Be advised that references to the WorkSafeBC safety regulations contained within these materials do not/may not reflect the most recent Occupational Health and Safety Regulation (the current Standards and Regulation in BC can be obtained on the following website: <http://www.worksafebc.com>). Please note that it is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulation pertaining to his/her work.



Acknowledgements

Industry and Instructor Subject Matter Experts retained to assist in the development of Program Outline content:

- Bob Barter, Insulators Local 118
- Al Carpenter, Insulators Local 118
- Ken Jakobsson, Insulators Local 118

The Industry Training Authority would like to acknowledge the dedication and hard work of all the industry and instructor representatives appointed to identify the training requirements of the Insulator (Heat and Frost) trade.



How to Use this Document

This Program Outline has been developed for the use of individuals from several different audiences. The table below describes how each section can be used by each intended audience.

Section	Training Providers	Employers/ Sponsors	Apprentices	Challengers
Program Credentialing Model	Communicate program length and structure, and all pathways to completion	Understand the length and structure of the program	Understand the length and structure of the program, and pathway to completion	Understand challenger pathway to Certificate of Qualification
OAC	Communicate the competencies that industry has defined as representing the scope of the occupation	Understand the competencies that an apprentice is expected to demonstrate in order to achieve certification	View the competencies they will achieve as a result of program completion	Understand the competencies they must demonstrate in order to challenge the program
Training Topics and Suggested Time Allocation	Shows proportionate representation of general areas of competency (GACs) at each program level, the suggested proportion of time spent on each GAC, and percentage of time spent on theory versus practical application	Understand the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application	Understand the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application	Understand the relative weightings of competencies of the occupation on which assessment is based
Program Content	Defines the objectives, learning tasks, high level content that must be covered for each competency, as well as defining observable, measureable achievement criteria for objectives with a practical component	Identifies detailed program content and performance expectations for competencies with a practical component; may be used as a checklist prior to signing a recommendation for certification (RFC) for an apprentice	Provides detailed information on program content and performance expectations for demonstrating competency	Allows individual to check program content areas against their own knowledge and performance expectations against their own skill levels



Section	Training Providers	Employers/ Sponsors	Apprentices	Challengers
Training Provider Standards	Defines the facility requirements, tools and equipment, reference materials (if any) and instructor requirements for the program	Identifies the tools and equipment an apprentice is expected to have access to; which are supplied by the training provider and which the student is expected to own	Provides information on the training facility, tools and equipment provided by the school and the student, reference materials they may be expected to acquire, and minimum qualification levels of program instructors	Identifies the tools and equipment a tradesperson is expected to be competent in using or operating; which may be used or provided in a practical assessment
Appendix – Glossary of Acronyms			Defines program specific acronyms	



Section 2

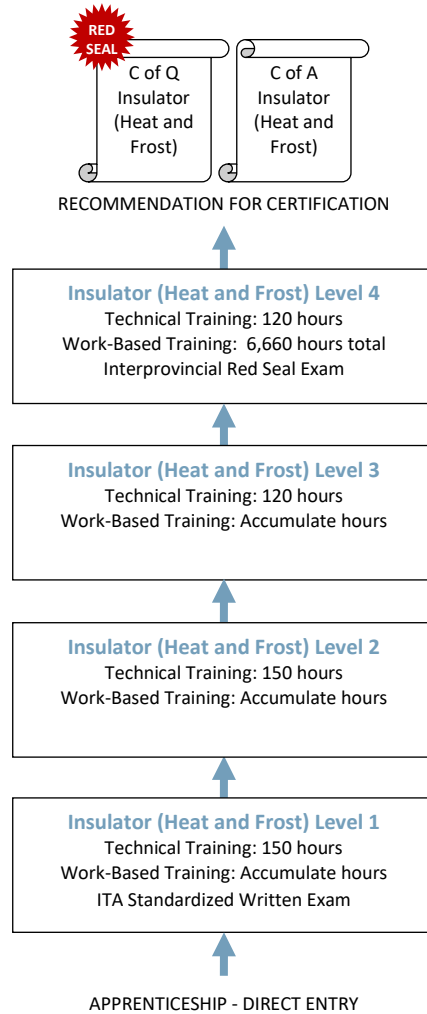
PROGRAM OVERVIEW

Insulator (Heat and Frost)



Program Credentialing Model

C of Q = Certificate of Qualification
C of A = Certificate of Apprenticeship
WBT = Work-Based Training



CROSS-PROGRAM CREDITS

Individuals who hold the credentials listed below are entitled to receive partial credit toward the completion requirements of this program

None



Occupational Analysis Chart

INSULATOR (HEAT AND FROST)

Occupation Description: Insulators (Heat and Frost) work with different kinds of insulating materials to prevent or reduce the passage of heat, cold, vapour, moisture, sound or fire. They read and interpret drawings and specifications to determine insulation requirements, select the amount and type of insulation to be installed, and measure and cut insulating materials to the required dimensions. They then apply, install, repair and maintain insulating materials to mechanical systems, such as piping, tanks, vessels, and HVAC systems. Insulated surfaces may be finished with materials such as plastics, aluminum, galvanized steel and coated steel, stainless steel, canvas, mastics or finishing cement. Insulators (Heat and Frost) also lay out and fabricate components on-site, or remove and/or encapsulate old insulation. Removing materials such as asbestos, ceramic fibers and lead is also part of the trade. Insulators (Heat and Frost) also spray insulating materials and install fireproofing and fire stop systems. Insulators (Heat and Frost) work in commercial and industrial settings, such as gas plants, refineries, hospitals, schools, and convention centres.

PERFORM SAFETY-RELATED FUNCTIONS A	Use personal protective equipment (PPE) and safety equipment A1	Maintain safe work environment A2
	1	1
USE AND MAINTAIN TOOLS AND EQUIPMENT B	Use tools and equipment B1	Use access equipment B2
	1	1
ORGANIZE WORK C	Perform task scheduling C1	Organize materials on site C2
	1	1
USE COMMUNICATION AND MENTORING TECHNIQUES D	Use communication techniques D1	Use mentoring techniques D2
	1	4

HARMONIZED PROGRAM OUTLINE Program Overview



PERFORM ROUTINE TRADE PRACTICES E	Perform measurements and calculations E1	Interpret specifications and drawings E2	Prepare substrates E3	Select materials E4	Perform layout E5
	1 2 3 4	2 3 4	1 2	1 2 3	1 2 3
INSULATE PIPING AND FITTINGS F	Install insulation on piping, fittings and hangers F1	Apply vapour barriers on piping and fittings F2	Install cladding, jacketing and finishes on piping and fittings F3		
	1	1	3		
INSULATE TANKS, VESSELS AND EQUIPMENT G	Install insulation on tanks, vessels and equipment G1	Apply vapour barriers on tanks, vessels and equipment G2	Install cladding, jacketing and finishes on tanks, vessels and equipment G3		
	2	2	3		
INSULATE PLUMBING AND MECHANICAL PIPING SYSTEMS H	Install insulation on plumbing and mechanical piping systems H1	Apply vapour barrier on insulated plumbing and mechanical piping systems H2	Install cladding, jacketing and finishes on insulated plumbing and mechanical piping systems H3		
	1	1	2		
INSULATE MECHANICAL DUCTING I	Install insulation on mechanical ducting I1	Install vapour barrier on insulated mechanical ducting I2	Install cladding, jacketing and finishes on insulated mechanical ducting I3		
	2	2	3		
INSULATE MECHANICAL EQUIPMENT J	Install insulation on mechanical equipment J1	Apply vapour barrier on insulated mechanical equipment J2			
	2	2			



INSTALL FIRE STOP SYSTEMS <div style="text-align: right;">K</div>	Identify approved fire stop system <div style="text-align: right;">K1</div> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;">4</td> </tr> </table>	1			4	Apply fire stop materials to architectural, structural, mechanical and electrical components <div style="text-align: right;">K2</div> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>	1			
1			4							
1										
INSULATE FOR SOUNDPROOFING <div style="text-align: right;">L</div>	Insulate piping and equipment for soundproofing <div style="text-align: right;">L1</div> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;">2</td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>		2			Install acoustic assemblies for soundproofing <div style="text-align: right;">L2</div> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;">2</td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>		2		
	2									
	2									
INSTALL REMOVABLE COVERS <div style="text-align: right;">M</div>	Fabricate removable covers <div style="text-align: right;">M1</div> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table>			3	4	Fasten removable covers <div style="text-align: right;">M2</div> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> </table>			3	4
		3	4							
		3	4							
INSTALL UNDERGROUND INSULATING SYSTEMS <div style="text-align: right;">N</div>	Install pipe insulation to underground systems <div style="text-align: right;">N1</div> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;">2</td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>		2			Install pour-in-place and spray-on insulation to underground systems <div style="text-align: right;">N2</div> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;">2</td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>		2		
	2									
	2									
SPRAY SEALERS, COATINGS AND SPRAY-ON INSULATION <div style="text-align: right;">O</div>	Prepare materials, equipment, surrounding work area and substrate for spraying <div style="text-align: right;">O1</div> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;">2</td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>		2			Apply reinforcing materials, spray insulation, coatings and sealers <div style="text-align: right;">O2</div> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;">2</td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>		2		
	2									
	2									
INSTALL FIREPROOFING <div style="text-align: right;">P</div>	Apply fireproofing to architectural, structural, mechanical and electrical components <div style="text-align: right;">P1</div> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>	1				Apply protective covering to fireproofing materials <div style="text-align: right;">P2</div> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;">4</td> <td style="width: 25%;"></td> </tr> </table>			4	
1										
		4								



INSTALL INSULATION FOR REFRACTORY SYSTEMS Q	Apply insulation on refractory systems Q1	Install reflective systems Q2	Install cladding, jacketing and finishes on refractory systems Q3	
	2	2	2	2
INSTALL INSULATION FOR CRYOGENIC SYSTEMS R	Apply insulation on cryogenic systems R1	Apply vapour barriers to insulated components of cryogenic systems R2	Install cladding, jacketing and finishes on cryogenic systems R3	
	2	2	2	2
INSULATE FOR MARINE APPLICATIONS S	Insulate bulkheads, deckheads and hulls S1	Install cladding, jacketing and finishes on marine applications S2		
	3	3	3	3
PERFORM ASBESTOS ABATEMENT T	Prepare for asbestos abatement T1	Remove asbestos T2	Maintain asbestos T3	Perform lead abatement and mould remediation T4
	1	1	1	1



Training Topics and Suggested Time Allocation: Level 1

INSULATOR (HEAT AND FROST)– LEVEL 1

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line A	PERFORM SAFETY-RELATED FUNCTIONS	3%	60%	40%	100%
A1	Use personal protective equipment (PPE) and safety equipment		✓	✓	
A2	Maintain safe work environment		✓	✓	
Line B	USE AND MAINTAIN TOOLS AND EQUIPMENT	3%	50%	50%	100%
B1	Use tools and equipment		✓	✓	
B2	Use access equipment		✓	✓	
Line C	ORGANIZE WORK	3%	50%	50%	100%
C1	Perform task scheduling		✓		
C2	Organize materials on site		✓	✓	
Line D	USE COMMUNICATION AND MENTORING TECHNIQUES	4%	60%	40%	100%
D1	Use communication techniques		✓	✓	
Line E	PERFORM ROUTINE TRADE PRACTICES	31%	30%	70%	100%
E1	Perform measurements and calculations		✓	✓	
E3	Prepare substrates		✓	✓	
E4	Select materials		✓	✓	
E5	Perform layout		✓	✓	
Line F	INSULATE PIPING AND FITTINGS	21%	30%	70%	100%
F1	Install insulation on piping, fittings and hangers		✓	✓	
F2	Apply vapour barriers on piping and fittings		✓	✓	
Line H	INSULATE PLUMBING AND MECHANICAL PIPING SYSTEMS	20%	25%	75%	100%
H1	Install insulation on plumbing and mechanical piping systems		✓	✓	
H2	Apply vapour barrier on insulated plumbing and mechanical piping systems		✓	✓	
Line K	INSTALL FIRE STOP SYSTEMS	5%	100%	0%	100%
K1	Identify approved fire stop system		✓		
K2	Apply fire stop materials to architectural, structural, mechanical and electrical components		✓		
Line P	INSTALL FIREPROOFING	4%	100%	0%	100%
P1	Apply fireproofing to architectural, structural, mechanical and electrical components		✓		



% of Time Allocated to:

