Trade essentials

More skills … more opportunities

Professional Skills Record

Cabinetmaker

NOC 7272

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Canada

Prince Edward Island CANADA

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Journeyperson's Handbook

Trade essentials

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This handbook is designed to help skilled trades Journeypersons manage the skills and learning of their Apprentices who are using a Professional Skills Record.

1 Why Do I Need this Handbook?

Eighty percent of all learning in a trade happens on the job. This means the apprentice has the responsibility to learn and you, as their journeyperson, have the responsibility to mentor and teach.

Signing off for the learning an apprentice has completed under your supervision is a huge responsibility. With all the skills needed in a trade, it is important that both you and the apprentice have a tool to help you record and sign off on that learning.

2 But We Have Logbooks

When a tradesperson registers as an apprentice in most provinces or territories in Canada, they are given a Logbook.

A Logbook:

- is issued by the apprenticeship authority within a jurisdiction
- is created from the National Occupational Analysis (NOA) in a trade
- is a list of all the general skill areas (**Blocks and Tasks**) in a trade
- records an apprentice's progress in the general skill areas of a trade
- is signed off by a journeyperson to guarantee that an apprentice is performing these tasks to Industry Standard.

A Logbook lists the Blocks and Tasks from the NOA **but** the Interprovincial Red Seal exam and trades training courses in colleges and trade schools use **all** the information in the NOA. This includes the Blocks, Tasks, **Sub-tasks and the Knowledge and Abilities** listed in the NOA.

Each apprentice needs a tool that lists **all** the skills and learning they need in their trade career. Then, if they have one employer or several employers over their entire term of apprenticeship, both the apprentice and the journeyperson know what learning has been completed:

- the journeyperson knows what skills they are signing off to verify what has been taught; and
- the apprentice knows what they need to learn to be successful in their Red Seal exam.

3 What is a National Occupational Analysis (NOA)?

The Canadian Council of Directors of Apprenticeship, which is made up of managers and directors of apprenticeship from every province and territory in Canada, guides a Human Resources and Skills Development Canada (HRSDC) sponsored program to develop NOAs.

Under this partnership, joint planning committees made up of tradespeople who have a Certificate of Qualification, Red Seal endorsement from each province and territory in Canada, come together in Ottawa every four to five years to review and revise the NOA in all of the 45 skilled trades.

Each NOA is accepted as the national standard in that trade. The NOA is then used to:

- identify and group tasks performed by skilled workers in each trade in every province and territory in Canada
- group these tasks by Blocks, Tasks, Sub-tasks, Knowledge, Skills and Abilities (also called "**competencies**") required in a trade
- give information on the breakdown of questions from all sections of the NOA in the Interprovincial Red Seal exam
- create all the questions for the Red Seal exam
- create curriculum for trade school programs and Block Release/Period/Level* programs in a trade.

* *The in-school portion of apprenticeship has several names across Canada. In some provinces and territories it is called Block Release, in others it is called Period Training or Level.*

4 If there is an NOA, why do we need a Professional Skills Record (PSR)?

The NOA is designed to be used for creating curriculum and for developing test questions for the Red Seal exam.

The PSR is designed to be used by an apprentice and a journeyperson in the workplace. The PSR provides a fair and objective assessment tool to record the apprentice's learning and skills.

The PSR has been developed **with** apprentices during a three-year research project on PEI called Trade Essentials. Recommendations made by the apprentices who tested the tool have been built into the document.

The PSR was then validated by teams of tradespeople who have a Certification of Qualification, Red Seal endorsement in each trade who came together and discussed what an apprentice is expected to learn from their journeyperson in the workplace.

The apprentice has the main responsibility for completing the PSR. It is designed as a self-assessment tool so the apprentice can keep track of his/her skills and learning and make plans to fill any technical skills training gaps.

The PSR takes information from the NOA and:

- lays it out in a chart
- lists the percentage and number of questions for the Red Seal exam from each task on every page
- takes the skills from the NOA and describes them in terms of what a tradesperson does on the job, for example:

  In the **NOA**, the skill says – "knowledge of blueprints and drawings"

  In the **PSR**, the skill says – "read and interpret blueprints and drawings"
- has a rating chart so the apprentice can judge his/her level of learning and have it all recorded for you to review
- provides you, the journeyperson, with a tool to discuss details of an apprentice's skill areas that are great and areas that may need to improve
- helps the apprentice make a plan so he/she can improve skills
- helps you know what skills you still have to teach the apprentice.

5 Am I expected to teach all the skills in a PSR?

No. A PSR contains **all** the skills and learning a tradesperson has to learn over all their years as an apprentice. You, as their journeyperson, can help make this tool useful by completing the sign-off on the learning and skill you know they have. Some of the ways you can assess the skills your apprentice has are:

- **OBSERVATION** – you watch them use their knowledge, skills and abilities or competencies to perform a task or sub-task

  For example, you ask them to select a tool for a specific job, then watch them use that tool to do a task.

- **INTERVIEW** – you have a discussion with your apprentice to find out if they can demonstrate an understanding of what they are doing

  For example, you ask them to tell you about any safety precautions that have to be followed before they start a certain task.

- **DOCUMENTATION** – an apprentice may have a document that provides proof of skills they already have. You can use the PSR to sign-off on tasks the document covers. The document or certificate could be from:

  - another employer,
  - a trade school or college,
  - an industry training course,
  - another province or territory,
  - or even from another country.

  For example, you need all your employees to be trained in WHMIS. A new apprentice you just hired shows you a WHMIS certificate he/she have from a job they were working on a couple of months ago in northern Canada.

Apprentices will also tell you, through their self-assessments, the best way they think they can prove the skills they have. This can help guide you, as their mentor, to choose a way to assess your apprentice that works best for both of you.

6 Are there any tips on how to be a good mentor to my apprentice?

Mentoring has always been the foundation of apprenticeship. In trades, a mentor is a person who has a great deal of learning and skills from experience in a trade who helps a less experienced person by guiding, teaching and sharing their skills and learning.

Along with having learning and experience in their trade, the most successful mentors are:

- **Patient** - and understand the apprentice needs time to learn and practise their skills to become as good as their mentor.
- **Organized** - and set a schedule to meet regularly with their apprentice to track their learning and make plans for new learning.
- **Positive** – and supportive in helping an apprentice tackle new learning and encourage them to keep working on skills they find difficult to learn.
- **Respectful** – so that other employees in the workplace accept the apprentice and are willing to help and encourage the new apprentice.

As a mentor, you are a role model for your apprentice. To create a successful relationship between you and your apprentice you can:

- **Lead by example**. If you set safety and quality assurance as firsts on your list each and every day, so will your apprentice.
- **Build trust**. If you want your apprentice to trust and respect you, you can show trust in them by assigning them some responsibility as soon as you see an opportunity.
- **Communicate**. Communication is a two-way street. Be willing to listen as you give directions and be available to your apprentice when they need you. Always treat every question seriously. If your apprentice has the confidence to ask, it is important to give a respectful answer.
- **Be reliable.** Your apprentices need to know they can depend on you when they run into a problem. Create supportive relationships with other employees so if you are away from the workplace, your apprentice feels confident in approaching another employee for help.

6.1 Tips

- **Give clear instructions**. When assigning a task and giving direction, give step-by-step instructions, then ask your apprentice to repeat the instructions. This gives them the opportunity to ask questions on things that might not be clear to them.

  Checklist for giving instructions:

  - ✓ **explain the task**
  - ✓ **show them how it is done**
  - ✓ **answer their questions**
  - ✓ **oversee the work**
  - ✓ **give them time to practise**
  - ✓ **give feedback on how they are doing**
  - ✓ **take time to show them how to do the task better**

- **Give feedback.** Giving feedback often helps your apprentice to have a clear understanding of what you want them to do and how you want them to perform. The PSR helps you to give feedback because each knowledge, skills and ability (competency) statement is clear.

  There are three types of feedback that work best in the workplace:

  Positive feedback means you want your apprentice to continue what they are doing. People are motivated by hearing they are doing a good job. They usually do more and try harder.

  Constructive feedback means you want your apprentice to change how or what they are doing. Offering support and guidance to your apprentice to make the changes you need usually brings the best results.

  Direct feedback focuses on what you have seen, not on secondhand information. Focus on how the apprentice is doing and what you have planned for them to do.

- **Give your apprentice experience in many skills.** Sometimes apprentices end up performing the same set of skills over and over again because they are really good at them. They are required to learn the scope of the entire trade during their apprenticeship. If you have the capability, it would be helpful to take advantage of the opportunity to cover a wide range of skills by moving your apprentice from one set of skills to another on a regular basis.

- **Track and Document learning.** Every employer cannot offer an apprentice training in every skill in a trade because each workplace is unique. Some workplaces are specialists in one area of a trade.

  As a journeyperson, you have the responsibility to sign off on the skills your apprentice learns under your guidance in your workplace. A PSR can help you identify those skills.

  Setting a regular review date once every month or two, and keeping that time just for you and your apprentice, can increase their scope in their trade and increase their knowledge which will be an asset in the workplace.

  This meeting time gives you the best opportunity to:

  - monitor your apprentice's progress,
  - make a plan with him/her to learn more skills, and
  - find out if there are any problem areas where he/she may need help.

  Regular meeting dates also help your apprentice to be prepared and able to track his/her learning. This can be done by using a Professional Skills Record (PSR).

7 So how do I use a Professional Skills Record (PSR) with my apprentice?

The PSR is laid out in a chart. Each skill your apprentice has to learn has an action word to tell them how they are supposed to perform a skill. It gives you a level you can use to judge whether they are performing that skill properly. **Industry standard** is the term used to describe when your apprentice can complete a task to the level and quality of performance required by industry without assistance or supervision.

When you see the words "demonstrate an understanding of," you may find it easier to ask them questions about the skill to make sure they know what they are doing.

Your apprentice has the responsibility to complete the "Knowledge, Skills and Abilities – Competencies" section.

When you are sure your apprentice has proven to you they have completed the learning they say they have, you verify it by initialing the sub-task.

Trade Name

IP Exam – 125 Questions

BLOCK A
5% - 6 questions on the IP

Learning Category
OCCUPATIONAL SKILLS

Task 1 – A
3 questions on the IP exam

Learning Outcome
Uses and maintains tools and equipment

Journeyperson Sign-off
Task 1

Complete ☐

Incomplete ☐

⇩ Knowledge, Skills and Abilities - Competencies

SUB-TASK 1.01 Learning Objective **Uses hand tools** **JP Sign-off ____**	**1.01.01** Identify boring tools **Rating ____ Complete** **Proof ____** ☐ **Use ____**	**1.01.02** Identify hand cutting tools **Rating ____ Complete** **Proof ____** ☐ **Use ____**

⇦ When your apprentice proves to you that he/she has finished enough sub-tasks to have a good grasp of the task, you verify that learning by initialing "complete".

⇦ If your apprentice has not completed enough sub-tasks or you do not agree with the ratings they have given themselves, initial "incomplete".

Task I
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

If you have any sub-tasks you want your apprentice to work on, list them in this section and add any comments you have.

