



More skills ... more opportunities

Professional Skills Record

Carpenter

NOC 7271

ACKNOWLEDGEMENTS

Materials from the *Trade Essentials Manuals* may be reproduced for individual educational purposes only. No part of this material may be reproduced or used for any commercial purpose or sold by any person other than the owner.

This project is the result of the collaboration of the following dedicated adult educational consultants in Prince Edward Island:

Ruth Rogerson
Karen Chandler
Gaelyne MacAulay
Karen Dempsey.

Our sincere thanks to the *Trade Essentials Advisory Committee* for their suggestions, input and ongoing support.

We also recognize the valuable contribution made by the apprentices and challengers who volunteered to participate in this research project. It is our sincere hope that they have gained as much from their participation as we have. We also hope that their contributions will assist many more tradespeople to reach their goals.

We are grateful to the assessors, tutors and classroom instructors who patiently piloted our materials and who gave back invaluable insights and advice.

All Trade Essentials materials have been validated by teams of tradespeople who hold Certificates of Qualification, Red Seal Endorsement. We gratefully acknowledge the crucial contribution made by the following team members:

Glenn Ellsworth (Automotive Service Technician)
Cecil Banks (Automotive Service Technician)
Scott Bagnall (Automotive Service Technician)
Darcy MacKenzie (Automotive Service Technician)
Elmer MacDougall (Cabinet Maker)
Graham Hicken (Cabinet Maker)
Gerard Lund (Carpenter)
Leo MacDonald (Carpenter)
Ryan Rogerson (Carpenter)
Darren Richards (Construction Electrician)
Mark Seaman (Construction Electrician)
Ken Zakem (Cook)
Rod Lukeman (Cook)

Barry Strongman (Industrial Electrician)
Gregg Francis (Industrial Electrician)
Jake Shaw (Machinist)
Sue LeFort (Machinist)
John Hebert (Metal Fabricator / Welder)
Joe Johnson (Metal Fabricator)
Jim Arsenault (Metal Fabricator)
Kent Mitchell (Oil Burner Mechanic / Steamfitter-Pipefitter)
Rod Arsenault (Oil Burner Mechanic / Refrigeration & Air Conditioning
Mechanic)
Kent Mitchell (Plumber)
Scott Carter (Plumber)
Charlie Redmond (Refrigeration & Air Conditioning Mechanic)
Scott Lacey (Steamfitter-Pipefitter)
Vincent Jenkins (Welder)

Thanks to the Apprenticeship Section of the PEI Department of Innovation and Advanced Learning and to the government of Canada's Pan-Canadian Innovation Initiative for financial assistance and for continuing support to trades and apprentices in Canada.

TABLE OF CONTENTS

1	WHY DO I NEED THIS HANDBOOK?	1
2	BUT WE HAVE LOGBOOKS	1
3	WHAT IS A NATIONAL OCCUPATIONAL ANALYSIS (NOA)?	2
4	IF THERE IS AN NOA, WHY DO WE NEED A PROFESSIONAL SKILLS RECORD (PSR)?.....	3
5	AM I EXPECTED TO TEACH ALL THE SKILLS IN A PSR?	4
6	ARE THERE ANY TIPS ON HOW TO BE A GOOD MENTOR TO MY APPRENTICE?	5
6.1	Tips	6
7	SO HOW DO I USE A PROFESSIONAL SKILLS RECORD (PSR) WITH MY APPRENTICE?	7

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 journey person, 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.

**PROFESSIONAL SKILLS RECORD (PSR)
JOURNEYPERSON'S HANDBOOK**

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
<u>Learning Category</u>
OCCUPATIONAL SKILLS
Task 1 – A
3 questions on the IP exam
<u>Learning Outcome</u>
Uses and maintains tools and equipment
Journeyman Sign-off
Task 1
Complete <input style="float: right; width: 30px; height: 15px; border: 1px solid black;" type="checkbox"/>
Incomplete <input style="float: right; width: 30px; height: 15px; border: 1px solid black;" type="checkbox"/>



Knowledge, Skills and Abilities - Competencies

SUB-TASK 1.01	1.01.01 Identify boring tools	1.01.02 Identify hand cutting tools
<u>Learning Objective</u> Uses hand tools	Rating ____ Complete	Rating ____ Complete
JP Sign-off ____	Proof ____ <input style="width: 20px; height: 15px; border: 1px solid black;" type="checkbox"/>	Proof ____ <input style="width: 20px; height: 15px; border: 1px solid black;" type="checkbox"/>
	Use ____ <input style="width: 20px; height: 15px; border: 1px solid black;" type="checkbox"/>	Use ____ <input style="width: 20px; height: 15px; border: 1px solid black;" type="checkbox"/>



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".