		% of Time	Theory	Practical	Total
Line T	PERFORM ASBESTOS ABATEMENT	6%	100%	0%	100%
T1	Prepare for asbestos abatement		✓		
T2	Remove asbestos		✓		
T3	Maintain asbestos		✓		
T4	Perform lead abatement and mould remediation		✓		
Total Percentage for Insulator (Heat and Frost) Level 1		100%			



Training Topics and Suggested Time Allocation: Level 2

INSULATOR (HEAT AND FROST)– LEVEL 2

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line E	PERFORM ROUTINE TRADE PRACTICES	11%	50%	50%	100%
E1	Perform measurements and calculations		✓	✓	
E2	Interpret specifications and drawings		✓		
E3	Prepare substrates		✓	✓	
E4	Select materials		✓	✓	
E5	Perform layout		✓	✓	
Line G	INSULATE TANKS, VESSELS AND EQUIPMENT	22%	30%	70%	100%
G1	Install insulation on tanks, vessels and equipment		✓	✓	
G2	Apply vapour barriers on tanks, vessels and equipment		✓	✓	
Line H	INSULATE PLUMBING AND MECHANICAL PIPING SYSTEMS	1%	70%	30%	100%
H3	Install cladding, jacketing and finishes on insulated plumbing and mechanical piping systems		✓	✓	
Line I	INSULATE MECHANICAL DUCTING	20%	25%	75%	100%
I1	Install insulation on mechanical ducting		✓	✓	
I2	Install vapour barrier on insulated mechanical ducting		✓	✓	
Line J	INSULATE MECHANICAL EQUIPMENT	20%	50%	50%	100%
J1	Install insulation on mechanical equipment		✓	✓	
J2	Apply vapour barrier on insulated mechanical equipment		✓	✓	
Line L	INSULATE FOR SOUNDPROOFING	1%	100%	0%	100%
L1	Insulate piping and equipment for soundproofing		✓		
L2	Install acoustic assemblies for soundproofing		✓		
Line N	INSTALL UNDERGROUND INSULATING SYSTEMS	3%	100%	0%	100%
N1	Install pipe insulation to underground systems		✓		
N2	Install pour-in-place and spray-on insulation to underground systems		✓		
Line O	SPRAY SEALERS, COATINGS AND SPRAY-ON INSULATION	3%	100%	0%	100%
O1	Prepare materials, equipment, surrounding work area and substrate for spraying		✓		
O2	Apply reinforcing materials, spray insulation, coatings and sealers		✓		
Line Q	INSTALL INSULATION FOR REFRACTORY SYSTEMS	5%	100%	0%	100%
Q1	Apply insulation on refractory systems		✓		



% of Time Allocated to:

		% of Time	Theory	Practical	Total
Q2	Install reflective systems		✓		
Q3	Install cladding, jacketing and finishes on refractory systems		✓		
Line R	INSTALL INSULATION FOR CRYOGENIC SYSTEMS	14%	40%	60%	100%
R1	Apply insulation on cryogenic systems		✓	✓	
R2	Apply vapour barriers to insulated components of cryogenic systems		✓	✓	
R3	Install cladding, jacketing and finishes on cryogenic systems		✓	✓	
Total Percentage for Insulator (Heat and Frost) Level 2		100%			



Training Topics and Suggested Time Allocation: Level 3

INSULATOR (HEAT AND FROST)– LEVEL 3

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line E	PERFORM ROUTINE TRADE PRACTICES	25%	30%	70%	100%
E1	Perform measurements and calculations		✓	✓	
E2	Interpret specifications and drawings		✓	✓	
E4	Select materials		✓	✓	
E5	Perform layout		✓	✓	
Line F	INSULATE PIPING AND FITTINGS	25%	25%	75%	100%
F3	Install cladding, jacketing and finishes on piping and fittings		✓	✓	
Line G	INSULATE TANKS, VESSELS AND EQUIPMENT	27%	25%	75%	100%
G3	Install cladding, jacketing and finishes on tanks, vessels and equipment		✓	✓	
Line I	INSULATE MECHANICAL DUCTING	17%	50%	50%	100%
I3	Install cladding, jacketing and finishes on insulated mechanical ducting		✓	✓	
Line M	INSTALL REMOVABLE COVERS	4%	30%	70%	100%
M1	Fabricate removable covers		✓	✓	
M2	Fasten removable covers		✓	✓	
Line S	INSULATE FOR MARINE APPLICATIONS	2%	100%	0%	100%
S1	Insulate bulkheads, deckheads and hulls		✓		
S2	Install cladding, jacketing and finishes on marine applications		✓		
Total Percentage for Insulator (Heat and Frost) Level 3		100%			



Training Topics and Suggested Time Allocation: Level 4

INSULATOR (HEAT AND FROST)– LEVEL 4

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line D	USE COMMUNICATION AND MENTORING TECHNIQUES	5%	80%	20%	100%
D2	Use mentoring techniques		✓	✓	
Line E	PERFORM ROUTINE TRADE PRACTICES	63%	70%	30%	100%
E1	Perform measurements and calculations		✓	✓	
E2	Interpret specifications and drawings		✓	✓	
Line K	INSTALL FIRE STOP SYSTEMS	5%	100%	0%	100%
K1	Identify approved fire stop system		✓		
Line M	INSTALL REMOVABLE COVERS	22%	20%	80%	100%
M1	Fabricate removable covers		✓	✓	
M2	Fasten removable covers		✓	✓	
Line P	INSTALL FIREPROOFING	5%	100%	0%	100%
P2	Apply protective covering to fireproofing materials		✓		
Total Percentage for Insulator (Heat and Frost) Level 4		100%			



Section 3

PROGRAM CONTENT

Insulator (Heat and Frost)



Level 1

Insulator (Heat and Frost)



Line (GAC): **A** **PERFORM SAFETY-RELATED FUNCTIONS**
Competency: **A1** **Use personal protective equipment (PPE) and safety equipment**

Objectives

To be competent in this area, the individual must be able to:

- Use PPE and safety equipment.
- Identify, remove and dispose defective PPE and safety equipment.

LEARNING TASKS

1. Use PPE

2. Use safety equipment

CONTENT

- Hearing protection
- Safety footwear
- Eye protection
- Hard hats
- Respiratory protection
- Protective clothing
- Fall protection
- Face shields
- Hand protection
- Limitations of PPE
- Identification, removal and disposal of defective PPE
- Showers
- Eye washes
- Fall protection
- Antidotes for gas, acids and chemicals
- Gloves specific to job
- Welding screens
- First aid kit
- Identification, removal and disposal of defective safety equipment



Line (GAC): A PERFORM SAFETY-RELATED FUNCTIONS

Competency: A2 Maintain safe work environment

Objectives

To be competent in this area, the individual must be able to:

- Maintain safe work environment.

LEARNING TASKS

1. Locate and comply with all regulations

2. Follow Workplace Hazardous Materials Information System (WHMIS) regulations

3. Identify potential causes of accidents

CONTENT

- Regulations
 - WorkSafeBC
 - Employer
 - Site-specific
- Employee and employer rights and responsibilities
- Work permits for hot work
- Chemical and biological substances
- Substance specific requirements
- Noise, vibration, radiation and temperature
- Confined spaces
- De-energization and lockout
- Fall protection
- Tools, machinery and equipment
- Ladders, scaffolds and temporary work platforms
- Cranes and hoists
- Rigging
- Mobile equipment
- Transportation of workers
- Traffic control
- Communication with general contractor’s traffic control
- Electrical safety
- Training requirements
- Hazardous materials classifications
- Safety Data Sheets (SDS)
- Symbols
- Labels
- Horseplay
- Alcohol



LEARNING TASKS

CONTENT

- 4. Use safe work habits

- Drugs
- State of mind
- Non-compliance with safety regulations
- Improper selection and/or use of tools
- Electrical hazards
- Fire hazards
- Sharp objects
- Insufficient light in work area
- Poor housekeeping practices
- Improper training
- Field Level Risk Assessment (FLRA)
- Confirming location of
 - Fire escape route
 - Fire fighting equipment
 - Muster stations
- Safety and information meetings
- Good housekeeping practices
 - Clean work area
 - Removal of debris
 - Storage of materials
 - Posting of signs where needed
 - Roping off/barricading where needed

- 5. Follow lockout/tagout procedures

- WorkSafeBC Regulation
- Importance and purpose of tagging out electrical equipment
- Rules for removal of tags
- Results of misuse of tags
- Worker responsibilities
- Removal of locks

- 6. Describe the hazards of solvents and adhesives

- Vapours
- Fire
- Explosion
- Respiratory
- Skin and eye damage
- Use in confined spaces
- Manufacturer's recommendations
- SDS
- Data Sheet
- Using PPE

- 7. Describe safety precautions for using adhesives, solvents and thinners



LEARNING TASKS

CONTENT

- Eye
- Hand
- Face
- Respiratory



Line (GAC): B USE AND MAINTAIN TOOLS AND EQUIPMENT

Competency: B1 Use tools and equipment

Objectives

To be competent in this area, the individual must be able to:

- Select and use hand tools.
- Select and use measuring and layout tools.
- Select and use power tools.

LEARNING TASKS

1. Use hand tools

CONTENT

- Cutting
 - Aviation snips
 - Scissors
 - Knives
 - Elastomeric foam
 - Serated knife for fibreglass and mineral fibre
 - Utility knife for plastic and paper
 - Boning knife for calcium silicate
 - Saws
 - Keyhole
 - Pruner
- Forming
 - Combination machines
 - Shears
 - Rollers
 - Brakes
- Fabricating and installing
 - Hammers
 - Screwdrivers
 - Levels
 - Chalk line
 - Vice grips
 - End cutters (nippers)
 - Stapling
 - Banding
 - Crimping tool
 - Slicks and trowels



LEARNING TASKS

2. Use measuring and layout tools

3. Use power tools

CONTENT

- Brushes and rollers
- Pliers
 - Channel lock
 - Hog ring
 - Lineman
- Sawing techniques
 - Start of cut
 - Effects of binding
 - Support of material being cut
- Selection and set up
 - Commercial/Institutional
 - Industrial
- Maintenance/disposal
 - Sharpening
 - Lubrication
 - Storage
- Types
 - Measuring
 - Tape measures
 - Circumference rule
 - Folding rulers
 - Layout
 - Awl
 - Squares
 - Dividers and callipers
 - Trammel point
 - Compass
 - Chalk line
- Selection
 - Commercial/Institutional
 - Industrial
- Maintenance/disposal
 - Sharpening
 - Lubrication
- Storage
- Safe work procedures (SWP)
- Types
 - Cutting
 - Nibblers
 - Shears



LEARNING TASKS

CONTENT

- Band saws
- Splitters
- Circular saws
- o Forming
 - Lock formers
- o Fabricating
 - Sewing machines
 - Power shears
- Selection
 - o Commercial/Institutional
 - o Industrial
- Maintenance/disposal
 - o Sharpening
 - o Lubrication
- Storage



Line (GAC): B USE AND MAINTAIN TOOLS AND EQUIPMENT

Competency: B2 Use access equipment

Objectives

To be competent in this area, the individual must be able to:

- Use ladders and platforms.
- Tie knots and hitches.

LEARNING TASKS

1. Describe ladders

2. Use ladders

3. Describe platform scaffolds

4. Use platform scaffolds

CONTENT

- Types
 - Straight and extension
 - Platform
 - Step
 - Specialty, i.e. combination
- Uses
- Advantages and disadvantages
- Safety regulations
- Safe erection and work procedures
 - Transporting
 - Securing and lashing
 - Power line hazard
 - Over-reaching hazard
- Types
 - Single and multiple plank
 - Rigid platform
 - Ladder and plank
- Uses
- Safety factors
- Components
 - Assembly locks
 - Wheel locks
 - Guard rails
 - Braces
 - Plank cleats
 - Levellers
 - Outriggers
- Power line hazard
- Inspection
- Safety factors
- Solid footing



LEARNING TASKS

- 5. Describe suspended work platforms

- 6. Describe aerial work platforms

- 7. Describe fibre ropes

- 8. Tie knots and hitches

CONTENT

- Safe erection and work procedures
- Suspension methods
- Types
 - Swing stage
- Rope access technician (RAT)
- Uses
- Advantages and disadvantages
- Safety factors
- Safe erection and work procedures
- Training requirements

- Scissor lifts
- Boom lifts
- Safety
- Training requirements

- Types
- Strengths
- Composition
- Characteristics
- Care
- Quality

- Protection of materials and equipment from rope cuts and marks
- Types and purposes of knots and hitches
 - Bowline
 - Half hitch
 - Timber hitch with half-hitch
 - Bowline on a bight
- Maintenance and storage



Line (GAC): C ORGANIZE WORK
Competency: C1 Perform task scheduling

Objectives

To be competent in this area, the individual must be able to:

- Assess and prioritize tasks.
- Perform task scheduling.