You might

- set a timeframe when you want these skills to improve
- suggest some manuals they could read
- suggest they go to their local college or training school for technical skills help
- suggest they go for help to an adult education facility if they need any academic help, for example, help in math or help in using the code book.

You have now created a learning plan for your apprentice using a PSR.

Your apprentice can then begin working on these sub-tasks or follow up on suggestions you have made to help them be successful in their trade career. By using a PSR, you now have a documented, written performance review that you can use in later sessions with your apprentice.

The PSR can help you give a fair assessment of your apprentice's ability to perform each technical skill task. If you are assigned an apprentice from another employer, province, territory or country, you can use the PSR to review his/her skills so you do not waste your valuable time teaching them skills they already know and can do.

Professional Skills Record

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PROFESSIONAL SKILLS RECORD

A tool for recording and recognizing skills and learning of trade apprentices

Cabinetmaker

NOC 7272

A project of:
The Province of PEI
and
Human Resources and Skills Development Canada

Prince Edward Island

Human Resources and Skills Development Canada
Ressources humaines et Développement des compétences Canada

Trade essentials
More skills ... more opportunities

The **Professional Skills Record (PSR)** is a technical skills assessment tool designed to be used in the workplace by an apprentice and a journeyperson. The PSR has taken the content from the National Occupational Analysis (NOA) and arranged it so apprentices can use it to measure their progress in their trade from the time they sign up for apprenticeship through to Red Seal certification.

This PSR has been through a validation process with a team of trade professionals with Certificate of Qualifications, Red Seal endorsement, who reached agreement on the wording of each and every knowledge and skill *(competency)* to make it measurable.

The PSR was originally designed as a tool to help apprentices move through a Recognition for Skills and Learning (RSL) process so they can receive recognition for skills they have, no matter where they learned them. Through completion of a PSR, they can avoid relearning what they already know and can do by entering the apprenticeship Block/Period/Level in-school process at a higher level. For example, move directly into Block/Period/Level three rather than relearning Block/Period/Level One and Two.

Feedback from testing and validation of the PSR has opened many new possibilities for using this tool.
The PSR can be used:

- as a tool for valid assessment in a Recognition for Skills and Learning (RSL) process
- as a tool that new Canadians and people planning to emigrate can use, to assess their skills against Canadian standards, receive recognition for skills they already have and, if necessary, make a plan to fill any technical skill gaps they may still have
- in the secondary-school system and in post-secondary trades training so students can know the full scope of the trade they are entering
- as a tool to guide journeypersons while they are mentoring apprentices so they are aware of <u>all</u> the skills apprentices need to learn to be fully competent in their professional trade designation.

INFORMATION SITES: PROJECT SITE www.tradeessentials.ca CANADIAN RED SEAL SITE www.red-seal.ca

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Professionals Skills Record (PSR) Assessment Chart 1

APPENDIX A – NOA GLOSSARY

APPENDIX B – REQUIRED ESSENTIAL SKILLS TASKS FOR TRADES

Cabinetmaker Trade Information

Name: __ _____ Full Address: _____

Email Address: _____ __ _____

Phone: Home _____ Work _____ Cell _____

Technical Skills Journeyperson Assessor/s

Name: _____ Business Name: _____

Phone: Home: _____ Work: _____ Cell: _____ Business Address: _____

Email Address: _____ _____

Name: _____ Business Name: _____

Phone: Home: _____ Work: _____ Cell: _____ Business Address: _____

Email Address: _____ _____

Name: _____ Business Name: _____

Phone: Home: _____ Work: _____ Cell: _____ Business Address: _____

Email Address: _____ _____

Apprenticeship Program Start Date _____ Completion Date: _____ Red Seal Certification Date _____

Apprenticeship Training Officer:

Signature: _____

Provincial/Territorial Apprenticeship Manager:

Signature: _____

Province/Territory: _____

Professional Skills Record (PSR) Development

Professional Skills Record (PSR)

The Professional Skills Record (PSR) is designed as a tool of assessment. Learning and skills are validated through the PSR when they are signed-off by a journeyperson in the trade in which the apprenticeship is being served.

All skills and learning assessed in this PSR are measured against the standards listed in the National Occupational Analysis (NOA). The NOA is recognized by the Canadian Council of Directors of Apprenticeship (CCDA) as the national standard for the occupation of Cabinetmaker.

PSR Cabinetmaker Document Validation

To conduct a reliable assessment through a formal recognition process, skills and learning statements must be measurable. To assess skills and learning using a PSR in the trades, the Knowledge, Skills and Abilities listed in the NOA have been made into measurable competency statements by adding an "action word." This action word describes the skill and learning level which must be reached by an apprentice on the job in order to meet industry standards. Each PSR has been validated by a trades team, all of whom hold a Certificate of Qualification with Red Seal endorsement, and who reached consensus on each action word used in every knowledge, skill and ability statement.

Where Technical Trade Learning Happens

This Professional Skills Record (PSR) records and recognizes directly related trade technical skills and knowledge learned through:

- **Formal Learning** – structured learning that occurs in formal education and training institutions (for example, high school, trades school, apprenticeship programs, registered union and industry training programs)

- **Non-formal Learning** – learning that happens through planned, structured training or education outside the formal education system (for example, workshops, seminars, community school)

- **Informal/Experiential Learning** – learning that results from experience, occurs outside a structured environment, and is controlled by the learner (for example, experience on-the-job, volunteer work, self-study and life experiences). Informal or experiential learning must be current and essential to the trade.

Definitions: Adopted and/or interpreted from Work-related Informal Learning: Research and Practice in the Canadian Context, CAPLA 2008

Academic Trade Requirement

Trade Designation: Cabinetmaker National Occupational Classification (NOC) 7272

One of the following prerequisites must be met before writing the Interprovincial Red Seal exam: an academic Grade 12 certificate or a General Education Diploma (GED) or successful assessment in the following Essential Skills**.**

Essential Skills common to all trades are listed in Appendix B of this document. Specific Essential Skills for the Cabinetmaker trade are listed on the Red Seal website: www.red-seal.ca. (Once on that site, you will find the Essential Skills Profiles under "National Occupational Analysis.")

A document can prove valuable learning that is recognized by industry and learning institutions.
Record and save every document earned in industry, trade school or union.

Document Record							
Document Name	Issued By	Place Issued	Date Issued	Evidence of recognition for:			Recognition Awarded
				Block/s Learning Category/s Completed	Task/s Learning Outcome/s Completed	Academic Requirement	

PLAR is a formal recognition process in which a variety of tools are used to help people identify, demonstrate and receive recognition for skills and learning they have from the workplace, educational institutions, credentialing organizations or regulatory bodies.

The **Professional Skills Record (PSR)** is a tool designed to assist a trades apprentice to record skills and learning, and then receive recognition for the skills and learning through a PLAR trades process called:

RECOGNITION FOR SKILLS AND LEARNING (RSL)

Traditionally, 80% of learning in a trade happens in the workplace. Through a **Recognition for Skills and Learning (RSL)** process, an apprentice can advance in a trade when they prove they have the required hours, skills and learning for that trade. Proof of skills and learning is **recorded** by the apprentice in a **PSR** and **verified** when signed-off by a journeyperson in that trade.

Through the completion of a **PSR**, an apprentice can avoid relearning what they already know and can do. Through an **RSL** process, a trade apprentice can submit a PSR for assessment to:

- advance in Block/Period/Level in-school training by not having to complete a Block/Period/Level in which proof is provided that skills and learning have already been achieved for that Block/Period/Level.
- transfer common skills from one trade to another - **Skills and learning must be transferred prior to writing the Interprovincial Red Seal exam. The same skills and learning cannot be recognized toward certification in two trades.**
- compare skills and learning in a trade from another country to Canadian standards **(as stated in the National Occupational Analysis)** and receive recognition for the skills and learning that meets Canadian standards.

The following assessment indicators (Rating, Proof, Use) have been developed to help record and then assess skills and learning in accordance with the standards of the trade outlined in the National Occupational Analysis (NOA).

Assessment Standard ONE

Rating: Self-assessment performance rating in the workplace

Workplace Performance	Rating	Examples of Workplace position/s
Can perform this task and series of sub-tasks: - to meet or shorten task timelines - beyond the expected level and quality of performance required by industry - can **manage, lead and train others** to perform this task and series of sub-tasks	**6**	**Journeyperson with a Certificate of Qualification, Red Seal endorsement** and/or **Gold Seal tradesperson** who is an expert in their field - Project Manager/Foreman - Highly skilled and experienced Manager/Supervisor - Expert who comes from industry to serve as an instructor in a trades training program
Can perform this task and series of sub-tasks: - to meet or shorten task timelines - to the highest level and quality of performance required by industry - take the initiative to **respond to unexpected situations when they arise and supervise others**	**5**	**Highly skilled and experienced journeyperson with a Certificate of Qualification, Red Seal endorsement** to whom co-workers turn for **direction and help**
Can perform this task and series of sub-tasks: - to meet task timelines - to the **highest level and quality required by industry without supervision**	**4**	**Experienced, skilled journeyperson with a Certificate of Qualification, Red Seal endorsement**
Can perform this task and series of sub-tasks: - to the level and quality required by industry **without assistance or supervision**	**3**	**Newly certified journeyperson with a Certificate of Qualification, Red Seal endorsement**
Can perform this task and series of sub-tasks: - to the required level and quality of performance **with direction, some assistance and supervision**	**2**	**Apprentice** working **under the direction** of a **journeyperson with a Certificate of Qualification, Red Seal endorsement**
Can perform this task and series of sub-tasks: - to the required level and quality of performance **with assistance and constant supervision**	**1**	**A helper or new apprentice** who must work directly under the **constant supervision** of a **journeyperson with a Certificate of Qualification, Red Seal endorsement**

Proof: Self-assessment options to prove skills and learning have been achieved

Type of Proof – Observation … Interview … Documentation

Observation

When you choose "Observation" to prove that you can perform a task, the person who verifies your work must be Red Seal Certified in the trade in which you are an apprentice.

Interview

When you choose "Interview" to prove that you can perform the task, the person who verifies your work must be Red Seal Certified in the trade in which you are an apprentice. In the case of a panel, at least one person on the panel must be Red Seal Certified in the trade in which you are an apprentice.

Documentation

When you choose "Documentation" to prove that you can perform a task, the document must be from a certified training school or from an industry training course. Course content must be part of the requirements of your trade. If the document is from another country, it must be verified as equivalent to Canadian requirements in the trade.

NOTE: Gather all your documents and keep them with your PSR.