<p>Task I Learning Needs</p> <p>Sub-Tasks <u>Learning Objectives</u> to be completed Comments</p>
--



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

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

Carpenter

NOC 7271

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



Human Resources and
Skills Development Canada

Ressources humaines et
Développement des compétences Canada

The **Professional Skills Record (PSR)** is a technical skills assessment tool designed to be used in the workplace by an apprentice and a journey person. The PSR has taken the content from the National Occupational Analysis (NOA) and arranged it so an apprentice 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 Qualification, 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 an apprentice 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 for new Canadians and people planning to emigrate, 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 a student can know the full scope of the trade they are entering
- by a journeyperson as a tool to guide them while they are mentoring an apprentice so they are aware of all the skills their apprentice needs to learn to be fully competent in their professional trade designation.

INFORMATION SITES:

PROJECT

SITE

CANADIAN

RED SEAL SITE

www.tradeessentials.ca

www.red-seal.ca

TABLE OF CONTENTS

	PAGE
PROFESSIONAL SKILLS RECORD (PSR) Development	ii
Where Technical Trade Learning Happens	iii
Document Record	iv
Prior Learning Assessment and Recognition (PLAR) Recognition for Skills and Learning (RSL)	v
Assessment Standards.....	vi
Professional Skills Record (PSR) Components	ix
How to Self-Assess Skills and Learning Using a PSR	xii
How to Record Skills and Learning in a PSR	xiii
Professionals Skills Record (PSR) Assessment Chart	1
APPENDIX A – NOA GLOSSARY	
APPENDIX B – REQUIRED ESSENTIAL SKILLS TASKS FOR TRADES	

Carpenter Trade Information

Name: _____ Full Address: _____
Email Address: _____
Phone: Home _____ Work _____ Cell _____

Technical Skills Journeyman 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 PSR is designed as a tool of assessment. Learning and skills are validated through the PSR when they are signed off by a journey person in the trade in which the apprenticeship is being served.

All skills and learning assessed in this Professional Skills Record (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 Carpenter.

PSR Carpenter 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, learning happens through 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 Certification Requirement

Trade Designation: Carpenter National Occupational Classification (NOC) 7271

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 Carpentry 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 <u>Learning Category/s</u> Completed	Task/s <u>Learning Outcome/s</u> Completed	Academic Requirement	

Prior Learning Assessment and Recognition (PLAR). . . Recognition for Skills and Learning (RSL)

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 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 **Professional Skills Record (PSR)** and **verified** when signed-off by a journey person in that trade.

Through the completion of a **Professional Skills Record (PSR)** an apprentice can avoid learning what they already know and can do. Through a **Recognition of Skills and Learning (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: <ul style="list-style-type: none"> - 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	Journeyman with a Certificate of Qualification, Red Seal endorsement and/or Gold Seal tradesperson who is an expert in their field <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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 journeyman 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: <ul style="list-style-type: none"> - to meet task timelines - to the highest level and quality required by industry without supervision 	4	Experienced, skilled journeyman with a Certificate of Qualification, Red Seal endorsement
Can perform this task and series of sub-tasks: <ul style="list-style-type: none"> - to the level and quality required by industry without assistance or supervision 	3	Newly certified journeyman with a Certificate of Qualification, Red Seal endorsement
Can perform this task and series of sub-tasks: <ul style="list-style-type: none"> - to the required level and quality of performance with direction, some assistance and supervision 	2	Apprentice working under the direction of a journeyman with a Certificate of Qualification, Red Seal endorsement
Can perform this task and series of sub-tasks: <ul style="list-style-type: none"> - 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 journeyman 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