LEARNING TASKS

1. Organize and prioritize daily tasks

2. Determine work remaining

3. Coordinate work tasks with other trades

CONTENT

- Job schedule
- Availability of released work
- Receiving and storage of materials
- Material estimation/requirements
- Tools and equipment required
- Scheduling
- Deficiencies
- Change orders
- Site meetings
- Foremen’s meetings
- Safety meetings
- Mechanical contractors



Line (GAC): C **ORGANIZE WORK**
Competency: C2 **Organize materials on site**

Objectives

To be competent in this area, the individual must be able to:

- Organize materials for work tasks.

LEARNING TASKS

1. Sort and place materials

2. Store and secure materials

3. Dispose of waste materials

CONTENT

- Specifications
- Size and thickness
- Ascending or descending order of size
- Type (copper vs. iron)
- Labels facing out
- Inventory check
- Identifying location
- Communication with general contractor for storage location
- Protection
- Moisture
- Mechanical damage
- Elevating materials
- Leadership in Energy and Environmental Design (LEED) requirements
- Recycling
- Sorting



Line (GAC): D **USE COMMUNICATION AND MENTORING TECHNIQUES**

Competency: D1 Use communication techniques

Objectives

To be competent in this area, the individual must be able to:

- Use communication techniques.

LEARNING TASKS

1. Use good communication with other trades

2. Demonstrate communication practices with individuals or in a group

3. Listen using active listening practices

4. Receive and respond to feedback on work

5. Explain and provide feedback

6. Participate in safety and information meetings

7. Participate in ongoing training and learning opportunities

8. Tailor communication style to different audiences

CONTENT

- Following and coordinating specifications
- Hot spots
- Restricted access

- Verbal vs. non verbal
- Questioning to improve communication

- Clarifying instructions
- Repeating back what was said

- Corrective measures for substandard work
- Avoiding defensiveness
- Taking responsibility

- Case studies
- Relationships
- Role playing

- Job site specific
- Tool box talks

- Apprenticeship training
- Vendor training
- Conferences
- Union training/upgrading
- Employer safety training

- Employers
- Contractors
- Suppliers



Line (GAC): E PERFORM ROUTINE TRADE PRACTICES

Competency: E1 Perform measurements and calculations

Objectives

To be competent in this area, the individual must be able to:

- Take and record field measurements.
- Calculate area, circumference and perimeter.

LEARNING TASKS

CONTENT

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Use basic math
 2. Calculate linear measurement
 3. Calculate area, circumference and perimeter of two-dimensional shapes
 4. Use Pythagorean theorem
 5. Describe angular measurement
 6. Use trade related metric and imperial units | <ul style="list-style-type: none"> • Addition, subtraction, division, multiplication • Whole numbers • Fractions and decimals • Fractions to decimals • Decimals to fractions • Square root
 • Imperial and metric systems • Conversion formulas
 • Arcs • Circles • Squares • Rectangles • Ellipses • Triangles • $a^2+b^2=c^2$ • Calculation of sides of triangles • Angles of a triangle • Use of right angle triangles
 • Degrees • Minutes • Seconds
 • Definitions • Derived units • Abbreviations • Common multiples and sub-multiples • Volume • Temperature • Celsius |
|---|---|



LEARNING TASKS

7. Take field measurements using tools

CONTENT

- Kelvin
- Rankine
- Symbols
- Prefixes
- Derived units with special names
- Mass
- Time
- Accuracy
- Recording of measurements
- Field sketches
- Pictures



Line (GAC): E PERFORM ROUTINE TRADE PRACTICES

Competency: E3 Prepare substrates

Objectives

To be competent in this area, the individual must be able to:

- Prepare substrate for insulation.

LEARNING TASKS

1. Describe substrate considerations

2. Describe corrosion

3. Prepare surfaces for adhesive application

CONTENT

- Free of foreign matter
- Expansion and contraction
- Primed piping systems
- X-ray piping
- Sealing HVAC systems
- Types
 - Atmospheric
 - Electrolytic and galvanic
 - Chemical
- Removal
- Preparation requirements specific to adhesive and surface
- Cleaning methods
- Surface contaminants
 - Oil and grease
 - Water, ice or snow
 - Dust and dirt
 - Paint or mastics



Line (GAC): E PERFORM ROUTINE TRADE PRACTICES

Competency: E4 Select materials

Objectives

To be competent in this area, the individual must be able to:

- Select materials for industrial applications.
- Select materials for commercial applications.

LEARNING TASKS

1. Describe properties of insulation materials

CONTENT

- Abrasion resistance
- Alkalinity or acidity
- Breaking load
- Capillarity
- Chemical reactions
- Coefficient of expansion
- Combustibility
- Flash point
- Flame spread
- Smoke index
- Melting point
- Density
- Shrinkage
- Thermal conductivity
- Thermal expansion
- Vapour migration
- Water absorption
- Adhesion
- Compaction and recovery
- Flexible and rigid
- Metals
- Glass (fibres)
- Plastic (jacketing, extruded foam)
- Cements
- Mastics
- Mineral fibre
- Laminates
- Polyurethane
- Loose fill
- Aluminum silicate fibre

2. Describe types of materials



LEARNING TASKS

- 3. Describe insulation factors

- 4. Describe adhesives

CONTENT

- Perlite
- Vermiculite
- Mineral fibres
- Cellular glass
- Granular hydro carbons
- Spray
- Cellulose
- Ceramic fibre
- Chemical component foam

- Density
- Thermal conductivity (K-factor)
- Thermal resistance (R-factor)
- Latent heat
- Sensible heat
- Co-efficient of expansion
- Specific heat capacity
- Moisture content
- Permeability
- Heat capacity

- Safety hazards
- Properties
- Resistance to water, acids and chemicals
- Flexibility in relation to bonded surfaces
- Open time
- Vapour contamination and leaching to food products
- Types
 - Contact
 - Non-contact
 - Fibrous
 - Lagging
 - Paste
- Application methods
 - Brush
 - Spray
- Importance of keeping containers sealed
 - Preventing evaporation of solvents
 - Preventing contamination of



LEARNING TASKS

CONTENT

- | | |
|---|--|
| <p>5. Describe types of cements</p> <p>6. Describe vapour barriers</p> <p>7. Describe metal jacketing/cladding materials</p> <p>8. Determine components requiring insulation</p> <p>9. Determine materials and accessories required</p> | <p style="text-align: right; margin-right: 20px;">environment</p> <ul style="list-style-type: none"> • Finishing (one coat/hydraulic setting) • Insulating • Heat transfer • Refractory • Additive (Portland cement) • Purposes • Types <ul style="list-style-type: none"> ○ Mastic ○ Roofing felt ○ Plastic ○ Metals ○ Laminates • Purposes • Types <ul style="list-style-type: none"> ○ Aluminum ○ Stainless steel ○ Coated steel jack ○ Barium wrap • Gauge • Expansion and contraction • Environmental conditions • Compatibility of materials • Specifications • Drawings • Material take off • Factors for determining materials <ul style="list-style-type: none"> ○ Temperature of product ○ Temperature of process equipment ○ Ambient temperature ○ Humidity and air flow ○ Location • Banding • Wire • Filament tape • Elbows • Poultry net • Cladding • Accessories |
|---|--|



LEARNING TASKS

CONTENT

- Bevels
- Clips
- End caps
- Pan outs
- Corner bead
- Expanded metal lath
- Glass fibre cloth
- Road mesh
- Check wire
- Tapes
- Stainless steel mesh
- Saddles for pipe hangers
- Fasteners
 - Adhesives
 - Band and seals
 - Staples
 - Stick clips (pins)
 - Welded pins and studs
 - Tapes
 - Wires
 - Twine
 - Skewers
 - Hog rings
 - Miracle hangers

Achievement Criteria

- | | |
|-------------|---|
| Performance | The learner will determine insulation required for piping. |
| Conditions | The learner will be given <ul style="list-style-type: none"> ● Instructions ● Task |
| Criteria | The learner will be evaluated on <ul style="list-style-type: none"> ● Safety ● Material selection |



Line (GAC): E PERFORM ROUTINE TRADE PRACTICES

Competency: E5 Perform layout

Objectives

To be competent in this area, the individual must be able to:

- Perform layout for bevel, end cap, pan out, gored elbow and 45 degree stove pipe.

LEARNING TASKS

1. Perform basic geometric construction

2. Perform pattern development for basic fittings

3. Perform layout for basic fittings

4. Create template

CONTENT

- Bisect and trisect circles
- Bisect angles
- Ruler method for dividing a straight line into equal segments

- Basic fittings
 - Bevel
 - End cap
 - Pan out
 - Gored elbow
 - 45 degree stove pipe
- Tools and equipment
 - Drafting table
 - Pencils and erasers
 - Rulers
 - Squares
 - Compass
 - Dividers
 - Mitre chart
- Determining correct layout for task
- Methods
 - Parallel
 - Triangulation
 - Radial
- Allowances
 - Hems
 - Lap
 - Bead
 - Crimping
 - Tabs
- Materials
 - Cardboard
 - Metal
 - Polyvinyl chloride (PVC)



LEARNING TASKS

CONTENT

- Cutting

Achievement Criteria

Performance The learner will lay out and create template for basic fittings.

Conditions The learner will be given

- Drawings
- Tools and equipment
- Materials
- Project specifications

Criteria The learner will be evaluated on

- Safety
- Accuracy
- Quality
- Completion within specified time



Line (GAC): **F INSULATE PIPING AND FITTINGS**
Competency: **F1 Install insulation on piping, fittings and hangers**

Objectives

To be competent in this area, the individual must be able to:

- Install insulation on piping systems in industrial applications.

LEARNING TASKS

1. Describe piping and fittings in industrial applications

2. Describe insulation considerations

3. Cut straight insulation

4. Fabricate pipe fittings

5. Secure insulation

CONTENT

- Process pipe
- Steam pipe
- Condensate

- Confirming piping is ready for insulation
- Selection of
 - Materials
 - Accessories
 - Tools for application
- Filling all voids with insulations
- Use of completely dry insulation

- Specifications
- Staggered joint method

- Elbow
- Tee
- Bevel
- Mitre

- Bands and clips
- Stainless steel wire
- Fiber reinforced tape

Achievement Criteria

Performance The learner will apply insulation on piping.

Conditions The learner will be given

- Tools and equipment
- Materials
- Project specifications

Criteria The learner will be evaluated on

- Safety
- Shop practices
- Quality of application
- Following specifications



- Completion within time limits



Line (GAC): **F INSULATE PIPING AND FITTINGS**
Competency: **F2 Apply vapour barriers on piping and fittings**

Objectives

To be competent in this area, the individual must be able to:

- Select, install and seal vapour barriers to pipe insulation.

LEARNING TASKS

1. Describe vapour barriers

2. Finish vapour barrier

3. Apply finish to piping

CONTENT

- Locations of use
 - Cold water
 - Chilled systems
- Purposes and importance
 - Prevention of condensation
 - Prevention of ice build up
 - Corrosion protection
 - Maintenance of integrity of insulation systems
- Types
 - Integral to insulation vs. cut and applied
 - All-service jacket (ASJ) / Peel and stick
 - Mastics and glass fabric
 - PVC
 - Metals
 - Laminates
- Fasteners
- Adhesive tapes
- Sealants
- Selection
- Application of adhesive tapes
- Application of mastics
- Bevels
- Tees
- Hangers
- Elbows
- Types
 - Paper (ASJ)
 - Canvas
 - Metal



LEARNING TASKS

CONTENT

- Measuring
- Cutting
- Installation
 - Sealing
 - Tape
 - Mastic
 - Caulking
 - Watershed

Achievement Criteria

Performance The learner will install and seal vapour barriers to pipe insulation.

Conditions The learner will be given

- Tools and materials
- Instructions and specifications

Criteria The learner will be evaluated on

- Safety
- Shop practices
- Quality of application
- Following specifications
- Completion within time limits



Line (GAC): H INSULATE PLUMBING AND MECHANICAL PIPING SYSTEMS

Competency: H1 Install insulation on plumbing and mechanical piping systems

Objectives

To be competent in this area, the individual must be able to:

- Apply insulation to pipes on commercial applications.