Assessment Standard THREE

Use: Self-assessment rating to help make a plan for additional learning and skill updates needed to be successful in achieving goals in a trade

Use of Knowledge, Skills and Abilities –	**1 Daily**	**2 Often**	**3 Seldom**	**4 Never**

Show how often you use a skill. This will help you to know:

- what skills you do well because you do them on a regular basis
- what skills you have to update if you want to transfer to another employer or move to another province or territory
- what skills you have to get from a training school, industry program or other employer

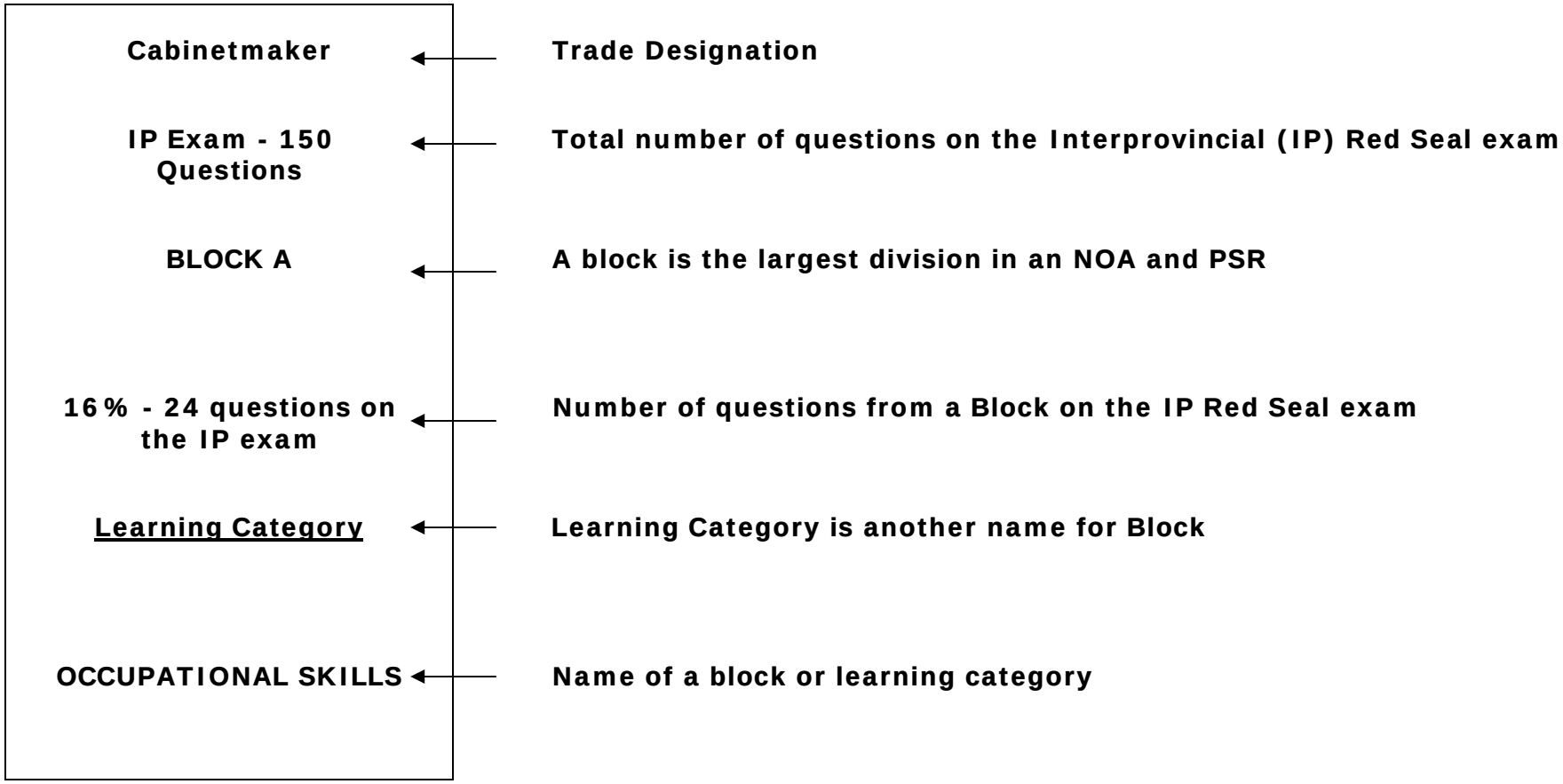
Completing this PSR can help you:

- know the full scope of your trade by exploring all the technical skills in your trade
- highlight the skills you already have
- identify any gaps that you may have to fill so you can be successful in writing your Interprovincial Red Seal certification exam
- create a plan you can follow to fill these technical skills gaps

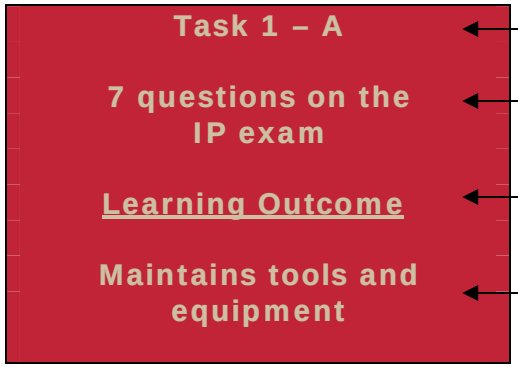
Professional Skills Record (PSR) Components

Information from the National Occupational Analysis (NOA) is the foundation document for the Professional Skills Record (PSR). The PSR has been designed so that information is easily found to help a trade apprentice take control and direct his/her own individual skills and learning path.

Information in the PSR includes:



Professional Skills Record (PSR) Components (cont'd)

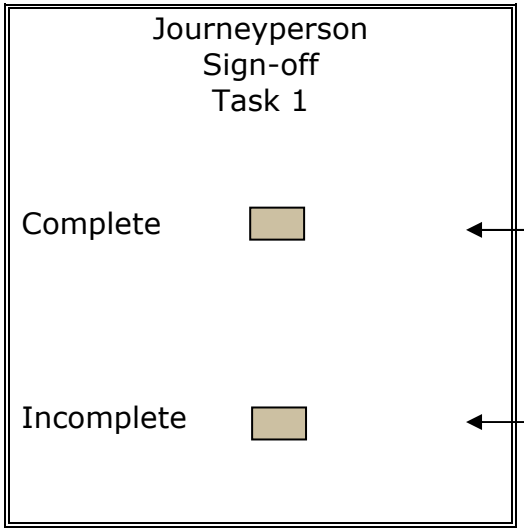


Task Number and Block/Category (letter number)

Number of questions on the IP Red Seal exam from the task

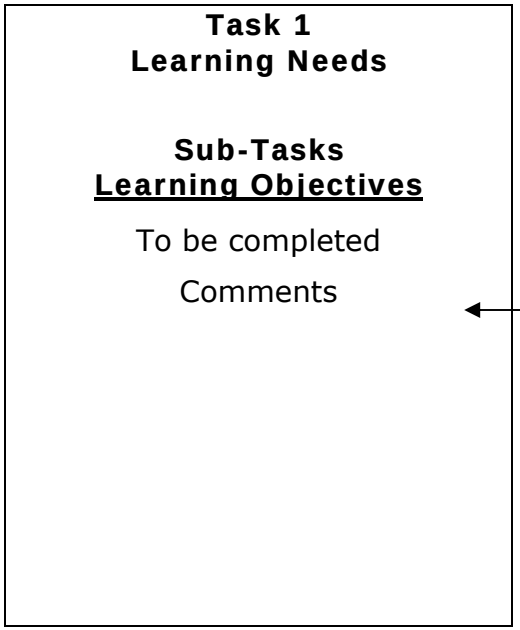
Learning Outcome is another name for a task

Task or learning outcome description



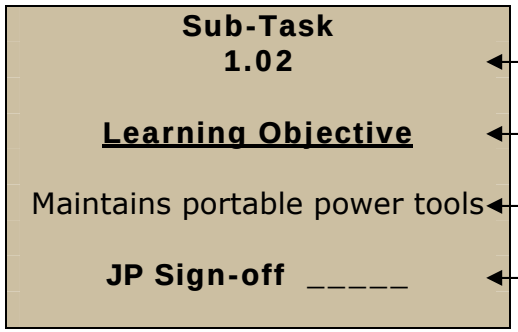
Journeyperson's initials verify that an apprentice can perform the task to industry standar ds.

Journeyperson's initials indicate "incomplete" when the apprentice requires more work because the task is not being performed to industry standards.



Journeyperson lists any Sub-Tasks (Learning Objectives that an apprentice must improve before they can have their Task (Learning Outcome) signed off).

When completed, this column becomes a learning plan for the apprentice.



~~Sub~~-Task Number

Learning Objective is another name for sub-task

Sub-task or learning objective description

Journeyperson assesses and signs off when the apprentice can perform a sub-task or learning objective to industry standard

For easier use, the self-assessment charts have been shortened into an assessment key which is located at the top of each two-page section in a PSR. The "3" rating is considered "Industry Standard."

RATING:

6 - Expert perform a task beyond expected level and quality of performance, lead and/or teach others

5 - Highly skilled perform a task to the highest level and quality of performance, supervise others

4 - Meet task timelines and perform tasks to the highest level and quality required by indust ry, without supervision

3 - Complete a task to the level and quality of performance required by industry without assistance or supervision

2 - Complete a task with some assistance and supervision

1 - Complete task with assistance and constant supervision

TYPE OF PROOF: O - Observation I - Interview D - Documentation

USE: 1 – Daily 2 – Often 3 – Seldom 4 - Never

How to Record Skills and Learning Using a PSR

Self-assessment takes place where the learning of skills takes place in each of the *Knowledge, Skills and Abilities*. (Knowledge, Skills and Abilities can also be called ***Competencies)***.

1.02.01
Identify types of portable power tools such as cordless and corded ← Skill and Learning that must meet industry standard.

Rating **5** ← Choose and insert a number from the RATING key that best describes your level of performance in the workplace.

Proof **I** ← Choose and insert a letter from the PROOF key that indicates your best choice to provide proof that you have this knowledge, skill and ability in the trade.

Use **2** ← Choose and insert a number from the USE key that indicates how often you use the knowledge, skills and ability (competency).

Complete ☑ ← Insert a check mark in the box to indicate completion of the competency to industry standard.