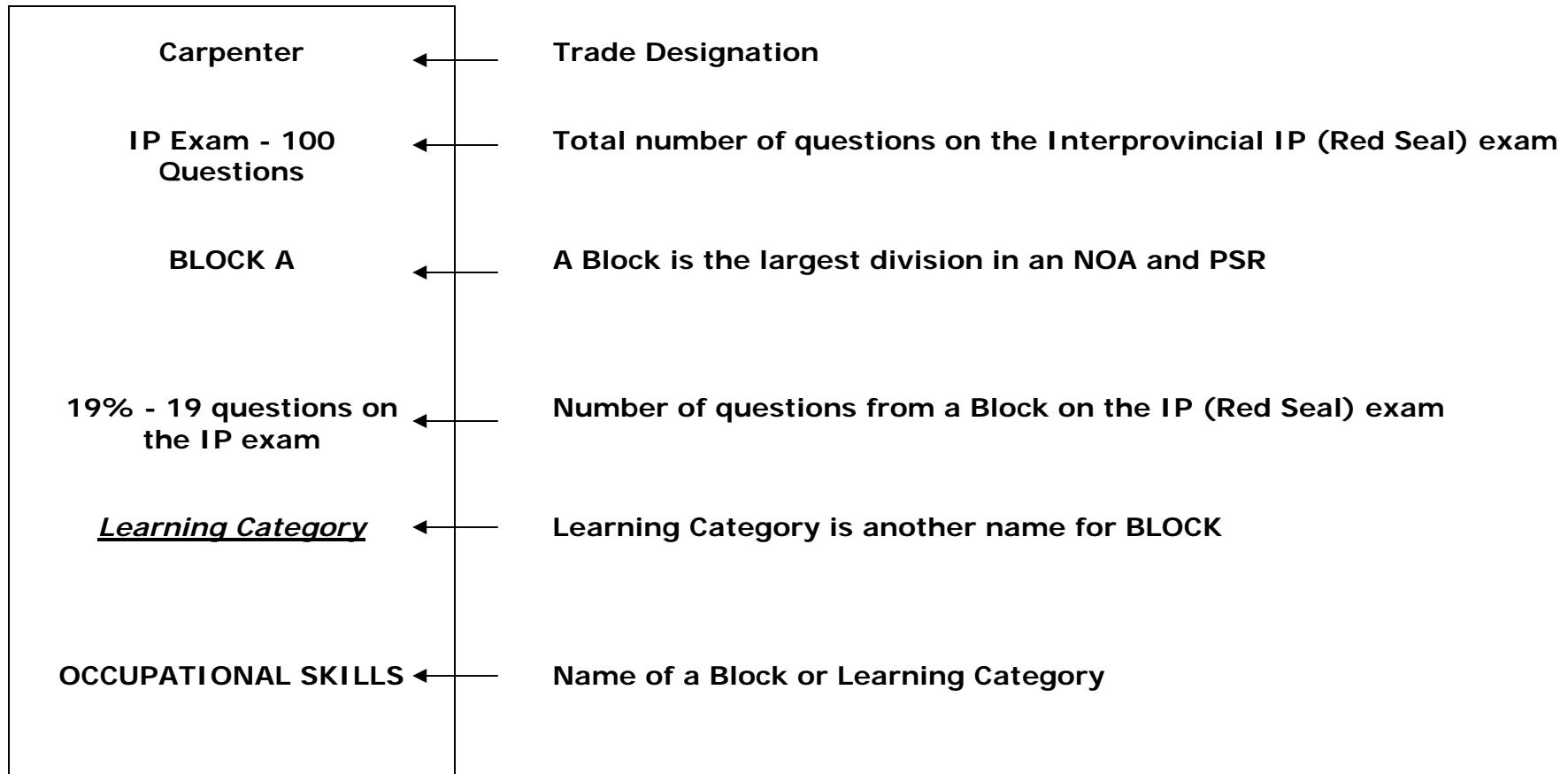
Completing this PSR can help you

- ◆ 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 1 – A

4 questions on the IP exam

Learning Outcome

Uses tools and equipment

- ← 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

Journeyman
Sign-off
Task 1

Complete

Incomplete

- ← Journeyman's initials verify that an apprentice can perform the task to industry standards.
- ← Journeyman's initials "incomplete" when the apprentice requires more work because the task is not being performed to industry standards.