LEARNING TASKS

1. Describe piping and fittings in commercial applications

2. Cut preformed and flexible pipe insulation

3. Fabricate pipe fittings

4. Secure insulation pipe fittings

CONTENT

- Domestic hot and cold
- Return
- Chilled water
- Rain water leader
- Project specifications
- Accommodating hangers and valves
- Cutting
 - Mitres
 - Tees
 - Elbows
 - Valves
 - Strainers
- Peel and stick
- Tape and filament tape
- Adhesives
- Staples

Achievement Criteria

Performance The learner will apply insulation to pipes on a commercial application.

Conditions The learner will be given

- Tools and equipment
- Materials
- Project specifications

Criteria The learner will be evaluated on

- Safety
- Shop practices
- Quality of application
- Following specifications
- Completion within time limits



Line (GAC):	H	INSULATE PLUMBING AND MECHANICAL PIPING SYSTEMS
Competency:	H2	Apply vapour barrier on insulated plumbing and mechanical piping systems

Objectives

To be competent in this area, the individual must be able to:

- Apply vapour barrier to insulated pipes on commercial applications.

LEARNING TASKS

1. Finish vapour barrier in commercial applications

2. Apply finish to piping in commercial applications

CONTENT

- Selection
- Application of adhesive tapes
- Application of mastics
- Bevels
- Tees
- Hangers
- Elbows
- Types
 - Paper (ASJ)
 - Canvas
 - Metal
 - PVC
- Measuring
- Cutting
- Installation
 - Watershed
 - Sealing
 - Tape
 - Mastic
 - Caulking

Achievement Criteria

Performance	The learner will apply vapour barrier to small bore piping.
Conditions	The learner will be given <ul style="list-style-type: none">• Tools and equipment• Materials• Project specifications
Criteria	The learner will be evaluated on <ul style="list-style-type: none">• Safety• Shop practices



- Quality of application
- Following specifications
- Completion within time limits



Line (GAC): K INSTALL FIRE STOP SYSTEMS

Competency: K1 Identify approved fire stop system

Objectives

To be competent in this area, the individual must be able to:

- Describe fire stopping systems and their applications.

LEARNING TASKS

1. Describe fire stopping and smoke sealing

2. Describe standards related to fire stopping and smoke seal installations

3. Describe types of fire stopping materials

CONTENT

- Importance of fire stopping and smoke sealing
- Purposes of installations
- Importance of approved installations in specifications
- Terms
 - Fire prevention
 - Fire suppressing
 - Smoke sealing
 - Fire protection
- American Standard for Testing Materials (ASTM) E84 flame rating
- ASTM E84 smoke development
- ASTM E119 floor test and hose stream
- F rating (flame)
- T rating (temperature transfer)
- FT rating (flame and temperature transfer)
- Underwriters Laboratories of Canada (ULC) rating
- Types
 - Boards
 - Fillers
 - Foams
 - Putty
 - Caulk
 - Silicones
 - Firebrick
 - Ceramic cloth
 - Grouts
 - Damming materials
- Properties
 - Intumescent



LEARNING TASKS

CONTENT

4. Describe locations and types of penetrations

- Endothermic
- Non-burnable
- Cure time
- Flash point
- Application temperature
- Shelf life
- Mixing methods
- Snap time
- Fire walls
- Industrial and commercial buildings
- Conduits and cable trays
- Pipe chases and pipe sleeves
- Ductwork and shafts



Line (GAC): **K INSTALL FIRE STOP SYSTEMS**

Competency: **K2 Apply fire stop materials to architectural, structural, mechanical and electrical components**

Objectives

To be competent in this area, the individual must be able to:

- Describe applying fire stop materials and sealants.

LEARNING TASKS

1. Describe calculating materials required

2. Describe preparation of materials

3. Describe application of fire stop

4. Describe inspection process

CONTENT

- Quantities
- Avoiding waste
- Manufacturer's specifications
- Donuts
- Preparation
 - Flooding with self-levelling
 - Measuring diameter of penetration
 - Cutting
 - Placing in hole
 - Sealants
- Preparation of substrate
- Damming
- Temporary form installation
- Housekeeping
- Procedures for removing all forming and masking materials
- Worksite cleanup and debris removal
- Tool cleanup and storage
- Jurisdiction having authority (JHA)
- Owner's representative
- General contractor



Line (GAC): **P** **INSTALL FIREPROOFING**
Competency: **P1** **Apply fireproofing to architectural, structural, mechanical and electrical components**

Objectives

To be competent in this area, the individual must be able to:

- Describe selection of fireproofing system.
- Describe fireproofing of structural steel components.

LEARNING TASKS

1. Describe fireproofing structural steel components
2. Describe fireproofing electrical components
3. Describe selection and application of materials

CONTENT

- Legs on vessels
- Beams
- Skirts
- Hangers
- Cable trays
- Conduits
- Job specifications
- Materials selection
- Composite sheets
 - Endothermic
 - Intumescent
- Cementitious fireproofing materials
 - Corner beads
 - Laths
 - Weep holes
 - Specialty caulking
- Ceramic blankets
- Bands
- Application methods
 - Trowel
 - Stuff
 - Wrap
 - Spray



Line (GAC): T PERFORM ASBESTOS ABATEMENT

Competency: T1 Prepare for asbestos abatement

Objectives

To be competent in this area, the individual must be able to:

- Determine required PPE for asbestos-containing materials (ACM) abatement.
- Describe preparation of site for removal and containment of ACM.
- Describe building temporary enclosure.

LEARNING TASKS

1. Determine required PPE for ACM abatement

2. Describe retrieving sample of ACM for testing

CONTENT

- Regulations
- Risk assessment
- Determination of contamination
- Classifications of ACM abatement
 - Low
 - Moderate
 - High
- Types of PPE
 - Respirators
 - Supplied air
 - Self contained breathing apparatus
 - Air purifying equipment
 - Powered air purifying equipment
 - Face masks and filters
 - Suits
 - Masks
 - Foot coverings
 - Disposable coveralls, boots and gloves
- Role and responsibilities
 - WorkSafe BC
 - Employer
 - Employee
- Training and designation
- Written procedures
- Accessories
 - Sampling tools
 - Wash bucket
 - Rags



LEARNING TASKS

- 3. Describe determining scope of work

- 4. Describe preparation of site for removal and containment of ACM

- 5. Describe building temporary enclosures

CONTENT

- Sample bags
- Tape
- Procedures
 - Cutting/coring
 - Chain of custody
 - Encapsulation of sample site
- Abatement type
 - Removal
 - Encapsulation
 - Enclosure
- Management and surveillance
- Deferred action
- Notice of Project (NOP)
- Risk level
- Size of area of ACM to be removed
- Segregation of area
- Pre-cleaning work area
- Access routes for disposal
- Displaying documentation of hazard assessment
- Work area entry and exit
- Sealed containment area
- Ground-fault circuit interrupter (GFCI) panel
- Decontamination facilities
- High efficiency particulate air (HEPA) vacuum
- Negative air machines
- Levels of air exchange
- Back up unit



Line (GAC): **T PERFORM ASBESTOS ABATEMENT**
Competency: **T2 Remove asbestos**

Objectives

To be competent in this area, the individual must be able to:

- Describe removal and disposal of ACM.
- Describe decontamination of area and equipment.

LEARNING TASKS

1. Describe removing ACM

2. Describe disposal of ACM

3. Describe decontamination of area and equipment

CONTENT

- Regulations
- Amended water
- Wet removal (no dry removal)
- Placing materials in labeled bags
- Washing bags
- Glove bagging

- Placing clean bag in second bag
- Sealing bag (goose neck)
- Clear line of sight for transporting bags
- Intermediate storage location
- Manifest (documentation)
- Landfill

- Wet cleaning all surfaces inside enclosure
- Decontamination or disposal of tools and equipment
- Spray encapsulant
- Air clearance
- Preparation of negative air units for transport
- Removal and disposal of enclosure



Line (GAC): T **PERFORM ASBESTOS ABATEMENT**
Competency: T3 **Maintain asbestos**

Objectives

To be competent in this area, the individual must be able to:

- Describe encapsulation of ACM.
- Describe enclosure of ACM.

LEARNING TASKS

1. Describe encapsulation of ACM

2. Describe enclosure of ACM

CONTENT

- Use of penetrating sealants
- Use of bridging sealants
- Effect of sealants on fire ratings
- SWP

- Mastics
- Glass fabric
- Canvas
- Metal
- Vinyl covering
- SWP



Line (GAC): **T PERFORM ASBESTOS ABATEMENT**
Competency: **T4 Perform lead abatement and mould remediation**

Objectives

To be competent in this area, the individual must be able to:

- Describe lead abatement.
- Describe mould remediation.

LEARNING TASKS

1. Describe lead and mould and their health effects

2. Determine required PPE for lead abatement and mould remediation

CONTENT

- Locations
- Properties
 - How contaminants enter and affect the body
 - How lead affects children and pregnancy
 - Lead levels in the body
- Signs and symptoms of lead poisoning
 - Brain disorders
 - Brain and nerve problems
 - Blood pressure
 - Kidney problems
 - Reproductive problems
 - Decreased red blood cells (anemia)
 - Slower reflexes
- Signs and symptoms of mould exposure
 - Runny nose
 - Asthma-like symptoms
 - Rash
- Regulations
- Risk assessment
- Determination of contamination
- Types of PPE
 - Respirators
 - Supplied air
 - Self contained breathing apparatus
 - Air purifying equipment
 - Powered air purifying equipment



LEARNING TASKS

CONTENT

- 3. Describe lead abatement
 - Sampling
 - Removal
 - Decontamination
 - Disposal
 - 4. Describe mould remediation
 - Sampling
 - Encapsulation
 - Remediation
 - Decontamination
 - Disposal
- Face masks and filters
 - Suits
 - Masks
 - Foot coverings
 - Disposable coveralls, boots and gloves



Level 2

Insulator (Heat and Frost)



Line (GAC): **E PERFORM ROUTINE TRADE PRACTICES**
Competency: **E1 Perform measurements and calculations**

Objectives

To be competent in this area, the individual must be able to:

- Calculate area and volumes of geometric shapes.
- Calculate mitred elbows.
- Calculate length of a side of triangles.
- Estimate materials.

LEARNING TASKS

CONTENT

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Calculate area and volume of geometric shapes
 2. Calculate mitred elbows
 3. Estimate material | <ul style="list-style-type: none"> • Cylinders • Spheres • Cones • Pyramids • Frustum
 • Heel • Throat • (CLR +/- 1/2 OD of insulation)1.57÷
number of mitres
 • Square footage of <ul style="list-style-type: none"> ○ Duct wrap ○ Rigid board ○ Canvas ○ Metal ○ Banding |
|--|---|



Line (GAC): **E PERFORM ROUTINE TRADE PRACTICES**
Competency: **E2 Interpret specifications and drawings**

Objectives

To be competent in this area, the individual must be able to:

- Draft geometric shapes.

LEARNING TASKS

1. Draft geometric shapes

CONTENT

- Cylinders
- Elbows
- Tees
- Bevel

Achievement Criteria

Performance The learner will draft geometric shapes for layout.

Conditions The learner will be given

- Materials and drafting equipment
- Project specifications

Criteria The learner will be evaluated on

- Quality
- Accuracy of layout



Line (GAC): E **PERFORM ROUTINE TRADE PRACTICES**
Competency: E3 **Prepare substrates**

Objectives

To be competent in this area, the individual must be able to:

- Prepare substrate for equipment and ducts.
- Perform pin welding.

LEARNING TASKS

1. Determine the condition of the substrate
2. Describe portable pin welding machines
3. Describe anchors
4. Use pin welder

CONTENT

- Scaling
- Chemical cleaning
- Sand blasting
- Purpose
- Characteristics
- Operating procedures
- Types and sizes of machines
- Power source
- Purpose
 - Securing insulation
 - Securing jacketing
- Size
- Types
 - Eyelet
 - Bolts
 - Studs and pins
- Safety hazards
- Fire hazards
- Electrical shock
- Permits
- Placing and spacing of pins
- Settings
- Storage and maintenance
- Troubleshooting
 - Type of substrate
 - Condition of substrate
 - Incorrect setting
 - Insufficient pre-setting time
 - Improper ground
 - Loose connections



LEARNING TASKS

CONTENT

- Insufficient power

Achievement Criteria

Performance The learner will pin weld to ducting.