Tips to making sure you get recognition for all your skills and learning:

- take your **time** when you are working on your PSR
- do not try to complete **too much** at any one time
- be **fair and honest** with yourself; remember, this is a **self-assessment** tool
- **focus** on each task *(learning outcome)* and sub-task *(learning objective)*

Cabinet Maker
IP Exam - 150 Questions

BLOCK A
16% - 24 questions on the IP exam

Learning Category
OCCUPATIONAL SKILLS

Task 1 - A
7 questions on the IP exam

Learning Outcome
Maintains tools and equipment

Journeyperson
Sign-off
Task 1

Complete ☐

Incomplete ☐

Task 1
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:
6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
2 - Complete a task with some assistance and supervision
1 - Complete task with assistance and constant supervision

Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 1.01 Learning Objective **Maintains hand tools** **JP Sign-off** _____	**1.01.01** Identify and select types of hand tools **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.01.02** Identify and determine limitations of hand tools **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.01.03** Clean hand tools **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.01.04** Organize and store hand tools **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.01.05** Sharpen hand tools such as planes and chisels **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	1.01.06 Recognize worn, damaged or defective tools **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____				
SUB-TASK 1.02 Learning Objective **Maintains portable power tools** **JP Sign-off** _____	**1.02.01** Identify and select types of portable power tools such as cordless and corded **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.02.02** Identify and determine limitations of portable power tools **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.02.03** Clean portable power tools **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.02.04** Change components such as belts, blades, bits and knives **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.02.05** Organize and store portable power tools **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	1.02.06 Lubricate components **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.02.07** Recognize worn, damaged or defective portable power tools **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____			

Task 1 - A (cont'd)

Learning Outcome
Maintains tools and equipment

Task 1
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 1.03 Learning Objective **Maintains stationary power tools and equipment** **JP Sign-off** _____	**1.03.01** Identify and select types of stationary power tools and equipment **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.03.02** Identify and determine limitations of stationary power tools and equipment **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.03.03** Clean stationary power tools and equipment **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.03.04** Change components such as blades, bits and knives **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.03.05** Lubricate components **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	1.03.06 Use dust collector during use of stationary power tools and equipment **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.03.07** Recognize worn, damaged or defective stationary power tools and equipment **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____			
SUB-TASK 1.04 Learning Objective **Maintains pneumatic tools and equipment** **JP Sign-off** _____	**1.04.01** Identify and select types of pneumatic tools such as nailers, staplers and drills **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.04.02** Operate pneumatic equipment such as compressors and air dryers **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.04.03** Identify and determine limitations of pneumatic tools **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.04.04** Clean pneumatic tools **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.04.05** Change components such as bits, air hoses and fittings **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	1.04.06 Lubricate components **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.04.07** Organize and store pneumatic tools and equipment **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.04.08** Drain compressors and air dryers **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.04.09** Recognize worn, damaged or defective pneumatic tools and equipment **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	

Task 1 - A (cont'd)

Learning Outcome
Maintains tools and equipment

Task 1
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:
6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
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1 - Complete task with assistance and constant supervision

Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 1.05 Learning Objective **Maintains powder-actuated tools** **JP Sign-off** _____	**1.05.01** Identify and select types of powder-actuated tools **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.05.02** Obtain training and certification requirements for the use and maintenance of powder-actuated tools **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.05.03** Identify and determine limitations of powder-actuated tools **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.05.04** Identify hazards associated with powder-actuated tools **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.05.05** Clean and lubricate powder-actuated tools **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	1.05.06 Organize and store powder-actuated tools and charges **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.05.07** Recognize worn, damaged or defective powder-actuated tools **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____			
SUB-TASK 1.06 Learning Objective **Maintains finishing equipment** **JP Sign-off** _____	**1.06.01** Identify and demonstrate types of finishing equipment such as sprayers, brushes and spray booth **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.06.02** Determine lighting and ventilation requirements **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.06.03** Identify and manage cleaning supplies such as solvents, lacquer thinners and rags **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.06.04** Identify and maintain pneumatic equipment such as compressors, gauges and filters **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.06.05** Identify and eliminate health hazards associated with handling solvents and lacquer thinners **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	1.06.06 Change filters **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.06.07** Clean and lubricate finishing equipment **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.06.08** Store finishing equipment **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.06.09** Store solvents and lacquer thinners **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.06.10** Recognize worn, damaged or defective finishing equipment **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____

Task 1 - A (cont'd)

Learning Outcome
Maintains tools and equipment

Task 1
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 1.07 Learning Objective **Maintains personal protective equipment (PPE) and safety equipment** **JP Sign-off** _____	**1.07.01** Identify and demonstrate types of PPE such as eye protection, hearing protection, foot protection and respiratory protection equipment **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.07.02** Locate types of safety equipment such as eye wash station, fire extinguishers and first aid kits **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.07.03** Clean PPE and safety equipment **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.07.04** Change respirator filters **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**1.07.05** Store PPE and safety equipment **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	1.07.06 Recognize worn, damaged or defective PPE and safety equipment **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____				

Task 2 - A
7 questions on the IP exam

Learning Outcome
Organizes work

Journeyperson
Sign-off
Task 2

Complete ☐

Incomplete ☐

Task 2
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:
6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
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Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 2.01 Learning Objective **Communicates with others** **JP Sign-off** _____	**2.01.01** Interpret and use trade terminology **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.01.02** Explain technical information **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.01.03** Acquire information through questioning **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.01.04** Communicate with customers **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.01.05** Communicate with suppliers **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	2.01.06 Communicate with supervisors **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.01.07** Consult with colleagues **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.01.08** Communicate with other tradespeople **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.01.09** Mentor apprentices **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	
SUB-TASK 2.02 Learning Objective **Uses documentation** **JP Sign-off** _____	**2.02.01** Interpret and follow types of documentation such as work orders and plans **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.02.02** Locate and use safety documentation such as WHMIS labels and MSDS **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.02.03** Locate information **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.02.04** Use reference material such as hardware manuals and manufacturers' directions **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.02.05** Interpret manufacturers' specifications **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	2.02.06 Interpret jurisdictional and national codes **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.02.07** Complete work-related records **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.02.08** Document issues such as hazards and worksite problems **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____		

Task 2 - A (cont'd)

Learning Outcome
Organizes work

Task 2
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

2.03 Learning Objective **Interprets prints and drawings** **JP Sign-off** _____	**2.03.01** Interpret and present types of drawings such as rough sketches, shop drawings and plans **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.03.02** Interpret and follow drawing specifications **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.03.03** Demonstrate an understanding of types of views such as plan, elevation, section and detail **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.03.04** Locate information in plans and drawings **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.03.05** Make notes from prints and drawings **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	2.03.06 Produce material take offs **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.03.07** Recognize symbols on architectural drawings such as mechanical and electrical symbols **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____			

SUB-TASK 2.04 Learning Objective **Plans project tasks** **JP Sign-off** _____	**2.04.01** Prepare sequencing of work **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.04.02** Prepare and set up scheduling work with other trades **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.04.03** Implement project scheduling **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.04.04** Set daily, weekly and project objectives **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.04.05** Determine material requirements **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	2.04.06 Determine tool and equipment requirements **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.04.07** Determine labour requirements **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____			

Task 2 - A (cont'd)

Learning Outcome
Organizes work

Task 2
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:
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1 - Complete task with assistance and constant supervision

Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

2.05 Learning Objective **Performs basic design** **JP Sign-off** _____	**2.05.01** Identify and interpret the characteristics and applications of materials and hardware **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.05.02** Define and demonstrate standard dimensions such as table and chair heights and counter heights **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.05.03** Estimate and incorporate the value of materials **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.05.04** State location of installed cabinets, stairs and architectural millwork **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.05.05** Interpret client needs and preferences **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	2.05.06 Draw a sketch such as rough, isometric and orthographic **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.05.07** Maximize yield from materials **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____			
SUB-TASK 2.06 Learning Objective **Performs layout of cabinets, furniture and architectural millwork** **JP Sign-off** _____	**2.06.01** Identify and determine quality and characteristics of materials and hardware **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.06.02** Select layout materials such as hardboard and medium density fibreboard (MDF) **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.06.03** Use layout tools such as trammel points, straight edges and tape measures **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.06.04** Transfer print information and specifications to full scale layout **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.06.05** Use site measurements **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	2.06.06 Template site conditions **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.06.07** Recognize and resolve potential construction challenges such as inaccessibility, obstacles and services **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.06.08** Perform basic geometric calculations **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.06.09** Visualize product in three dimensions **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	

Task 2 - A (cont'd)

Learning Outcome
Organizes work

Task 2
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

2.07 Learning Objective **Maintains safe work environment** **JP Sign-off** _____	**2.07.01** Demonstrate an understanding of WHMIS **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.07.02** Identify location of manuals such as MSDS and Occupational Health and Safety (OH&S) manuals **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.07.03** Interpret workers' rights and responsibilities **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.07.04** Implement and follow company safety policies and procedures **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.07.05** Meet training requirements for using tools and equipment **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	2.07.06 Interpret and demonstrate an understanding of manufacturers' specifications of tools and equipment **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.07.07** Implement and follow OH&S requirements for work area **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.07.08** Identify location and use of safety equipment such as eye wash station, fire extinguishers and first aid kits **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.07.09** Locate and demonstrate an understanding of emergency procedures such as evacuation and fire drills **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.07.10** Identify and eliminate health hazards associated with handling solvents and lacquer thinners **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	2.07.11 Implement disposal and recycling procedures **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.07.12** Recognize personal injury hazards such as slippery surfaces, uneven loads and fumes from finishing products **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.07.13** Prevent hazards and unsafe practices **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.07.14** Maintain a clean workshop and installation site **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.07.15** Ensure adequate ventilation **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	2.07.16 Store volatile materials such as propane bottles and hazardous chemicals **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**2.07.17** use PPE such as hearing protection, eye protection, foot protection and respiratory protection equipment **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____			

Task 3 - A
10 questions on the IP exam

Learning Outcome
Performs routine trade activities

Journeyperson
Sign-off
Task 3

Complete ☐

Incomplete ☐

Task 3
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:
6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
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Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 3.01 Learning Objective **Measures** **JP Sign-off** _____	**3.01.01** Recognize and use metric and imperial measurement systems **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.01.02** Identify and demonstrate an understanding of site measurements **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.01.03** Use measuring devices such as tape measure, scaled rulers and moisture meters **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.01.04** Measure irregular shapes and profiles **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	
SUB-TASK 3.02 Learning Objective **Installs hardware** **JP Sign-off** _____	**3.02.01** Identify and select types of cabinet and furniture hardware such as hinges, slides, locks and pulls **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.02.02** Identify and select door hardware such as door hinges, handles and closers **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.02.03** Identify and demonstrate the 32 mm system **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.02.04** Establish clearances and tolerances **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.02.05** Recognize potential challenges such as location of handles, knobs and mounting plates **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	3.02.06 Adapt to specialty hardware such as retractable door hardware and blind corner hardware **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.02.07** Use hardware installation tools such as mortising jig, hinge kit, door handle jig, router and drill **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.02.08** Manually position hardware **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____		

Task 3 - A (cont'd)

Learning Outcome
Performs routine trade activities

Task 3
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 3.03 Learning Objective **Handles materials, supplies and products** **JP Sign-off** _____	**3.03.01** Determine storage requirements **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.03.02** Demonstrate an understanding of and apply company policies for material handling and shipping **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.03.03** Demonstrate appropriate handling procedures for sheet good materials during fabrication **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.03.04** Determine transportation limitations and accessibility of the installation site **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.03.05** Determine and meet acclimatization requirements **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	3.03.06 Verify products received against purchase order and for damage **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.03.07** Pack and wrap product to prevent damage during transport **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.03.08** Assess size and weight limitations for handling products **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.03.09** Temporarily protect product after installation **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	
SUB-TASK 3.04 Learning Objective **Sands components** **JP Sign-off** _____	**3.04.01** Identify and select types of sandpaper such as paper-backed and cloth-backed **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.04.02** Select grit and weight **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.04.03** Demonstrate sanding methods such as stroke sanding and edge sanding **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.04.04** Use sanding tools and equipment such as stationary sanders, orbital sanders, belt sanders and palm sanders **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.04.05** Sand manually **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
SUB-TASK 3.05 Learning Objective **Fabricates jigs and templates** **JP Sign-off** _____	**3.05.01** Recognize and demonstrate an understanding of limitations of jigs and templates **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.05.02** Select jig and template materials **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.05.03** Use layout and machining tools to produce jigs and templates **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.05.04** Select jig and template material for job requirements **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.05.05** Try out jig to determine its accuracy **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	3.05.06 Label jigs and templates **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.05.07** Make template for scribing **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____			