Professional Skills Record (PSR) Set-up (cont'd)

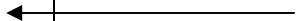
Task 1
Learning Needs

Sub-Tasks
Learning Objectives

To be completed

Comments

Journeyman 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
1.02

Learning Objective

Uses portable power tools

JP Sign-off _____

← Sub-Task Number

← Learning Objective is another name for sub-task

← Sub-task or learning objective description

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

How to Self-Assess Skills and Learning Using a PSR

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 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

How to Record Skills and Learning Using a PSR

Self-assessment takes place where the learning of skills takes place -in the 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 electric, battery powered and gas powered

← 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 an 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*)

Carpenter
IP Exam - 100 Questions

BLOCK A
19% - 19 questions on the IP exam

Learning Category
OCCUPATIONAL SKILLS

Task 1 - A
4 questions on the IP exam

Learning Outcome
Uses 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 <u>Learning Objective</u> Uses hand tools JP Sign-off ____	1.01.01 Identify boring tools Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>	1.01.02 Identify hand cutting tools Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>	1.01.03 Identify abrading and planing tools Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>	1.01.04 Identify assembly and dismantling tools Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>	1.01.05 Identify measuring tools Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>
	1.01.06 Identify layout and alignment tools Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>	1.01.07 Identify squaring and marking tools Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>	1.01.08 Identify clamping tools Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>	1.01.09 Select and operate hand tools Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>	1.01.10 Maintain and store hand tools Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>
SUB-TASK 1.02 <u>Learning Objective</u> Uses portable power tools JP Sign-off ____	1.02.01 Identify types of portable power tools such as electric, battery powered and gas powered Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>	1.02.02 Interpret manufacturers' specifications Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>	1.02.03 Select and operate portable power tools Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>	1.02.04 Maintain and store portable power tools Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>	1.02.05 Recognize hazards such as worn power cords and dull blades Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>
	1.03.01 Identify types of stationary power tools such as table saws, planers and jointers Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>	1.03.02 Interpret manufacturers' specifications Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>	1.03.03 Recognize hazards Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>	1.03.04 Select and operate stationary power tools Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>	1.03.05 Maintain stationary power tools Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>
SUB-TASK 1.03 <u>Learning Objective</u> Uses stationary power tools JP Sign-off ____	1.03.01 Identify types of stationary power tools such as table saws, planers and jointers Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>	1.03.02 Interpret manufacturers' specifications Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>	1.03.03 Recognize hazards Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>	1.03.04 Select and operate stationary power tools Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>	1.03.05 Maintain stationary power tools Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>

**Task 1 - A
(cont'd)**

Learning Outcome
Uses tools and equipment

**Task 1
Learning Needs**

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

<p>SUB-TASK 1.04</p> <p><u>Learning Objective</u> Uses powder actuated tools</p> <p>JP Sign-off _____</p>	<p>1.04.01 Identify types of powder actuated tools</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.04.02 Identify types of shots</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.04.03 Demonstrate operating procedures</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.04.04 Interpret and follow manufacturers' specifications</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.04.05 Meet licensing and training requirements</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p>1.04.06 Select and operate powder actuated tools</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.04.07 Select shots</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.04.08 Recognize hazards of use</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.04.09 Recognize unsafe powder actuated tools</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.04.10 Dispose of misfired shots</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p>1.04.11 Maintain and store powder actuated tools</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>				
<p>SUB-TASK 1.05</p> <p><u>Learning Objective</u> Uses pneumatic tools</p> <p>JP Sign-off _____</p>	<p>1.05.01 Identify types of pneumatic tools</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.05.02 Identify types of fasteners</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.05.03 Practise safety precautions and identify hazards</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.05.04 Interpret and follow manufacturers' specifications</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.05.05 Select and operate pneumatic tools</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p>1.05.06 Select fasteners</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.05.07 Recognize unsafe pneumatic tools</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.05.08 Maintain and store pneumatic tools</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>		