- Conditions The learner will be given
- Tools and equipment
 - Materials
 - Project specifications

- Criteria The learner will be evaluated on
- Safety
 - Shop practices
 - Quality of application
 - Following specifications
 - Completion within time limits



Line (GAC): E PERFORM ROUTINE TRADE PRACTICES

Competency: E4 Select materials

Objectives

To be competent in this area, the individual must be able to:

- Select materials and accessories for industrial equipment.

LEARNING TASKS

1. Describe insulation for industrial equipment

2. Determine components requiring insulation

3. Determine materials and accessories required

CONTENT

- Boilers
- Breeching
- De-aerators
- Induction (ID) fans
- Precipitators
- Tanks and vessels

- Specifications
- Drawings
- Material take off

- Factors for determining materials
 - Temperature of process equipment
 - Location
- Banding
- Wire
- Elbows
- Poultry net
- Cladding
- Accessories
 - Clips
 - Expanded metal lath
 - Glass fibre cloth
 - Road mesh
 - Check wire
 - Tapes
 - Stainless steel mesh
- Fasteners
 - Band and seals
 - Welded pins and studs
 - Tapes
 - Wires



Line (GAC): E PERFORM ROUTINE TRADE PRACTICES

Competency: E5 Perform layout

Objectives

To be competent in this area, the individual must be able to:

- Perform layout for non-metallic cladding on tanks, vessels and equipment.

LEARNING TASKS

1. Describe cladding on tanks, vessels and equipment in commercial applications
2. Describe accessories and attachments
3. Describe layout procedures for cladding on tanks, vessels and equipment
4. Use layout tools

CONTENT

- Specifications and drawings
- Types of cladding
 - PVC
 - Marine cloth
 - Elastomeric
- Tacs
- Adhesives
- Contact
- Welding
- Lagging
- Vinyl tape
- Establishing starting point
 - Bottom end cap if specified
- Caulking
- Beauty rings
- Creating templates
- T-squares
- Set squares
- Trammel points
- Dividers
- 100 ft. tape (circumference tape)
- Pencils and drafting pens

Achievement Criteria

Performance The learner will fabricate a template for finishes.

Conditions The learner will be given

- Materials and drafting equipment
- Project specifications

Criteria The learner will be evaluated on

- Quality
- Accuracy of layout
- Completion within time limit



Line (GAC): **G INSULATE TANKS, VESSELS AND EQUIPMENT**
Competency: **G1 Install insulation on tanks, vessels and equipment**

Objectives

To be competent in this area, the individual must be able to:

- Fabricate and apply insulation to tanks and vessels.

LEARNING TASKS

1. Measure and cut insulation

2. Apply insulation using fasteners

CONTENT

- Establishing starting point
- Cutting and scoring to fit

- Staggering first and subsequent layers
- Stand up/lay down
- Squaring to object
- Avoiding material waste
- Housekeeping
- Securing insulation with bands
- Using corner bead to protect or enhance corners

- Installing chokers
- Ensuring access to bolts and welds
- Reverse bevels
- Flashing

Achievement Criteria

Performance The learner will fabricate and install insulation to tanks.

- Conditions** The learner will be given
- Tools and equipment
 - Materials
 - Project specifications

- Criteria** The learner will be evaluated on
- Safety
 - Shop practices
 - Quality of application
 - Following specifications
 - Completion within time limits



Line (GAC): **G INSULATE TANKS, VESSELS AND EQUIPMENT**
Competency: **G2 Apply vapour barriers on tanks, vessels and equipment**

Objectives

To be competent in this area, the individual must be able to:

- Install vapour barrier on tanks.

LEARNING TASKS

1. Install vapour barrier on tanks

CONTENT

- Types
 - Integral vapour barrier
 - Foil skim (FSK) tank wrap
 - Blue skin
 - PVC
 - Metal
- Taping
- Sealing
- Mastic

Achievement Criteria

Performance The learner will install FSK laminate over insulation on a tank.

Conditions The learner will be given

- Tools and equipment
- Materials
- Project specifications

Criteria The learner will be evaluated on

- Safety
- Shop practices
- Quality of application
- Following specifications
- Completion within time limits



Line (GAC): H INSULATE PLUMBING AND MECHANICAL PIPING SYSTEMS

Competency: H3 Install cladding, jacketing and finishes on insulated plumbing and mechanical piping systems

Objectives

To be competent in this area, the individual must be able to:

- Describe the installation of cladding, jacketing and finishes on commercial mechanical systems.

LEARNING TASKS

CONTENT

1. Describe cladding, jacketing and finishes

- Types of finishes
 - PVC
 - Canvas
 - Marine cloth
- Accessories
 - PVC elbows
 - Tees
 - Victaulic fittings
- Lagging adhesives
 - Tacks
 - Vinyl tape
 - Welded adhesives

2. Describe installation of cladding, jacketing and finishes on commercial mechanical systems

- Layout
- Cutting
- Shaping



Line (GAC): **I INSULATE MECHANICAL DUCTING**
Competency: **I1 Install insulation on mechanical ducting**

Objectives

To be competent in this area, the individual must be able to:

- Fabricate and install insulation on mechanical ducting.

LEARNING TASKS

1. Describe mechanical ducting

2. Describe insulation used on mechanical ducting

3. Install insulation on mechanical ducting

CONTENT

- Commercial
 - Dual systems
 - Air conditioning
 - Heat
 - Tempered air/recirculated air
 - Plenums
 - Fans
- Industrial
 - Breeching
 - ID fans
- Rigid
- Flexible
- Duct liner
- Acoustic
- Fiberglass
- Elastomeric foam
- Mineral fibre board
- Expanded metal lath
- Ceramic fibre
- Manufacturers' specifications
- Job specifications
- Exposed and concealed
- Fabrication and fitting techniques
 - Elbows
 - Corners
 - Branches
 - Lap for flex
- Mechanical fasteners
 - Staples
 - Pins and clips
 - Studs



LEARNING TASKS

CONTENT

- Stand offs
- String
- Tape
- Adhesives
- Corner bead for exposed insulation
- Housekeeping
 - Avoiding waste
 - Keeping work area clean and tidy
 - Removal of waste from internal insulated ducts

Achievement Criteria

- Performance** The learner will fabricate and attach insulation for a mechanical ducting system.
- Conditions** The learner will be given
- Tools and equipment
 - Materials
 - Project specifications
- Criteria** The learner will be evaluated on
- Safety
 - Housekeeping
 - Quality
 - Completion within specified time



Line (GAC): **I INSULATE MECHANICAL DUCTING**
Competency: **I2 Install vapour barrier on insulated mechanical ducting**

Objectives

To be competent in this area, the individual must be able to:

- Identify areas requiring vapour barrier.
- Describe finishing vapour barrier on mechanical ducting.

LEARNING TASKS

1. Describe finishing vapour barrier

CONTENT

- Required vs. integral vapour barrier
- Heat seal penetrations with tape
- Tape clips



Line (GAC): J INSULATE MECHANICAL EQUIPMENT
Competency: J1 Install insulation on mechanical equipment

Objectives

To be competent in this area, the individual must be able to:

- Install insulation on mechanical equipment.

LEARNING TASKS

1. Describe mechanical equipment

2. Describe insulation used on mechanical equipment

3. Install insulation on mechanical equipment

CONTENT

- Pumps
- Turbines
- Boilers
- Heat exchangers
- Precipitators
- Chillers
- Condensers
- Rigid
- Flexible
- Duct liner
- Acoustic
- Fiberglass
- Elastomeric foam
- Mineral fibre board
- Ceramic fibre
- Cellular glass
- Manufacturer's specifications
- Specific job requirements
- Work procedures
 - Fitting techniques
 - Avoiding damage to vapour barrier
- Housekeeping
 - Avoiding waste
 - Keeping work area clean and tidy

Achievement Criteria

Performance The learner will apply insulation to mechanical equipment.

Conditions The learner will be given

- Tools and equipment



- | | |
|----------|---|
| Criteria | <ul style="list-style-type: none">• Materials• Project specifications <p>The learner will be evaluated on</p> <ul style="list-style-type: none">• Safety• Housekeeping• Quality• Completion within specified time |
|----------|---|



Line (GAC): **J INSULATE MECHANICAL EQUIPMENT**
Competency: **J2 Apply vapour barrier on insulated mechanical equipment**

Objectives

To be competent in this area, the individual must be able to:

- Identify areas requiring vapour barrier.
- Describe installing vapour barrier on mechanical equipment.

LEARNING TASKS

1. Describe installing vapour barrier

CONTENT

- Commercial and industrial
- Required vs. integral vapour barrier
- Vapour barriers
 - Mastics
 - Reinforced foil flame retardant kraft (RFFRK)
 - ASJ
- Heat seal penetrations with tape
- Tape clips
- Corner bead to protect or enhance corners



Line (GAC): **L INSULATE FOR SOUNDPROOFING**
Competency: **L1 Insulate piping and equipment for soundproofing**

Objectives

To be competent in this area, the individual must be able to:

- Describe soundproofing methods and materials for piping and equipment.

LEARNING TASKS

1. Describe sound attenuation

2. Describe piping systems

3. Describe equipment and mechanical systems

4. Describe soundproofing materials

5. Describe installing soundproofing on piping and equipment systems

CONTENT

- Decibels
- Controlling sound transmission

- Commercial applications
- Recording studios
- Movie theatres
- Hotels
- Mechanical rooms
- Natural gas lines
- Sanitary
- Rain water
- High pressure steam
- Process piping

- Turbines
- Co-generation buildings
- Duct work
- Plenums

- Soundproofing materials
 - Fiberglass
 - Mineral fibre
 - Barium wrap
 - Stand offs
 - Acoustic liner
- Fasteners
 - Pins and clips
 - Banding
 - Adhesives

- Cutting rigid and flexible material
- Air space
- Staggering
- Filling voids
- Encapsulating



LEARNING TASKS

CONTENT

- Sealing
- Finishing and jacketing
 - Glass fabric
 - Perforated metal



Line (GAC): **L INSULATE FOR SOUNDPROOFING**
Competency: **L2 Install acoustic assemblies for soundproofing**

Objectives

To be competent in this area, the individual must be able to:

- Describe acoustic assemblies.

LEARNING TASKS

1. Describe acoustic linings for wall and ceiling assemblies

2. Describe materials used for wall and ceiling installations

3. Describe fabrication of wall and ceiling installations

CONTENT

- Jurisdictional variations of work
- Wall and ceiling assemblies
- Lining plenums
- Mechanical rooms ceilings

- Mineral wool
- Mineral fibre
- Accoustic duct liner
- Fiberglass

- Cutting and fitting materials to panels/walls
- Sealing raw edges
- Sealing clips



Line (GAC): N INSTALL UNDERGROUND INSULATING SYSTEMS

Competency: N1 Install pipe insulation to underground systems

Objectives

To be competent in this area, the individual must be able to:

- Describe installing pipe insulation to underground systems.

LEARNING TASKS

1. Describe underground systems

2. Describe insulation materials used in underground systems

3. Describe installing pipe insulation to underground systems

CONTENT

- Hot work
- Cold work
- Tunnels
- Trenches
- Vaults
- Insulation
 - Cellular glass
 - Mineral fibre
 - Nano-like materials
- Vapour barrier
 - Jacketing
 - Asphalt-reinforced
 - Metal
 - Blue skin
- Accessories
 - Banding
 - Wire
 - Caulking
 - Tape
- Vault vs. trenching
- Attaching
- Securing
- Sealing/cladding



Line (GAC): **N INSTALL UNDERGROUND INSULATING SYSTEMS**
Competency: **N2 Install pour-in-place and spray-on insulation to underground systems**

Objectives

To be competent in this area, the individual must be able to:

- Describe pour-in-place insulation for underground systems.

LEARNING TASKS

1. Describe pour-in-place and spray-on insulation

2. Describe installing pour-in-place and spray-on insulation

CONTENT

- Gilsonite
- Hydrophobic
- Perlite
- Fiberglass
- Specifications
 - Thickness of material
 - Type of material
 - Grade of material
 - Density
- Coordination with other trades
- Clearance for expansion joints
- Treated timbers for pipe supports
- Formwork
- Lining with poly sheets
- Pouring materials in place
- Agitation (compaction)
- Capping with sand



Line (GAC): **O SPRAY SEALERS, COATINGS AND SPRAY-ON INSULATION**

Competency: **O1 Prepare materials, equipment, surrounding work area and substrate for spraying**

Objectives

To be competent in this area, the individual must be able to:

- Describe preparing materials, equipment, surrounding work area and substrate for spraying.