Task 3 - A (cont'd)

Learning Outcome
Performs routine trade activities

Task 3
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:
6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
2 - Complete a task with some assistance and supervision
1 - Complete task with assistance and constant supervision

Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 3.06 Learning Objective **Builds prototypes** **JP Sign-off** _____	**3.06.01** Determine function of prototypes **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.06.02** Demonstrate an understanding of customer requirements **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.06.03** Create layout and design **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.06.04** Select material for prototype **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.06.05** Recognize and resolve potential construction challenges such as inaccessibility, obstacles and services **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	3.06.06 Test and modify prototypes **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____				

SUB-TASK 3.07 Learning Objective **Applies edge to substrate** **JP Sign-off** _____	**3.07.01** Identify types of edge treatments such as polyvinyl chloride (PVC), solid wood and high pressure laminate (HPL) **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.07.02** Identify and select adhesives used for substrates and edge treatment **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.07.03** Adhere edge to substrate using clamps **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.07.04** Trim and flush edges **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.07.05** Use edge banders **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	3.07.06 Clean edges **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____				

Task 3 - A (cont'd)

Learning Outcome
Performs routine trade activities

Task 3
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 3.08 Learning Objective **Dry fits components** **JP Sign-off** _____	**3.08.01** Demonstrate an understanding of the purpose of dry fit **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.08.02** Demonstrate assembly procedures **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.08.03** Define and verify finished product dimensions and requirements **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.08.04** Use clamping devices such as bar clamps, band clamps and case clamps **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**3.08.05** Identify and correct defects/faults in construction **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____

Cabinet Maker

BLOCK B
19% - 28 Questions on the IP exam

Learning Category
MACHINING

Task 4 - B
20 questions on the IP exam

Learning Outcome
Machines components using stationary and portable power tools

Journeyperson Sign-off Task 4

Complete ☐

Incomplete ☐

Task 4
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:
6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
2 - Complete a task with some assistance and supervision
1 - Complete task with assistance and constant supervision

Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 4.01 Learning Objective **Breaks out solid wood** **JP Sign-off** _____	**4.01.01** Identify and select machinery used for breaking out solid wood **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.01.02** Identify and determine properties and characteristics of wood such as grain and colours **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.01.03** Calculate required dimensions and quantities **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.01.04** Check moisture content **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.01.05** Use machinery such as table saws, band saws and cut-off saws **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	4.01.06 Recognize faults and defects in material such as knot and checks **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____				

SUB-TASK 4.02 Learning Objective **Dresses solid wood** **JP Sign-off** _____	**4.02.01** Identify and determine properties and characteristics of wood **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.02.02** Establish sequence of dressing operations **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.02.03** Demonstrate an understanding of and follow procedures prior to operation of machinery **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.02.04** Verify dimensions of finished product **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.02.05** Read board characteristics such as crooks and grain direction **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	4.02.06 Use machinery such as jointers, planers and table saws **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.02.07** Surface, edge, square and plane materials to desired width and thickness **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.02.08** Match grain and colour **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.02.09** Cut to length **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	

Task 4 - B (cont'd)

Learning Outcome
Machines components using stationary and portable power tools

Task 4
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 4.03 Learning Objective **Shapes solid wood** **JP Sign-off** _____	**4.03.01** Determine and confirm shape required from plans and specifications **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.03.02** Identify and determine wood characteristics such as grain direction and density of material **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.03.03** Use machinery such as routers, lathes and shapers **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.03.04** Use portable power tools such as hand routers and portable power planes **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.03.05** Select and change cutting tool components such as blades, knives and chisels **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	4.03.06 Use holding devices to hold jig to project **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.03.07** Use jigs and templates to shape solid wood **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.03.08** Create inlays **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____		

SUB-TASK 4.04 Learning Objective **Breaks out sheet materials** **JP Sign-off** _____	**4.04.01** Identify properties and characteristics of plywood **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.04.02** Identify and select composite sheet materials such as melamine, particle board, MDF and hardboard **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.04.03** Determine available sheet good sizes such as 4 ft. x 8 ft. and 5 ft. x 12 ft. **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.04.04** Use machining equipment such as table saws and panel saws **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.04.05** Select machining components **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	4.04.06 Cut material according to size requirements **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.04.07** Use plan and specification information to determine dimensions, quantities and yields **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____			

Task 4 - B (cont'd)

Learning Outcome
Machines components using stationary and portable power tools

Task 4
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:
6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
2 - Complete a task with some assistance and supervision
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Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 4.05 Learning Objective **Machines sheet materials** **JP Sign-off** _____	**4.05.01** Identify properties and characteristics of plywood **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.05.02** Identify composite sheet materials such as melamine, particle board, MDF and hardboard **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.05.03** Use machining equipment such as saws, overhead routers and multiple boring machines **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.05.04** Use portable power tools such as portable routers, drills and belt sanders **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.05.05** Select machining components such as bits and blades **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	4.05.06 Prepare to receive edging where applicable **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.05.07** Cut materials square to width and length **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.05.08** Use holding devices to hold jig to project **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.05.09** Use jigs and templates for applications such as shaping sheet materials, drilling and cutting access holes **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.05.10** Use plan and specification information to determine machining requirements such as locations of shelf lines and hardware **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	4.05.11 Create inlays **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____				
SUB-TASK 4.06 Learning Objective **Machines joints** **JP Sign-off** _____	**4.06.01** Identify and differentiate types of assembly joints such as dovetails, rabbets, dowel joints, dados and mitres **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.06.02** Demonstrate an understanding of characteristics of material **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.06.03** Select, set up and use equipment such as table saws and overhead routers **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.06.04** Use templates **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**4.06.05** Determine application and location of joints **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____

Task 5 - B
8 questions on the IP exam

Learning Outcome
Machines components using automated equipment

Task 5
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 5.01 Learning Objective **Sets up automated equipment** **JP Sign-off** _____	**5.01.01** Identify types of automated equipment such as CNC machining centres, CNC edge banders and CNC beam saws **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**5.01.02** Identify and implement computer applications and basic CNC programming **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**5.01.03** Determine and demonstrate an understanding of limitations of automated equipment **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**5.01.04** Load and run basic programs **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**5.01.05** Select and change cutting components such as blades and bits **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	5.01.06 Set up operations to machine components such as sink cut-outs, cabinet sides, custom tops and inlays **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**5.01.07** Maintain automated equipment to keep it clean and lubricated according to manufacturers' specifications **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____			
SUB-TASK 5.02 Learning Objective **Operates automated equipment** **JP Sign-off** _____	**5.02.01** Identify types of automated equipment such as CNC machining centres, CNC edge banders and CNC beam saws **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**5.02.02** Run a test piece **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**5.02.03** Select material for loading **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**5.02.04** Load and unload material **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**5.02.05** Recognize and correct performance problems such as chipping and burning **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____

Cabinet Maker

BLOCK C
11% - 16 Questions on the IP exam
Learning Category
FORMING AND LAMINATING

Task 6 - C
7 questions on the IP exam

Learning Outcome
Bends wood and composite materials

Journeyperson Sign-off Task 6

Complete ☐

Incomplete ☐

Task 6
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:
6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
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Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 6.01 Learning Objective **Builds forms** **JP Sign-off** _____	**6.01.01** Identify and select form materials such as plywood, steel and solid wood **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**6.01.02** Select types of form construction such as shaped wall two-part moulds **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**6.01.03** Select fasteners such as screws, nails and staples **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**6.01.04** Use applied geometry **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**6.01.05** Use layout tools **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	6.01.06 Generate and follow templates and layouts **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**6.01.07** Apply adhesives when building forms **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**6.01.08** Design and fabricate forms and steam-bending boxes **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**6.01.09** Match type of form to application **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**6.01.10** Machine and assemble form components **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
SUB-TASK 6.02 Learning Objective **Performs curved laminating** **JP Sign-off** _____	**6.02.01** Identify wood and composite material properties such as density and flexibility **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**6.02.02** Apply sequence of lamination **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**6.02.03** Demonstrate an understanding of spring-back of curved laminating materials **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**6.02.04** Identify and select types of fasteners **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**6.02.05** Select types of clamps such as band, C, edge and bar **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	6.02.06 Select and use types of joints used in laminating such as scarf and butt **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**6.02.07** Demonstrate an understanding of and determine final sizing techniques **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**6.02.08** Position joints in successive layers **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**6.02.09** Apply adhesives such as polyvinyl acetate (PVA) and resin glues, and epoxies **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**6.02.10** Use tools such as clamps, drills and pneumatic nailers **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____

Task 6 - C (cont'd)

Learning Outcome
Bends wood and composite materials

Task 6
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 6.03 Learning Objective **Steam-forms wood** **JP Sign-off** _____	**6.03.01** Demonstrate an understanding of the characteristics of wood properties **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**6.03.02** Demonstrate an understanding of and determine moisture content of woods **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**6.03.03** Apply methods of bending wood with steam **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**6.03.04** Determine length of time required for different thicknesses of wood **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**6.03.05** Construct steam-bending box **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	6.03.06 Clamp wood to form after steaming **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____				

Task 7 - C
9 questions on the IP exam

Learning Outcome
Laminates wood and composite materials

Journeyperson Sign-off Task 7

Complete ☐

Incomplete ☐

Task 7
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:
6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
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Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 7.01 Learning Objective **Arranges materials for laminating** **JP Sign-off** _____	**7.01.01** Select types of laminated products such as butcher block tops, flat layers, tables and panels **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**7.01.02** Implement common laminating procedures **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**7.01.03** Calculate dimensions of materials to be laminated **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**7.01.04** Demonstrate an understanding of the characteristics of wood properties **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**7.01.05** Determine grain direction of materials to be laminated **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	7.01.06 Recognize defects **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**7.01.07** Arrange pieces to prevent warping and cupping **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____			

SUB-TASK 7.02 Learning Objective **Applies adhesive for laminating** **JP Sign-off** _____	**7.02.01** Identify and select types of adhesives such as PVA, epoxies, waterproof and urea formaldehyde adhesive **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**7.02.02** Apply sequence of lamination **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**7.02.03** Demonstrate an understanding of properties of adhesives such as open time, setup time and curing time **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**7.02.04** Demonstrate an understanding of wood properties such as absorption rate, presence of oils moisture content **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**7.02.05** Demonstrate an understanding of application methods such as rolling, brushing and spraying **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	7.02.06 Select adhesive for various applications **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**7.02.07** Determine quantity of adhesive required for various woods **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____			

Task 7 - C (cont'd)

Learning Outcome
Laminates wood and composite materials

Task 7
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 7.03 Learning Objective **Clamps pieces together** **JP Sign-off** _____	**7.03.01** Identify and demonstrate an understanding of common clamping techniques **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**7.03.02** Determine sequence of laminating **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**7.03.03** Determine density of woods and composite materials **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**7.03.04** Demonstrate and understanding of properties of adhesives such as open time, setup time and curing time **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**7.03.05** Use clamps such as bar, C, pneumatic and electric **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	7.03.06 Apply required pressure **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____				