LEARNING TASKS

1. Describe spraying equipment

2. Describe spray materials

3. Describe preparing surfaces to be sprayed and adjacent areas

CONTENT

- Air spray systems
- Airless spray systems
- Guns
- Hoses
- Heaters
- Pumps
- Compressors
- Mixers
- Hoppers
- Air blowers for ventilation
- Troubleshooting spray system
 - Interrupted material supply
 - Power failures
 - Plugged hoses and nozzles
 - Poor application pattern
 - Damaged tips
- Foams
- Primers
- Coatings
- Mastics
- Fibres
- Solvents
- Sealers
- Cleaners
- Adhesives
- Urethanes
- Cellulose fibres
- Insulation values
- Protection of equipment and facilities
 - Masking and taping of adjacent



LEARNING TASKS

CONTENT

- | | |
|--|--|
| | <p style="margin-left: 20px;">areas</p> <ul style="list-style-type: none"> • Cleanliness and texture of substrate <ul style="list-style-type: none"> ○ Cleaning materials ○ Tri-sodium phosphate (TSP) ○ Solvents ○ Priming surface where necessary • Mixing facilities • Availability of air, heat, ventilation and water • Electrical supply • Isolating work area <ul style="list-style-type: none"> ○ Signage • Clean up and storage of spray equipment • Clean up and removal of debris from worksite • Masking materials, dismantling and removal • Protective gear and machines |
| <p>4. Describe preparing work area</p> <p>5. Describe housekeeping</p> | |



Line (GAC): **O SPRAY SEALERS, COATINGS AND SPRAY-ON INSULATION**

Competency: **O2 Apply reinforcing materials, spray insulation, coatings and sealers**

Objectives

To be competent in this area, the individual must be able to:

- Describe methods of applying reinforcing materials, spray insulation, coatings and sealers.

LEARNING TASKS

1. Describe installing reinforcing materials

2. Describe spray insulation, coatings and sealers

CONTENT

- Layout of anchors
- Fastening and securing anchors
- Attaching reinforcing materials to anchors

- Considerations to follow when spraying
 - Environmental
 - Drying between coats
 - Number of coats
 - Curing time of material
 - Textures of sprayed surface
 - Shrinkage of sprayed materials
 - Density of materials

- Mastics
- Sealers
- Urethane
- Cellulose
- Mineral fibre
- Knocking down/tamping



Line (GAC): Q INSTALL INSULATION FOR REFRACTORY SYSTEMS

Competency: Q1 Apply insulation on refractory systems

Objectives

To be competent in this area, the individual must be able to:

- Describe application of insulation in refractory applications.

LEARNING TASKS

1. Describe refractory systems

2. Describe insulation used on refractory systems

3. Describe installing insulation on refractory systems

CONTENT

- Above 815°C/1500°F
- Kilns
- Steam drum
- Furnaces

- Specifications
- Castable
- Mortars
- High temperature cements
- Calcium silicate
- Ceramic fibre
- Insulation support rings

- Specifications
- Fittings
- Avoiding thermal bridging
- Creating air space
- Multi-layer application
- Expansion joints
- Staggered joints (100%)
- Cushioning blankets
- Accessories
 - Studs
 - Lath
 - Banding
 - Poultry mesh
- Finishing
 - Cement
 - Castable



Line (GAC): Q INSTALL INSULATION FOR REFRACTORY SYSTEMS

Competency: Q2 Install reflective systems

Objectives

To be competent in this area, the individual must be able to:

- Describe installing reflective systems.

LEARNING TASKS

1. Describe reflective systems

2. Describe installing reflective systems

CONTENT

- Nuclear applications
- Cryogenics
- Refractory systems
- Air space
- Reflecting heat back into the source
- Multi-layers of overlapped, reflective sheets
- Hermetically sealed casing
- Removable
- Specifications
- Stand offs
- Integrated latches
- Stainless welding
- Field modifications for pan outs



Line (GAC): R INSTALL INSULATION FOR CRYOGENIC SYSTEMS

Competency: R1 Apply insulation on cryogenic systems

Objectives

To be competent in this area, the individual must be able to:

- Insulate cryogenic systems.

LEARNING TASKS

1. Describe cryogenic systems

2. Describe materials used to insulate cryogenic systems

3. Install insulation on cryogenic systems

CONTENT

- Below -101°C/-150°F
- Liquefied natural gas (LNG) storage vessels
- LNG process piping
- Liquid nitrogen piping
- Insulation
 - Cellular glass
 - Polyurethane
 - Styrofoam
 - Perlite
 - Elastomeric foam
 - Oil free mineral wool
 - Mastic
- Fasteners
 - Tapes
 - Banding
 - Wire (over tape)
- Manufacturers' specifications
- Pour-in-place
- Compaction (agitation)
- Multi-layer application
 - Taping first layer
 - Buttering outer layer
 - 100% broken joint method
- Contraction joints
- Vapour damming
- Tightening banding
- Tightness of joints
- Oversize hangers
- Insulation support rings



Achievement Criteria

Performance The learner will insulate a multi-layer cryogenic piping system.

Conditions The learner will be given

- Tools and equipment
- Materials
- Project specifications

Criteria The learner will be evaluated on

- Safety
- Shop practices
- Quality of application
- Following specifications
- Completion within time limits



Line (GAC): **R INSTALL INSULATION FOR CRYOGENIC SYSTEMS**
Competency: **R2 Apply vapour barriers to insulated components of cryogenic systems**

Objectives

To be competent in this area, the individual must be able to:

- Install vapour barriers on cryogenic systems.

LEARNING TASKS

1. Describe vapour barriers

2. Install vapour barriers on cryogenic systems

CONTENT

- Films
- Laminates
- Metals
- Mastics
- Sealants

- Measuring material including lap
- Cutting material to accomodate fittings
- Wrap around piping system
- Taping and sealing all joints to ensure 100% vapour barrier

Achievement Criteria

Performance The learner will install vapour barrier to cryogenic piping system.

- Conditions** The learner will be given
- Tools and equipment
 - Materials
 - Project specifications

- Criteria** The learner will be evaluated on
- Safety
 - Shop practices
 - Quality of application
 - Following specifications
 - Completion within time limits



Line (GAC): **R INSTALL INSULATION FOR CRYOGENIC SYSTEMS**
Competency: **R3 Install cladding, jacketing and finishes on cryogenic systems**

Objectives

To be competent in this area, the individual must be able to:

- Install cladding, jacketing and finishes on cryogenic systems.

LEARNING TASKS

1. Describe cladding, jacketing and finishes used on cryogenic systems

2. Install cladding, jacketing and finishes on cryogenic systems

CONTENT

- PVC
- Metal
- Non-hardening sealer
- Mastic
- Glass fabric

- Measuring
- Layout
- Fabrication
- Installation
- Fasteners
- Banding
- Avoiding screws and rivets
- Adhesives
- Vinyl tape

Achievement Criteria

Performance	The learner will fabricate and attach cladding to a cryogenic system.
Conditions	The learner will be given <ul style="list-style-type: none"> • Tools and equipment • Materials • Project specifications
Criteria	The learner will be evaluated on <ul style="list-style-type: none"> • Safety • Shop practices • Quality of application • Following specifications • Completion within time limits



Level 3

Insulator (Heat and Frost)



Line (GAC): **E** **PERFORM ROUTINE TRADE PRACTICES**
Competency: **E1** **Perform measurements and calculations**

Objectives

To be competent in this area, the individual must be able to:

- Use trigonometry to find angles and sides of triangles.

LEARNING TASKS

1. Describe trigonometry terms

2. Describe trigonometry functions

3. Use trigonometry to solve problems

4. Calculate slant heights for reducers and transitions for cladding using trigonometry

CONTENT

- Pythagorean theorem
 - The law of right angle triangles
 - Hypotenuse
 - Opposite side
 - Adjacent side

- Sine
- Cosine
- Tangent

- Length of the side of a triangle given one angle and the length of one side
- Rise of an elbow

- Reducers
- Square to round
- Round to square
- Offset
- Concentric



Line (GAC): **E PERFORM ROUTINE TRADE PRACTICES**
Competency: **E2 Interpret specifications and drawings**

Objectives

To be competent in this area, the individual must be able to:

- Use shop drawings and specifications to select materials and accessories for a shop project.

LEARNING TASKS

1. Describe project drawings
2. Describe project specifications
3. Interpret specifications to select materials for finishing
4. Use project drawings and specifications to complete a project

CONTENT

- Types of drawings
 - Spool
 - Equipment
 - Isometric
- Manufacturer's
- BC Insulation Contractors Association (BCICA)
- Type of insulation required
- Type of finish required
- Identification of materials and accessories required
- Method of application

Achievement Criteria

Performance	The learner will use project drawings and specification to select materials and accessories for a shop project.
Conditions	The learner will be given <ul style="list-style-type: none"> • Tools and materials • Project drawings and specifications
Criteria	The learner will be evaluated on <ul style="list-style-type: none"> • Safety • Shop practices • Following specifications and shop drawings • Completion within time limits



Line (GAC): **E PERFORM ROUTINE TRADE PRACTICES**
Competency: **E4 Select materials**

Objectives

To be competent in this area, the individual must be able to:

- Describe selecting finishes.

LEARNING TASKS

1. Describe factors to be considered in the selection and application of finishes

2. Describe type of finishes

3. Describe considerations related to selecting and applying finishes

CONTENT

- Environmental conditions
- Preventing mechanical abuse
- Characteristics and shape of surface
- Expansion and contraction
- Location of project
- Aluminum
 - Smooth
 - Embossed
 - Corrugated
- Self-adhering jacketing (VentureClad)
- Stainless steel
 - Smooth
 - Corrugated
- Plastics (PVC)
- Laminated (ASJ)
- Access to task
- Lap location
- Damage to insulation, vapour barrier or adjacent equipments
- Effects of using dissimilar metals
- Checking dimensions to avoid waste
- Good housekeeping



Line (GAC): **E PERFORM ROUTINE TRADE PRACTICES**
Competency: **E5 Perform layout**

Objectives

To be competent in this area, the individual must be able to:

- Perform layout for cladding in industrial applications.

LEARNING TASKS

1. Describe cladding on industrial applications on tanks, vessels, equipment and piping systems

2. Describe accessories and attachments

3. Describe layout procedures for cladding on tanks, vessels and piping

4. Use layout tools to fabricating a template

CONTENT

- Specifications and drawings
- Types of cladding
 - Stainless steel corrugated
 - Aluminum corrugated sheets
 - Flat sheets
- Banding
- Springs
- S and U clips
- Screws or rivets
- Flashings
- Chokers
- Establishing
 - First row
 - Starting point
 - Bottom end cap if specified
 - Band spacing
 - Screw spacing
 - Caulking
 - Beauty rings
- Fabricating templates
- T-squares
- Set squares
- Trammel points
- Dividers
- 100 ft. tape (circumference tape)
- Pencils and drafting pens

Achievement Criteria

Performance The learner will fabricate a template for cladding in an industrial application.

Conditions The learner will be given



- | | |
|----------|---|
| Criteria | <ul style="list-style-type: none">• Materials and drafting equipment• Project specifications <p>The learner will be evaluated on</p> <ul style="list-style-type: none">• Quality• Accuracy of layout• Completion within time limit |
|----------|---|



Line (GAC): F INSULATE PIPING AND FITTINGS

Competency: F3 Install cladding, jacketing and finishes on piping and fittings

Objectives

To be competent in this area, the individual must be able to:

- Install cladding and finishes on piping and fittings on industrial applications.

LEARNING TASKS

1. Describe procedures used to install cladding on piping and fittings on industrial applications

2. Fabricate cladding for piping and fittings on industrial applications

3. Install cladding on piping and fittings on industrial applications

CONTENT

- Types of fittings
 - Elbows
 - Tees
 - Transitions
 - Reducers
 - End caps
- Attachments
 - Bands
 - Clips
 - Screws
 - Rivets
 - Wire
 - S and U clips
- Accuracy of measurements
- Field drawings
- Specifications
- Layout
 - Allowances
 - Hems
 - Laps
 - Beads
 - Cutting
 - Forming
 - Rolling
 - Beading
 - Crimping
 - Breaking
 - Square to rounds
 - Safety edges
 - Hems
- Test fit
- Field modifications



LEARNING TASKS

CONTENT

- Overlapping
- Watershed
- Banding
- Screwing
- Riveting
- Caulking
- Clean up

Achievement Criteria

Performance The learner will install cladding and fittings to piping.