Cabinet Maker

BLOCK D
10% - 15 Questions on the IP exam

Learning Category
VENEERS AND LAMINATES

Task 8 - D
7 questions on the IP exam

Learning Outcome
Applies veneers

Journeyperson Sign-off Task 8

Complete ☐

Incomplete ☐

Task 8
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:
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Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 8.01 Learning Objective **Prepares veneers** **JP Sign-off** _____	**8.01.01** Identify species of veneers such as oak, cherry and maple **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**8.01.02** Demonstrate an understanding of reconstituted veneers **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**8.01.03** Determine methods of cutting veneers **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**8.01.04** Identify cuts of veneers such as rotary, flat and quarter **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**8.01.05** Select types of matching veneers such as book, slip and diamond **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	8.01.06 Demonstrate an understanding of veneer storage techniques **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**8.01.07** Use tools and equipment to cut and stitch veneers such as edge gluers and stitchers **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**8.01.08** Select veneers **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**8.01.09** Match veneers **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**8.01.10** Repair veneers **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
SUB-TASK 8.02 Learning Objective **Adheres veneers to substrates** **JP Sign-off** _____	**8.02.01** Select types of adhesives **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**8.02.02** Select types of substrates **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**8.02.03** Apply adhesives **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**8.02.04** Press veneer to the substrate by methods such as vacuum press, hot press and cold press **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	
SUB-TASK 8.03 Learning Objective **Trims veneers** **JP Sign-off** _____	**8.03.01** Identify veneer trimming techniques **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**8.03.02** Demonstrate an understanding of wood grain characteristics related to trimming **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**8.03.03** Trim excess veneer **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**8.03.04** Use tools and equipment such as rasps, sanding blocks, files, routers, planes and trimmers **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	

Task 9 - D
8 questions on the IP exam

Learning Outcome
Applies laminates

Journeyperson
Sign-off
Task 9

Complete ☐

Incomplete ☐

Task 9
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 9.01 Learning Objective **Prepares laminate sheets** **JP Sign-off** _____	**9.01.01** Identify types, finishes, sizes and uses of laminate sheets **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**9.01.02** Demonstrate an understanding of laminate properties such as flexibility and grades **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**9.01.03** Use tools and equipment for cutting laminate sheets such as laminate knives, routers and saws **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**9.01.04** Handle laminate sheets **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**9.01.05** Cut laminate sheets according to specifications **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	9.01.06 Joint laminate **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**9.01.07** Store laminate sheets **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____			
SUB-TASK 9.02 Learning Objective **Adheres laminate to substrate** **JP Sign-off** _____	**9.02.01** Identify and select types of adhesives **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**9.02.02** Identify and select types of substrates **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**9.02.03** Recognize and demonstrate an understanding of hazards associated with adhesives **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**9.02.04** Apply adhesives to substrate by using methods such as rolling, brushing and spraying **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**9.02.05** Use tools and equipment such as presses, rollers, j-rollers, spray guns and brushes **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	9.02.06 Apply laminate to substrates **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**9.02.07** Seam laminate **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____			

Task 9 - D (cont'd)

Learning Outcome
Applies laminates

Task 9
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:
6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
2 - Complete a task with some assistance and supervision
1 - Complete task with assistance and constant supervision

Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 9.03 Learning Objective **Trims laminate** **JP Sign-off** _____	**9.03.01** Demonstrate an understanding of trimming techniques **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**9.03.02** Demonstrate an understanding of and select solvents **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**9.03.03** Trim excess laminate **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**9.03.04** Use tools and equipment such as router and bits, hand planes and trimmers **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**9.03.05** File laminate **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	9.03.06 Clean excess adhesives **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____				

Cabinet Maker

BLOCK E
18% - 27 Questions on the IP exam

Learning Category
SHOP ASSEMBLY

Task 10 - E
15 questions on the IP exam

Learning Outcome
Assembles cabinets and furniture

Journeyperson Sign-off Task 10

Complete ☐

Incomplete ☐

Task 10
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 10.01 Learning Objective **Assembles cabinet components** **JP Sign-off** _____	**10.01.01** Identify and select cabinet components such as gables, tops, bottoms, doors and drawers **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.01.02** Identify and select fasteners such as dowels, biscuits and screws **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.01.03** Identify and select drawer components such as sides, bottoms and backs **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.01.04** Determine types of adhesives **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.01.05** Check measurements before assembly **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	10.01.06 Apply adhesive **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.01.07** Ensure components are true and square **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.01.08** Clamp cabinet components **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.01.09** Use assembly tools and equipment such as pneumatic nailers, drills and dowel insertion machines **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	

SUB-TASK 10.02 Learning Objective **Assembles furniture components** **JP Sign-off** _____	**10.02.01** Identify types of furniture such as tables, chairs, beds and desks **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.02.02** Identify and select furniture components such as legs, aprons, arms and backs **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.02.03** Use standard measurements such as height of chairs, tables and desks **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.02.04** Demonstrate an understanding of expansion and contraction of solid wood and sheet goods **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.02.05** Determine and use furniture joints such as dovetail, mortise and tenon, and dados **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	10.02.06 Select furniture fasteners such as corner brackets, biscuits and dowels **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.02.07** Select furniture hardware such as drop leaf hinge, table slides and swivels **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.02.08** Apply adhesive to furniture components **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.02.09** Use furniture clamps such as band clamps, C clamps and corner clamps **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.02.10** Ensure components are true and square **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	10.02.11 Use assembly and fastening tools and equipment such as nailers, staplers and mallets **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____				

Task 10 - E (cont'd)

Learning Outcome
Assembles cabinets and furniture

Task 10
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:
6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
2 - Complete a task with some assistance and supervision
1 - Complete task with assistance and constant supervision

Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 10.03 Learning Objective **Installs doors and drawer fronts** **JP Sign-off** _____	**10.03.01** Identify types of doors such as raised panel, flat panel, tambour and slab **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.03.02** Identify and select types of door and drawer front applications such as overlay, inset and retractable **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.03.03** Select door hinges such as concealed, butt, piano and scissor **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.03.04** Select types of drawer hardware such as integrated slides, full-extension slides and soft-closing **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.03.05** Align door and drawer fronts **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	10.03.06 Ensure uniform door clearances **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.03.07** Adjust door and drawer hardware **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.03.08** Fasten drawer front to drawer using fasteners such as screws, glues and RTA (ready-to-assemble) fittings **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____		
SUB-TASK 10.04 Learning Objective **Installs face frames** **JP Sign-off** _____	**10.04.01** Identify and select fastening hardware such as pocket screws and biscuits **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.04.02** Identify and apply door and drawer front clearances **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.04.03** Select sequence of installation of stiles and rails **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.04.04** Select and apply hardware to be mounted onto face-frames **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**10.04.05** Glue and clamp face frames **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	10.04.06 Pre-assemble face frames prior to installation **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____				

Task 11 - E
12 questions on the IP exam

Learning Outcome
Assembles architectural millwork products

Journeyperson
Sign-off
Task 11

Complete ☐

Incomplete ☐

Task 11
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 11.01 Learning Objective **Assembles components into sections in the shop** **JP Sign-off** _____	**11.01.01** Identify and select components such as sidelights, wall panels, columns, door frames, and window frames and sashes **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**11.01.02** Determine and use joints such as butt, rabbet, and mortise and tenon **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**11.01.03** Determine types of fasteners such as concealed fasteners, screws and toggle fasteners **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**11.01.04** Select adhesives **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**11.01.05** Assemble components such as sidelights, wall panels, columns and doors **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	11.01.06 Pre-fit components in larger sections **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**11.01.07** Secure components using fasteners and clamps **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____			

SUB-TASK 11.02 Learning Objective **Combines sections into architectural millwork products in the shop** **JP Sign-off** _____	**11.02.01** Identify types of architectural millwork products such as door frames, store and office fixtures, wainscoting, crown and base mouldings, columns, wall cladding and windows **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**11.02.02** Demonstrate an understanding of and follow sequence of assembly in the shop and on-site **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**11.02.03** Select types of fasteners such as lockable biscuits and flat metal brackets **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**11.02.04** Determine glass installation for products such as display cases and side lights **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**11.02.05** Construct architectural millwork products in sections taking into consideration accessibility of the installation site **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	11.02.06 Assemble and disassemble complete product in shop **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**11.02.07** Identify and mark various sections of final product for site assembly and installation **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**11.02.08** Verify final dimensions of assembled product **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**11.02.09** Modify sections to fit installation site **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**11.02.10** Accommodate for electrical and mechanical components **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____

Cabinet Maker

BLOCK F
8% - 12 Questions on the IP exam
Learning Category
FINISHING

Task 12 - F
7 questions on the IP exam

Learning Outcome
Prepared surface for finishing

Journeyperson Sign-off Task 12

Complete ☐

Incomplete ☐

Task 12
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:
6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
2 - Complete a task with some assistance and supervision
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Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 12.01 Learning Objective **Repairs minor imperfections** **JP Sign-off** _____	**12.01.01** Demonstrate an understanding of material properties such as species of wood, cuts of wood and grain **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**12.01.02** Use tools and equipment such as utility knives, irons, sandpaper and rags **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**12.01.03** Apply wood filler **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**12.01.04** Cut and patch defects and imperfections such as dents, broken corners and scratches **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**12.01.05** Steam wood to remove dents **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	12.01.06 Hide imperfections by staining, bleaching and toning **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____				
SUB-TASK 12.02 Learning Objective **Performs final sanding of surfaces** **JP Sign-off** _____	**12.02.01** Identify material to be finished **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**12.02.02** Identify abrasive supplies such as sandpaper and steel wool **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**12.02.03** Identify the types of sandpaper such as aluminum oxide and garnet **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**12.02.04** Select abrasive grits such as 100, 120 and 220 **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**12.02.05** Demonstrate an understanding of sanding procedures **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	12.02.06 Determine the sequence in which the parts are to be sanded **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**12.02.07** Use tools and equipment such as scrapers, sanding blocks, orbital sanders and stationary sanders **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____			

Task 13 - F
5 questions on the IP exam

Learning Outcome
Finishes wood products

Journeyperson
Sign-off
Task 13

Complete ☐

Incomplete ☐

Task 13
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 13.01 Learning Objective **Prepares finishing materials** **JP Sign-off** _____	**13.01.01** Identify finishing materials such as lacquers, paints and polyurethane **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**13.01.02** Identify and demonstrate an understanding of additives such as of solvents, dryers and retarders **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**13.01.03** Implement WHMIS **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**13.01.04** Recognize and demonstrate an understanding of hazards associated with preparing finishes **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**13.01.05** Use PPE such as respirators, gloves and eye protection **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	13.01.06 Follow manufacturers' specifications **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**13.01.07** Make finishes by mixing components such as catalysts and lacquers **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**13.01.08** Change finishes by altering tints, colours and sheens **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**13.01.09** Use tools and equipment such as mixers, filters and strainers **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	
SUB-TASK 13.02 Learning Objective **Applies finishing material manually** **JP Sign-off** _____	**13.02.01** Identify manual finishing techniques such as brushing, wiping and rolling **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**13.02.02** Demonstrate an understanding of and define finishing material properties such as drying time, final look and durability **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**13.02.03** Identify wood properties such as stability and absorption rate **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**13.02.04** Recognize and demonstrate an understanding of hazards associated with finishing products such as flammability, fumes and toxicity **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**13.02.05** Recognize finishing problems such as blushing and orange peeling **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	13.02.06 Utilize safety procedures such as ventilation, storage and disposal of material **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**13.02.07** Use PPE and safety equipment such as respirators, safety goggles, gloves and coveralls **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**13.02.08** Identify the method of application of finishing material **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**13.02.09** Use tools and equipment for applying finishing material manually **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**13.02.10** Follow finishing techniques required for brushing, wiping and rolling **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____