- Conditions The learner will be given
- Tools and equipment
 - Materials
 - Project specifications

- Criteria The learner will be evaluated on
- Safety
 - Shop practices
 - Quality of application
 - Following specifications
 - Completion within time limits



LEARNING TASKS

CONTENT

- 3. Install cladding on tanks, vessels and equipment

- Rolling
- Beading
- Crimping
- Breaking
- Square to rounds
- Safety edges
- Hems
- Test fit
- Field modifications
- Overlapping
- Watershed
- Banding
- Screwing
- Riveting
- Caulking
- Clean up

Achievement Criteria

Performance The learner will install cladding and fittings to tanks, vessels and equipment.

- Conditions** The learner will be given
- Tools and equipment
 - Materials
 - Project specifications

- Criteria** The learner will be evaluated on
- Safety
 - Shop practices
 - Quality of application
 - Following specifications
 - Completion within time limits



HARMONIZED PROGRAM OUTLINE
Program Content
Level 3





LEARNING TASKS

3. Install cladding on mechanical ducting

CONTENT

- Hems

- Test fit
- Field modifications
- Overlapping
- Watershed
- Banding
- Screwing
- Riveting
- Caulking
- Clean up

Achievement Criteria

Performance The learner will install cladding and fittings to mechanical ducting.

Conditions The learner will be given

- Tools and equipment
- Materials
- Project specifications

Criteria The learner will be evaluated on

- Safety
- Shop practices
- Quality of application
- Following specifications
- Completion within time limits



Line (GAC): M INSTALL REMOVABLE COVERS

Competency: M1 Fabricate removable covers

Objectives

To be competent in this area, the individual must be able to:

- Fabricate soft, removable covers.

LEARNING TASKS

1. Describe soft, removable covers
2. Draw field sketches
3. Layout covers
4. Fabricate soft covers
5. Attach mechanical fasteners

CONTENT

- Types
- Purpose
 - Reusable
 - Insulating
 - Personnel protection
- Identifying equipment
- Temperature range
- Measurements
- Fabric
 - Silicone cloth
 - Marine cloth
- Insulation
 - Ceramic blanket
 - High density fiber glass
 - Temp mat
 - Mesh
 - Stainless steel
 - Monel
- Allowances
 - Seams
 - Edges
- Minimizing waste
- Stitching (sewing)
- Thread with stainless core
- Stitch stapling
- Stainless
- Closed in
- Hog rings
- Types
 - Velcro
 - Lacing anchors



LEARNING TASKS

CONTENT

- Cord
- Wire
- D rings
- Pleating clips
- Attaching identification tags

Achievement Criteria

Performance The learner will fabricate a removable, soft cover for a valve.

- Conditions The learner will be given
- Tools and equipment
 - Materials
 - Project specifications

- Criteria The learner will be evaluated on
- Safety
 - Shop practices
 - Quality of fabrication
 - Following specifications
 - Completion within time limits



Line (GAC): **M** **INSTALL REMOVABLE COVERS**
Competency: **M2** **Fasten removable covers**

Objectives

To be competent in this area, the individual must be able to:

- Install soft, removable covers.

LEARNING TASKS

1. Fit cover

2. Secure cover

CONTENT

- Fitting to object
- Adjustments
- Accessories
 - Wire
 - Banding

Achievement Criteria

Performance The learner will install soft, removable covers.

Conditions The learner will be given

- Tools and equipment
- Materials
- Project specifications

Criteria The learner will be evaluated on

- Safety
- Shop practices
- Quality of installation
- Following specifications
- Completion within time limits



Line (GAC): **S INSULATE FOR MARINE APPLICATIONS**
Competency: **S1 Insulate bulkheads, deckheads and hulls**

Objectives

To be competent in this area, the individual must be able to:

- Describe insulation for marine applications.

LEARNING TASKS

1. Describe insulation for marine applications

CONTENT

- Areas requiring insulation
 - Bulkheads
 - Deckheads
 - Hulls
- Purposes
 - Thermal
 - Fire prevention
 - Noise suppression
- Confined space hazard
- Materials and associated hazards
 - Mineral fibre
 - Fibreglass
 - FSK - faced insulation
 - FSK tape
 - Barium sheets
 - Lead paint (retrofits)
- Insulation application sequence
 - Multiple layers
 - Panning out for components
 - Pin and clip fastening systems
 - Customizing insulation boards
 - Taping



Line (GAC): **S INSULATE FOR MARINE APPLICATIONS**
Competency: **S2 Install cladding, jacketing and finishes on marine applications**

Objectives

To be competent in this area, the individual must be able to:

- Describe installation of cladding, jacketing and finishes on marine applications.

LEARNING TASKS

1. Describe installation of finishes on marine applications

CONTENT

- Finish materials
 - Perforated metal
 - RFFRK
 - Fabric finish system
 - Aluminum and steel
- Measuring, fabricating and attaching sheets of perforated metal
- Dome caps
- Rivets
- Screws
- Lagging adhesives
- Flashings
- Taping and heat sealing all joints and penetrations
- Field modifications
- Steel jacketing around life boat drops



Level 4

Insulator (Heat and Frost)



Line (GAC): **D USE COMMUNICATION AND MENTORING TECHNIQUES**
Competency: **D2 Use mentoring techniques**

Objectives

To be competent in this area, the individual must be able to:

- Describe mentoring techniques.

LEARNING TASKS

1. Describe mentoring techniques

CONTENT

- Teaching methods
 - Case studies
 - Explaining objective
 - Feedback
 - Demonstrating
 - Encouragement
 - Providing practice and feedback
 - Guided
 - Limited independence
 - Full independence
 - Assessment
- Personal responsibilities and attitudes
 - Working safely
 - Accepting constructive feedback
 - Respect for authority
 - Asking questions
 - Stewardship of materials, tools and property
 - Time management and punctuality
 - Efficient work practices
- Learning needs
 - Learning disabilities
 - Learning preferences
 - Language proficiencies



Line (GAC): **E** **PERFORM ROUTINE TRADE PRACTICES**
Competency: **E1** **Perform measurements and calculations**

Objectives

To be competent in this area, the individual must be able to:

- Take and record complex field measurements.
- Calculate and record material requirements.

LEARNING TASKS

1. Take complex field measurements

2. Calculate material requirements

CONTENT

- Equipment types
 - Tank heads
 - Cylinders
 - Pumps
 - Vessels
 - Boilers
 - Breeching
 - ID fans
 - Piping systems
- Tools
 - Plumb bob
 - Square
 - Laser
 - Tape
 - Chalk line
 - Circumference rules
- Accuracy
- Recording of measurements
- Field sketches
- Pictures
- Formulas
- Calculators
- Vendor charts
- Cut and roll
- Elbow
- Waste allowance
- Material order sheet

Achievement Criteria

Performance The learner will take complex field measurements and calculate material requirements.

Conditions The learner will be given



- Tools and equipment
 - Materials
 - Project specifications and drawings
- Criteria The learner will be evaluated on
- Accuracy of material take offs
 - Completion within time limits



Line (GAC): E PERFORM ROUTINE TRADE PRACTICES

Competency: E2 Interpret specifications and drawings

Objectives

To be competent in this area, the individual must be able to:

- Interpret specifications and drawings.
- Sketch pictorial drawings from a given view.
- Perform take offs of pipings and fittings from drawings.

LEARNING TASKS

1. Describe types of facilities represented in drawings
2. Describe blueprints
3. Describe specifications

CONTENT

- Refineries
- Chemical plants
- Pulp mills
- Power boilers
- Marine
- Hospitals
- Schools
- Office buildings
- Mines
- Types
 - Mechanical
 - Heat tracing
 - Plumbing
 - Architectural
- Symbols
- Nomenclature
- Abbreviations
- Scope
- Views
 - Isometric
 - Elevation
 - Plan
 - Sections
 - Details
- Flow sheets
- Revisions
- Change order
- Contemplated change notes
- Scope



LEARNING TASKS

CONTENT

- | | |
|---|--|
| <ul style="list-style-type: none"> 4. Describe the purpose of sectional views
 5. Use elevation and sectional drawings
 6. Describe relationship between elevation and floor plan

 7. Sketch orthographics | <ul style="list-style-type: none"> • BCICA • Piping • Ducting • Equipment • Fire stop • ACM • Adendums • Thermal Insulation Association of Canada (TIAC) Best Practices • Manufacturers' specifications • American National Standards Institute (ANSI) • Increased thicknesses in commercial applications • ASTM • Client specifications <ul style="list-style-type: none"> ○ Schedules, start and finish time tables • Standards • General clauses • List of materials • Notes • Large scale elevation details • Cutting planes • Section lines • Number and height of floors • Roof height and shape • Elevation of pipes, ducts and equipment in relation to floor level • Difference of directional view (north, south, east and west) • Scale • Shape of building • Arrangement of rooms • Shape and size of rooms • Location and size of elevators, stairs and hallways • Location, shape and size of mechanical equipment • Top projection • Front projection |
|---|--|



LEARNING TASKS

- 8. Sketch pictorial drawings from an orthographic projection
- 9. Perform take offs using drawings

CONTENT

- Side or end projection
- Use of metric and Imperial scale rulers
- Oblique
- Isometric
- Perspective
- Equipment for take offs
 - Drawings
 - Scale ruler
 - Compass
 - Take off sheets
- Square footage of materials
- Piping systems
 - Types
 - Copper
 - Steel
 - Hot/cold
 - Process
 - Steam
 - Lineal feet
 - Sizes
 - Pipes
 - Elbows
 - Tees
 - Unions
- Fitting inventory
- Types
- Sizes
- Quantities

Achievement Criteria 1

- | | |
|-------------|--|
| Performance | The learner will sketch pictorial drawings from a given view. |
| Conditions | The learner will be given <ul style="list-style-type: none"> • Tools and equipment • Materials • Drawings |
| Criteria | The learner will be evaluated on <ul style="list-style-type: none"> • Accuracy • Completed within specified time |



Achievement Criteria 2

Performance The learner will perform take offs of pipings and fittings from drawings.

Conditions The learner will be given

- Tools and equipment
- Materials
- Project specifications and drawings

Criteria The learner will be evaluated on

- Accuracy of take off
- Following specifications
- Completion within time limits



Line (GAC): **K** **INSTALL FIRE STOP SYSTEMS**
Competency: **K1** **Identify approved fire stop system**

Objectives

To be competent in this area, the individual must be able to:

- Use manufacturer’s systems manuals to identify approved fire stop system.

LEARNING TASKS

1. Use manufacturer’s systems manual

CONTENT

- Identification of all penetrations
 - Wall or floor
 - Pipe
 - Cable
 - Tray
 - Duct
- Fire rated shaft
- Curtain walls
- Identification of fire stop system
 - 3M
 - Hilti
 - Self-seal
 - Fire Master



Line (GAC): M INSTALL REMOVABLE COVERS

Competency: M1 Fabricate removable covers

Objectives

To be competent in this area, the individual must be able to:

- Layout, fabricate and insulate hard, removable covers.

LEARNING TASKS

1. Describe hard, removable covers

2. Draw field sketches

3. Layout covers

CONTENT

- Types
- Locations
 - Cold work
 - Hot work
- Purpose
 - Reusable
 - Insulating
 - Preventing ice formation
 - Personnel protection
 - Resistance to mechanical damage
- Identifying equipment
- Temperature range
- Measurements
- Metal
- Stainless steel
- Aluminum
- Insulation
 - Ceramic blanket
 - Fiber glass
 - Mineral fiber
 - Cellular glass
 - Urethane
 - Perforated metal liner
- Allowances
 - Seams
 - Edges
 - Machine
 - Lock formed
 - Easy edger
- Single, double and lap
- Metal breaking order



LEARNING TASKS

- 4. Fabricate hard covers

- 5. Attach mechanical fasteners

CONTENT

- Rivets
- Screws
- Handles

- Identification tags
- Latches
- Adjustable latches

Achievement Criteria 1

- Performance** The learner will fabricate and insulate a hard, removable cover.
- Conditions** The learner will be given
- Tools and equipment
 - Materials
 - Project specifications
- Criteria** The learner will be evaluated on
- Safety
 - Shop practices
 - Quality of fabrication
 - Following specifications
 - Completion within time limits

Achievement Criteria 2

- Performance** The learner will fabricate and install a removable, soft elbow cover.
- Conditions** The learner will be given
- Tools and equipment
 - Materials
 - Project specifications
- Criteria** The learner will be evaluated on
- Safety
 - Shop practices
 - Quality of fabrication
 - Following specifications
 - Completion within time limits



Line (GAC): M INSTALL REMOVABLE COVERS

Competency: M2 Fasten removable covers

Objectives

To be competent in this area, the individual must be able to:

- Install hard, removable covers.