Task 13 - F (cont'd)

Learning Outcome
Finishes wood products

Task 13
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:
6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
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1 - Complete task with assistance and constant supervision

Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 13.03 Learning Objective **Sprays on finishing material** **JP Sign-off** _____	**13.03.01** Identify spray finishing techniques **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**13.03.02** Recognize finishing materials that can be sprayed such as lacquers, polyurethane, and latex and oil based paints **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**13.03.03** Recognize spraying systems such as high-volume/low-pressure and air assisted/airless **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**13.03.04** Identify wood properties such as stability and absorption rate **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**13.03.05** Recognize and demonstrate an understanding of hazards associated with finishing products such as flammability, fumes and toxicity **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	13.03.06 Recognize finishing problems such as pin-holing, fish eyes and orange peeling **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**13.03.07** Utilize safety procedures such as ventilation, storage and disposal of material **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**13.03.08** Use PPE and safety equipment such as respirators, safety goggles, gloves and coveralls **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**13.03.09** Use tools and equipment such as spray bottles, air guns, compressors, airless sprayers and pressure pots **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**13.03.10** Apply spray finishing techniques such as angles and patterns **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____

Cabinet Maker

BLOCK G
12% - 18 Questions on the IP exam

Learning Category
ON-SITE ASSEMBLY AND INSTALLATION

Task 14 - G
6 questions on the IP exam

Learning Outcome
Modifies products to site conditions

Journeyperson
Sign-off
Task 14

Complete ☐

Incomplete ☐

Task 14
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 14.01 Learning Objective **Cuts access holes on site** **JP Sign-off** _____	**14.01.01** Identify types of access holes such as electrical, heating and plumbing **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**14.01.02** Recognize and demonstrate an understanding of concerns related to working with utilities such as electrical, heating and plumbing **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**14.01.03** Select finishing trim such as grommets and grills **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**14.01.04** Determine reference point for locating access holes **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**14.01.05** Use tools and equipment such as jigsaw, measuring tape, level, drill and router **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
SUB-TASK 14.02 Learning Objective **Scribes to fit on site** **JP Sign-off** _____	**14.02.01** Determine sequence of scribing operations such as setting products in place, marking the profile and cutting the profile **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**14.02.02** Recognize untrue surfaces such as walls, ceilings and floors **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**14.02.03** Set products in place plumb and level **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**14.02.04** Mark profile of surface using tools such as compasses, pencils and blocks, and contour gauge **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**14.02.05** Cut profile using tools such as planes, jigsaws and belt sanders **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	14.02.06 Protect surface of product using tape and cardboard **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____				
SUB-TASK 14.03 Learning Objective **Finalizes installation on site** **JP Sign-off** _____	**14.03.01** Determine components that may require adjustments such as door and drawer hardware **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**14.03.02** Select types of hardware such as hinges, slides, locks and handles **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**14.03.03** Use hand tools to adjust hardware **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**14.03.04** Apply sealants such as latex caulking and silicone **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**14.03.05** Fix imperfections for final inspection **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____

Task 15 - G
6 questions on the IP exam

Learning Outcome
Installs cabinets and countertops

Journeyperson Sign-off Task 15

Complete ☐

Incomplete ☐

Task 15
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:
6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
2 - Complete a task with some assistance and supervision
1 - Complete task with assistance and constant supervision

Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 15.01 Learning Objective **Performs final on-site assembly of cabinets and countertops** **JP Sign-off** _____	**15.01.01** Implement cabinet construction **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**15.01.02** Assess site conditions such as humidity and temperature **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**15.01.03** Follow sequence of on-site assembly as indicated on shop drawings **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**15.01.04** Demonstrate an understanding of sequence of work done by other trades **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**15.01.05** Select and use fasteners such as screws, nails, RTA fasteners and draw bolts **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	15.01.06 Determine and select types of countertops such as post form and self edge **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**15.01.07** Position cabinets on walls and floor using tools such as laser level, hand level and measuring tape **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**15.01.08** Use assembly tools such as portable power tools, levels, pneumatic tools and clamps **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**15.01.09** Apply adhesives **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**15.01.10** Level and plumb cabinets using devices such as levelling legs and shims **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	15.01.11 Assemble countertop components together **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**15.01.12** Ensure cabinets are flush and aligned **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____			

Task 15 - G (cont'd)

Learning Outcome
Installs cabinets and countertops

Task 15
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 15.02 Learning Objective **Fastens cabinets and countertops** **JP Sign-off** _____	**15.02.01** Implement cabinet construction **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**15.02.02** Demonstrate an understanding of wall, ceiling and floor construction and finish **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**15.02.03** Select fasteners such as wood screws, concrete screws and wall anchors **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**15.02.04** Identify utilities in wall, floor and ceiling **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**15.02.05** Determine installation techniques for fastening solid wood tops **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	15.02.06 Apply adhesives **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**15.02.07** Use hand and power tools **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**15.02.08** Use temporary holding devices **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**15.02.09** Find structural components such as studs, joints and trusses **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	

Task 16 - G
6 questions on the IP exam

Learning Outcome
Installs architectural millwork products

Journeyperson Sign-off Task 16

Complete ☐

Incomplete ☐

Task 16 Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:
6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
2 - Complete a task with some assistance and supervision
1 - Complete task with assistance and constant supervision

Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 16.01 Learning Objective **Performs final onsite assembly of architectural millwork products** **JP Sign-off** _____	**16.01.01** Identify architectural millwork products such as wainscoting, doors, frames and store fixtures **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**16.01.02** Select hardware **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**16.01.03** Apply adhesives **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**16.01.04** Assemble components in sequence using labelling systems **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**16.01.05** Use tools such as mitre saws, pneumatic tools and clamping tools **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	16.01.06 Level and plumb products **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____				
SUB-TASK 16.02 Learning Objective **Fastens architectural millwork products** **JP Sign-off** _____	**16.02.01** Demonstrate an understanding of wall and ceiling construction and finish **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**16.02.02** Select fasteners such as finish screws, concrete screws, toggles and wall anchors **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**16.02.03** Apply adhesives **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**16.02.04** Use tools such as drills, hammer drills and pneumatic tools **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**16.02.05** Shim architectural products when fastening **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	16.02.06 Counter bore and plumb **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**16.02.07** Use blind fasteners such as ledger strips, French cleats and keyhole slots **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____			

Task 16 - G (cont'd)

Learning Outcome
Installs architectural millwork products

Task 16
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 16.03 Learning Objective **Installs mouldings** **JP Sign-off** _____	**16.03.01** Select types of mouldings such as base, case, crown and chair rail **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**16.03.02** Determine joints such as mitre, cope, butt and scarf **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**16.03.03** Select adhesives **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**16.03.04** Demonstrate an understanding of wall and ceiling construction and finish **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**16.03.05** Identify utilities inside wall and floor **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	16.03.06 Cut mouldings **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**16.03.07** Use installation tools such as mitre saw, coping saw and pneumatic tools **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**16.03.08** Secure mouldings with fasteners such as nails and trim head screws **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**16.03.09** Conceal nail and screw holes **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	

Cabinet Maker

BLOCK H
6% - 9 Questions on the IP exam

Learning Category
SPECIALIZED OPERATIONS

Task 17 - H
4 questions on the IP exam

Learning Outcome
Builds stairs and balustrades

Journeyperson Sign-off Task 17

Complete ☐

Incomplete ☐

Task 17 Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:
6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
2 - Complete a task with some assistance and supervision
1 - Complete task with assistance and constant supervision

Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 17.01 Learning Objective **Lays out stairs and balustrade components** **JP Sign-off** _____	**17.01.01** Be aware of considerations involved in building stairs such as required headroom, and rise and run ratios **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.01.02** Interpret and apply building codes **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.01.03** Identify stair styles such as straight, winders, spiralled and curved **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.01.04** Identify stair components such as threads, risers, stringers and volutes **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.01.05** Demonstrate an understanding of stair layout **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	17.01.06 Determine site accessibility and conditions **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.01.07** Perform mathematical calculations **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.01.08** Prepare full scale layouts **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.01.09** Use layout tools such as framing squares, angle finders and trammel points **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	
SUB-TASK 17.02 Learning Objective **Machines stair and balustrade components** **JP Sign-off** _____	**17.02.01** Identify machining techniques **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.02.02** Demonstrate an understanding of and select joinery techniques such as dowels, mortise and tenon and dados **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.02.03** Select stair components such as treads, risers, hand rails, stringers and volutes **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.02.04** Demonstrate an understanding of wood properties such as strength, shrinkage and warping **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.02.05** Use jigs and templates **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	17.02.06 Form and bend components **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.02.07** Shape balusters and newel posts by using equipment such as lathes, shapers, moulders and saws **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.02.08** Use tools and equipment such as routers, saws, jointers and planers **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____		

Task 17 - H (cont'd)

Learning Outcome
Builds stairs and balustrades

Task 17
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 17.03 Learning Objective **Assembles stairs and balustrades** **JP Sign-off** _____	**17.03.01** Demonstrate an understanding of stair assembly techniques **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.03.02** Determine clamping techniques **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.03.03** Identify sequence of assembly in the shop and on-site **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.03.04** Use adhesives, fasteners and wedges **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.03.05** Use tools and equipment such as clamps and drills **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	17.03.06 Pre-fit components in larger sections **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.03.07** Construct stairs in sections **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.03.08** Identify and label various sections of final product for site assembly **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.03.09** Preassemble and disassemble stairs **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	
SUB-TASK 17.04 Learning Objective **Installs stairs and balustrades** **JP Sign-off** _____	**17.04.01** Demonstrate an understanding of stair construction **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.04.02** Determine sequence of on-site assembly **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.04.03** Demonstrate an understanding of sequence of work done by other trades **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.04.04** Demonstrate an understanding of wall, floor and ceiling construction and finish **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.04.05** Use fasteners such as screws, nails and bolts **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	17.04.06 Reassemble stairs on-site **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.04.07** Level and plumb stairs using devices such as shims, plumb bobs, levels and laser levels **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.04.08** Adjust stairs according to site conditions **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.04.09** Use assembly tools such as portable power tools, pneumatic tools and clamps **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**17.04.10** Apply adhesives **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____

Task 18 - H
2 questions on the IP exam

Learning Outcome
Works with solid surface material

Journeyperson Sign-off Task 18

Complete ☐

Incomplete ☐

Task 18 Learning Needs

Sub-Tasks
Learning Objectives to be completed
Comments

Rating:
6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
2 - Complete a task with some assistance and supervision
1 - Complete task with assistance and constant supervision

Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 18.01 Learning Objective **Prepares solid surface material** **JP Sign-off** _____	**18.01.01** Meet manufacturers' certification program requirements to work with and warranty solid surfaces **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**18.01.02** Demonstrate an understanding of solid surface material properties such as sheet sizes and thicknesses **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**18.01.03** Identify and select solid surface material adhesives **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**18.01.04** Use tools and equipment such as routers, sanders and saws **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**18.01.05** Weld joints of solid surface materials **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	18.01.06 Machine, polish and clean solid surface materials **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**18.01.07** Recognize hazards of working with solid surface materials **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____			
SUB-TASK 18.02 Learning Objective **Installs solid surface material** **JP Sign-off** _____	**18.02.01** Follow manufacturers' specifications **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**18.02.02** Meet manufacturers' certification program requirements to work with and warranty solid surfaces **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**18.02.03** Demonstrate an understanding of solid surface material properties **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**18.02.04** Identify and select solid surface material adhesives **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**18.02.05** Use tools and equipment such as routers, sanders and saws **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	18.02.06 Weld joints of solid surface materials **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**18.02.07** Machine, polish and clean solid surface materials **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**18.02.08** Cut, fit and scribe solid surface materials **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**18.02.09** Repair solid surface materials **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	

Task 19 - H
1 question on the IP exam

Learning Outcome
Creates decorative woodwork (NOT COMMON CORE)

Journeyperson Sign-off Task 19

Complete ☐

Incomplete ☐

Task 19
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 19.01 Learning Objective **Performs marquetry (NOT COMMON CORE)** **JP Sign-off** _____	**19.01.01** Identify wood species **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**19.01.02** Identify and demonstrate an understanding of wood characteristics such as grains, colours, burls and figuring **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**19.01.03** Demonstrate an understanding of marquetry assembly processes **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**19.01.04** Select wood **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**19.01.05** Cut and shape wood pieces using tools and equipment such as scroll saws, knives and sanders **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	19.01.06 Fit and tape wood pieces to create a marquetry pattern **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**19.01.07** Use adhesives **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____			
SUB-TASK 19.02 Learning Objective **Performs carving (NOT COMMON CORE)** **JP Sign-off** _____	**19.02.01** Identify types of carving such as sculpting and relief **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**19.02.02** Identify wood species **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**19.02.03** Demonstrate an understanding of wood characteristics such as density, grain, knots, figuring and cracks **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**19.02.04** Use layout tools **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**19.02.05** Use carving tools and equipment such as clamps, carving knives, chisels and mallets **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____

Task 20 - H
2 questions on the IP exam

Learning Outcome
Restores woodwork

Journeyperson
Sign-off
Task 20

Complete ☐

Incomplete ☐

Task 20
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:
6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
2 - Complete a task with some assistance and supervision
1 - Complete task with assistance and constant supervision

Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 20.01 Learning Objective **Repairs woodwork for restoration purposes** **JP Sign-off** _____	**20.01.01** Identify and select furniture styles such as chippendale, early French Canadian, Victorian, Westminster and Shaker **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**20.01.02** Identify and select moulding styles **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**20.01.03** Determine furniture disassembly and assembly methods **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**20.01.04** Identify joinery such as mortise and tenon, rabbet and butt **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**20.01.05** Demonstrate an understanding of wood characteristics **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	20.01.06 Determine the restoration requirements **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**20.01.07** Match woods **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**20.01.08** Layout and produce joints such as mortise and tenon, rabbet and butt **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**20.01.09** Replicate parts to match existing parts **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**20.01.10** Repair minor imperfections such as scratches, dents and chips **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	20.01.11 Maintain the integrity of the pieces (structural and visual) **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**20.01.12** Use adhesives according to the application **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**20.01.13** Use hand and power woodworking tools and equipment **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____		

Task 20 - H (cont'd)

Learning Outcome
Restores woodwork

Task 20
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 20.02 Learning Objective **Refinishes woodwork** **JP Sign-off** _____	**20.02.01** Demonstrate an understanding of wood characteristics **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**20.02.02** Identify and select finish removers **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**20.02.03** Demonstrate an understanding of finishes, both new and old **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**20.02.04** Demonstrate an understanding of historical finishing techniques **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**20.02.05** Scrape and sand surfaces for staining and finishing **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____
	20.02.06 Maintain the integrity of the pieces (finishing colour and patina) **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**20.02.07** Strip old finishes **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**20.02.08** Match existing finishes **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**20.02.09** Use finishing tools and equipment **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____	**20.02.10** Disguise imperfections by staining, bleaching and toning **Rating** ____ **Complete** **Proof** ____ ☐ **Use** ____

APPENDIX A
CABINETMAKER
NATIONAL OCCUPATIONAL ANALYSIS
GLOSSARY

Adhesive	A substance that is used to bond together materials by surface attachment
Architectural millwork	Refers to furniture, cabinets and machined wood products such as doors, windows, stairways, mouldings, paneling, sidelights, transoms, trims, etc.
Balusters	An upright supporting a handrail of a staircase or balcony
Balustrade	A row of repeating balusters surmounted by a capping or rail
Bleaching	To apply a chemical solution to wood surfaces for lightening the colour
Break out	To perform a rough-cut of material
Cabinet	A finished product that is attached to the wall or floor
Carving	Shaping by cutting into a hard material such as wood, plastic, stone
Designing	A complex problem solving activity whereby the cabinetmaker must create, invent, search for and develop practical solutions to address technical problems
Final assembly	The final phase of production which involves the fitting together of previously subassembled components
Finishing	The application of finishing materials to wood surfaces for protection and to enhance appearance
Furniture	A finished product that is free standing

Gables	The vertical side or divider in a cabinet or piece of furniture
Inlaying	The process of decorating by setting previously cut pieces into recessed surfaces
Jigs	Devices specifically designed and built for the safe performance of repetitive work. They may be used either to hold the work in place or to guide the tools during machining or assembly processes
Laminating	The adhering of 2 or more pieces of wood or composite material to achieve a desired width or thickness
Layout	The process of setting out full size patterns and shapes of parts and components of cabinet/furniture and architectural woodwork components
Marquetry	The craft of covering a structural carcass with veneer forming decorative patterns, designs or pictures
Prototype	A preliminary version or full-scale model of a cabinet or furniture item, built to ascertain the soundness of the design features. It also helps the production planning process
Reconstituted veneers	Veneers made from natural timber veneers, dyed all the way through, then laminated together and re-sliced to make veneers in unique patterns and colours
Refinishing	To repair and restore finished surfaces of furniture and cabinets
Restoring	To repair and reconstruct furniture and cabinet components
Scribe	To draw a line in order to cut a component to fit the profile of an uneven surface
Shop drawing	Technical drawing used to communicate detailed specifications and dimensions of furniture and cabinet items
Steam-bending	The process of bending wood while it has been steamed to a malleable state

Templates	A pattern guide or model used for laying out or for verifying the accuracy of machined parts
Turning	The shaping of wood or metal on a lathe
Veneer	A thin layer of wood, sliced, cut or sawed to even thickness
Veneering	To prepare and cover surfaces with thin layers of wood or veneers
Workplace Hazardous Materials Information System (WHMIS)	Canadian legislation governing the use of hazardous materials in the workplace

ACRONYMS

CNC	Computer Numerically Control
HPL	high pressure laminate
MDF	Medium Density Fibreboard
MSDS	Material Safety Data Sheet
OH&S	Occupational Health and Safety
PPE	personal protective equipment
PVA	polyvinyl acetate
PVC	polyvinyl chloride
WHMIS	Workplace Hazardous Materials Information System

APPENDIX B

ESSENTIAL SKILL	REQUIRED ESSENTIAL SKILLS TASKS FOR TRADES
Technical Reading	➢ Find and use information from one source - i.e., a book, Internet, and work order ➢ Find and use information from many parts of a single source - i.e., a code book ➢ Recognize what is important from several sources of information ➢ Interpret information using more than one source ➢ Apply information to the task
Document Use	➢ Use large or difficult documents which are organized into units, headings chapters or sub-headings -i.e., a code book ➢ Find information in large or very specialized documents which may have many smaller documents - i.e., operations manuals, safety manuals ➢ Find information from many sources - i.e., code books, blueprints, work manuals ➢ Enter information into pre-set documents and forms - i.e., accident report forms, order forms ➢ Combine information from several sources and use it – i.e., alter a work order using information from code books, manuals and blueprints ➢ Create new documents using information from a variety of sources – i.e., create work orders, material lists, time log sheets

ESSENTIAL SKILL	REQUIRED ESSENTIAL SKILLS TASKS FOR TRADES
Writing	➢ Write information into a pre-set form – i.e., contract, lease, building permit ➢ Write short messages, explanations, requests or directions – i.e., write a work order, memo, written message for a foreman, supervisor or client ➢ Write longer messages, explanations, requests or directions – i.e., write an accident report, a detailed message to a foreman, supervisor or client ➢ Write a longer article which may need to be organized into headings with a table of contents, i.e., work report, section of a work manual ➢ Write detailed, non-routine articles – i.e., make recommendations, use technical language to give directions to or ask for information from other tradespeople
Math	➢ Perform math calculations using formulas, fractions, decimals and percent ➢ Combine one or more math operations to solve a problem ➢ Estimate numbers ➢ Convert between imperial and metric measurement systems ➢ Solve equations ➢ Use trigonometry to solve problems (not a requirement in every trade)
Computer Use	➢ Perform basic computer operations needed to produce a document – i.e., a letter ➢ Find information on the Internet ➢ Find information in workplace databases ➢ Send and receive e-mail ➢ Enter data into a set format – i.e., form, spreadsheet, chart ➢ Manage electronic information – i.e., save files ➢ Choose and use the best software program for the task

ESSENTIAL SKILL	REQUIRED ESSENTIAL SKILLS TASKS FOR TRADES
Oral Communication	➢ Take directions from a supervisor or co-workers on work-related projects ➢ Give directions to co-workers on work-related projects ➢ Exchange information using trade terminology ➢ Provide details on facts ➢ Provide opinions on work-related projects ➢ Organize, present and interpret ideas in a logical manner ➢ Communicate one-on-one or in a group about complex work-related matters
Thinking Skills	➢ Identify problems ➢ Apply learning from previous experiences to identify possible solutions to a problem ➢ Find, evaluate and choose appropriate information to solve a problem ➢ Evaluate the best possible solution to a problem ➢ Make decisions ➢ Plan and organize job tasks to set time-lines ➢ Ensure quality control standards are met

ESSENTIAL SKILL	REQUIRED ESSENTIAL SKILLS TASKS FOR TRADES
Working with Others	➢ Complete tasks to industry standard under supervision ➢ Complete tasks to industry standard without supervision ➢ Complete assigned tasks to meet time-lines that meet project deadlines ➢ Accept feedback ➢ Give feedback ➢ Evaluate and apply recommendations from co-workers ➢ Resolve conflict ➢ Mentor an apprentice
Continuous Learning	➢ Identify work/career strengths and areas for improvement ➢ Develop a work/career learning plan ➢ Set goals ➢ Participate in learning opportunities to meet workplace goals ➢ Apply new learning in the workplace environment ➢ Revisit, reflect and revise the learning plan regularly ➢ Engage in learning opportunities to keep skills current and meet career goals