LEARNING TASKS

1. Fit cover

2. Secure cover

CONTENT

- Cutting for penetrations
- Fitting to valve or flange
- Adjustments

- Accessories
- Suitcase latches
- Banding

Achievement Criteria

Performance The learner will install hard, removable covers.

Conditions The learner will be given

- Tools and equipment
- Materials
- Project specifications

Criteria The learner will be evaluated on

- Safety
- Shop practices
- Quality of installation
- Following specifications
- Completion within time limits



Line (GAC): **P INSTALL FIREPROOFING**
Competency: **P2 Apply protective covering to fireproofing materials**

Objectives

To be competent in this area, the individual must be able to:

- Describe applying protective coverings to fireproofing materials.

LEARNING TASKS

1. Describe protective coverings

2. Describe applying protective coverings

CONTENT

- Two part epoxy sealant (carboline)
- Hazards
- Fabricated metal covers

- Manufacturer's specifications
 - Mixing
- Drop sheets for containment of product
- Application methods for carboline
 - Brushing
 - Rolling
- Application methods for metal covers
 - Banding
 - Rivets
 - Screws
 - Wire



Section 4

ASSESSMENT GUIDELINES



Assessment Guidelines – Level 1

Level 1 Grading Sheet: Subject Competency and Weightings

PROGRAM: IN-SCHOOL TRAINING:		INSULATOR (HEAT AND FROST) LEVEL 1	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
A	Perform Safety Related Functions	5%	0%
B	Use and Maintain Tools and Equipment	10%	0%
C	Organize Work	10%	0%
D	Use Communication and Mentoring Techniques	8%	0%
E	Perform Routine Trade Practices	12%	30%
F	Insulate Piping and Fittings	12%	35%
H	Insulate Plumbing and Mechanical Piping Systems	28%	35%
K	Install Fire Stop Systems	8%	0%
P	Install Fireproofing	5%	0%
T	Perform Asbestos Abatement	2%	0%
	Total	100%	100%
In-school theory / practical subject competency weighting		50%	50%
Final in-school mark Apprentices must achieve a minimum 70% for the final in-school mark to be eligible to write the Insulator (Heat and Frost) Standardized Level Exam (SLE).		IN-SCHOOL %	
In-school mark Combined theory and practical marks (final in-school mark) multiplied by		80%	
Standardized Level Exam (SLE) mark The exam mark is multiplied by		20%	
Final Level Mark Combined in-class mark (80%) and SLE mark (20%)		FINAL%	



Note: Development of SLEs will begin in 2018. When launched, SLEs will be a completion requirement. An Official Program Standard Notification (OPSN) will announce the launch of the SLEs. Until launched, an apprentice's final level marks will be based solely on the in-school mark.



Assessment Guidelines – Level 2

Level 2 Grading Sheet: Subject Competency and Weightings

PROGRAM: IN-SCHOOL TRAINING:		INSULATOR (HEAT AND FROST) LEVEL 2	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
E	Perform Routine Trade Practices	8%	20%
G	Insulate Tanks, Vessels and Equipment	25%	30%
H	Insulate Plumbing and Mechanical Piping Systems	3%	0%
I	Insulate Mechanical Ducting	20%	15%
J	Insulate Mechanical Equipment	20%	15%
L	Insulate for Soundproofing	5%	0%
N	Install Underground Insulating Systems	3%	0%
O	Spray Sealers, Coating and Spray-on Insulation	3%	0%
Q	Install Insulation for Refractory Systems	3%	0%
R	Install Insulation for Cryogenic Systems	10%	20%
	Total	100%	100%
In-school theory / practical subject competency weighting		50%	50%
Final in-school mark Apprentices must achieve a minimum 70% for the final in-school mark to be eligible to write the Insulator (Heat and Frost) Standardized Level Exam (SLE).		IN-SCHOOL %	
In-school mark Combined theory and practical marks (final in-school mark) multiplied by		80%	
Standardized Level Exam (SLE) mark The exam mark is multiplied by		20%	
Final Level Mark Combined in-class mark (80%) and SLE mark (20%)		FINAL%	



HARMONIZED PROGRAM OUTLINE Assessment Guidelines Section 4



Note: Development of SLEs will begin in 2018. When launched, SLEs will be a completion requirement. An Official Program Standard Notification (OPSN) will announce the launch of the SLEs. Until launched, an apprentice's final level marks will be based solely on the in-school mark.



Assessment Guidelines – Level 3

Level 3 Grading Sheet: Subject Competency and Weightings

PROGRAM: IN-SCHOOL TRAINING:		INSULATOR (HEAT AND FROST) LEVEL 3	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
E	Perform Routine Trade Practices	30%	15%
F	Insulate Piping and Fittings	20%	27%
G	Insulate Tanks, Vessels and Equipment	20%	27%
I	Insulate Mechanical Ducting	15%	21%
M	Install Removable Covers	10%	10%
S	Insulate for Marine Applications	5%	0%
	Total	100%	100%
In-school theory / practical subject competency weighting		40%	60%
Final in-school mark Apprentices must achieve a minimum 70% for the final in-school mark to be eligible to write the Insulator (Heat and Frost) Standardized Level Exam (SLE).		IN-SCHOOL %	
In-school mark Combined theory and practical marks (final in-school mark) multiplied by		80%	
Standardized Level Exam (SLE) mark The exam mark is multiplied by		20%	
Final Level Mark Combined in-class mark (80%) and SLE mark (20%)		FINAL%	

Note: Development of SLEs will begin in 2018. When launched, SLEs will be a completion requirement. An Official Program Standard Notification (OPSN) will announce the launch of the SLEs. Until launched, an apprentice's final level marks will be based solely on the in-school mark.



Assessment Guidelines – Level 4

Level 4 Grading Sheet: Subject Competency and Weightings

PROGRAM: IN-SCHOOL TRAINING:		INSULATOR (HEAT AND FROST) LEVEL 4	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
D	Use Communication and Mentoring Techniques	10%	0%
E	Perform Routine Trade Practices	50%	30%
K	Install Fire Stop Systems	13%	0%
M	Install Removable Covers	15%	70%
P	Install Fireproofing	12%	0%
	Total	100%	100%
In-school theory / practical subject competency weighting		60%	40%
Final in-school mark Apprentices must achieve a minimum 70% as the final in-school percentage score to be eligible to write the Interprovincial Red Seal exam.		IN-SCHOOL %	

All apprentices who complete Level 4 of the Insulator (Heat and Frost) program with a FINAL level percentage score of 70% or greater will write the Interprovincial Red Seal examination as their final assessment.

A minimum percentage score of 70% on the examination is required for a pass.



Section 5

TRAINING PROVIDER STANDARDS



Facility Requirements

Classroom Area

- Minimum 30 square feet per student (accommodates drafting tables)
- Comfortable seating and tables suitable for learning
- Compliance with the local and national fire code and occupational safety requirements
- Meets applicable municipal zoning bylaws for technical instruction and education facilities
- Overhead and multimedia projectors with a projection screen
- Whiteboard with marking pens and erasers
- Lighting controls to allow easy visibility of the projection screen while allowing students to take notes
- Windows must have shades or blinds to adjust sunlight
- Heating/air conditioning for comfort all year round
- In-room temperature control to ensure comfortable room temperature
- Acoustics in the room must allow students to hear the instructor
- 1 drafting table per student

Shop Area

- Minimum 7000 square feet of shop area including a tool crib and work stations.
- 12 foot ceiling height
- Adequate heating, lighting and ventilation
- Refuse and recycling bins for used shop materials
- First-aid facilities
- Portable fire extinguishers as per WorkSafeBC requirements
- Posted evacuation plans
- Eye wash stations
- 1 work table per 2 students

Lab Requirements

- None

Student Facilities

- Adequate eating area as per WorkSafeBC requirements (4.84 OHS Regulations)
- Adequate washroom facilities as per WorkSafeBC requirements (4.85 OHS Regulation)
- Personal storage lockers

Instructor's Office Space

- None

Other

- Desk and filing space
- Computer
- Phone



Tools and Equipment

Shop Equipment

Required

- Bar folder
- Brake (finger/pan)
- Circular saw
- Combination machine
- Drills (cordless and electric)
- Easy edge machine
- Extension cords
- Foot operated shears (guillotine)
- Grinders
- Hand saw
- HEPA (high efficiency particulate air) vacuum
- Jig saw
- Lock former
- Mixers
- Nibblers
- Notchers
- Pin gun
- Pin welder
- Roller
- Sewing machine
- Table saw

Recommended

- Blow torch
- Electric shears
- Powder-actuated tools
- Slitter

Shop (Facility) Tools

Standard Tools

- Aviation snips (M1, M2, M3)
- Band tensioner
- Band tensioners
- Brooms
- Bungee cords
- Caulking gun
- Clamps
- End nippers
- Flare staple gun
- Hammer (sheet metal)
- Hog ring pliers
- Knife and sheath
- Lagging brush
- Paint brush
- Paint roller
- Pliers
- Rasp
- Rivet gun
- Rubber bands
- Saws (keyhole and hand)
- Scissors
- Scraper
- Scratch awl
- Screwdrivers
- Sealer
- Shears
- Shovel
- Slicks
- Squares
- Staple gun
- Thermometer
- Thickness gauge



- Tie-down straps
- Tin snips
- Tool pouch
- Trowels (pointer and flat)
- Wire brush
- Vice grips

Specialty Tools

- Pittsburgh pizza cutters
- Circumference tape

Student Equipment (supplied by school)

Required

Layout Equipment

- Calculator
- Carpenter's square
- Chalk line
- Circumference rule
- Clamps
- Compass
- Dividers
- Felt pens
- Levels
- Mitre chart
- Pencils
- Protractor
- Scale ruler
- Straight edge
- Tape measure
- Trammel point
- T-square

Spray Equipment

- None

Access Equipment

- Ladders
- Scaffolding
- Scissor lift

Personal Protective and Safety Equipment

- Eye wash station
- Face shields
- Fall arrest equipment
- Fire extinguisher
- Gloves
- Goggles
- Hard hat
- Hearing protection
- Respirator

Recommended

- None

Student Tools (supplied by student)

Required

- Safety boots
- Safety glasses
- Hard hats

Recommended

- Coveralls



Reference Materials

Required Reference Materials

- N/A

Recommended Resources

- N/A

Suggested Texts

- N/A



Instructor Requirements

Occupation Qualification

The instructor must possess:

- B.C. Certificate of Qualification with a Red Seal Endorsement, or
- Certificate of Qualification from another Canadian jurisdiction with Red Seal Endorsement.

Work Experience

- A minimum of 5 years' experience working in the industry as a journeyperson.

Instructional Experience and Education

It is preferred that the instructor also possesses one of the following:

- An Instructors Diploma or equivalent
- A Bachelor's Degree in Education
- A Master's Degree in Education



Appendices



Appendix A

Acronyms and Abbreviations

ACM	Asbestos-containing materials
AHJ	Authority having jurisdiction
ANSI	American National Standards Institute
ASJ	All-service jacket
ASTM	American Standard for Testing Materials
BCICA	British Columbia Insulation Contractors Association
FLRA	Field Level Risk Assessment
FSK	Foil skim
GFCI	Ground-fault circuit interrupter
HEPA	High efficiency particulate air
HVAC	Heating, ventilation and air conditioning
ID	Induction
JHA	Jurisdiction having authority
LEED	Leadership in Energy and Environmental Design
LNG	Liquefied natural gas
NOP	Notice of Project
PPE	Personal protective equipment
PVC	Polyvinyl chloride
RAT	Rope access technician
RFFRK	Reinforced foil flame retardant kraft
SDS	Safety Data Sheets (formerly Material Safety Data Sheets)
SWP	Safe work procedures
TIAC	Thermal Insulation Association of Canada
TSP	Tri-sodium phosphate
ULC	Underwriters Laboratories of Canada
WHMIS	Workplace Hazardous Materials Information System



Appendix B Previous Contributors

Industry and Instructor Subject Matter Experts retained to assist in the development of the Program Outline (2012):

- Lee Loftus Insulators, Local 118
- Ken Jakobssen Insulators, Local 118