**Task 1 - A
(cont'd)**

Learning Outcome
Uses tools and
equipment

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

**Task 1
Learning Needs**

**Sub-Tasks
Learning Objectives**
to be completed
Comments

<p>SUB-TASK 1.06</p> <p><u>Learning Objective</u> Uses rigging and hoisting equipment</p> <p>JP Sign-off _____</p>	<p>1.06.01 Identify types of rigging and hoisting equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.06.02 Identify components of rigging and hoisting equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.06.03 Determine safe rigging and hoisting practices such as load weight calculations, working load limits and sling angles</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.06.04 Demonstrate knots and hitches</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.06.05 Select and operate rigging and hoisting equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p>1.06.06 Inspect rigging and hoisting equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.06.07 Identify and report unsafe rigging and hoisting equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.06.08 Connect rigging equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.06.09 Use hand signals and communication devices</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.06.10 Maintain and store rigging and hoisting equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
<p>SUB-TASK 1.07</p> <p><u>Learning Objective</u> Uses layout instruments</p> <p>JP Sign-off _____</p>	<p>1.07.01 Identify types of layout instruments such as theodolites, transits, laser levels and builder's levels</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.07.02 Demonstrate an understanding of basic survey theory and terminology</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.07.03 Select layout instruments</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.07.04 Set up and adjust layout instruments and check for level accuracy</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.07.05 Determine elevations and angles</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p>1.07.06 Apply calculations</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.07.07 Maintain and store layout instruments</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>			

**Task 1 - A
(cont'd)**

Learning Outcome
Uses tools and equipment

**Task 1
Learning Needs**

**Sub-Tasks
Learning Objectives**
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

<p>SUB-TASK 1.08</p> <p><u>Learning Objective</u> Uses tack welding equipment (NOT COMMON CORE)</p> <p>JP Sign-off _____</p>	<p>1.08.01 Describe tack welding</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.08.02 Describe safe welding practices</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.08.03 Demonstrate an understanding of licensing and training requirements</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.08.04 Select and operate tack welding equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.08.05 Identify unsafe tack welding equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p>1.08.06 Maintain and store tack welding equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>				
<p>SUB-TASK 1.09</p> <p><u>Learning Objective</u> Uses torch cutting equipment</p> <p>JP Sign-off _____</p>	<p>1.09.01 Describe torch cutting techniques</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.09.02 Describe safe torch cutting practices</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.09.03 Demonstrate an understanding of licensing and training requirements</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.09.04 Select and operate torch cutting equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.09.05 Identify unsafe torch cutting equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p>1.09.06 Maintain and store torch cutting equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>				

**Task 1 - A
(cont'd)**

Learning Outcome
Uses tools and
equipment

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

**Task 1
Learning Needs**

Sub-Tasks
Learning Objectives
to be completed
Comments

<p>SUB-TASK 1.10</p> <p><u>Learning Objective</u> Uses personal protective equipment (PPE)</p> <p>JP Sign-off _____</p>	<p>1.10.01 Identify and select all types of PPE such as hard hats, eye protection, respiratory protection, and hearing protection</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.10.02 Interpret and follow manufacturers' specifications</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.10.03 Demonstrate an understanding of PPE operations</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.10.04 Meet training requirements</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.10.05 Select, wear and adjust PPE</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p>1.10.06 Select and use fall protection equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>1.10.07 Inspect, maintain and store PPE</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>			

Task 2 - A
4 questions on the IP exam

Learning Outcome
Uses building tools

Journeyperson
 Sign-off
 Task 2

Complete

Incomplete

Task 2 Learning Needs

Sub-Tasks Learning Objectives
 to be completed
 Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 2.01 <u>Learning Objective</u> Selects materials JP Sign-off ____	2.01.01 Identify material properties such as composition, moisture content, sizing, strength and grain Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	2.01.02 Interpret building codes Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	2.01.03 Select material applications Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	2.01.04 Assess condition, quality or grade of materials Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	
	SUB-TASK 2.02 <u>Learning Objective</u> Handles materials JP Sign-off ____	2.02.01 Determine handling and storage procedures Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	2.02.02 Determine acclimatization requirements of materials Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	2.02.03 Utilize WHMIS and MSDS Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	2.02.04 Store building materials Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
SUB-TASK 2.03 <u>Learning Objective</u> Installs fasteners, adhesives and connectors JP Sign-off ____	2.03.01 Identify types of fasteners, adhesives and connectors Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	2.03.02 Recognize structural materials such as wood, concrete, metals and masonry Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	2.03.03 Recognize non-structural materials such as insulation, plastic and gypsum Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	2.03.04 Select and place fasteners, adhesives and connectors Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	2.03.05 Determine location of installation such as anchors in masonry blocks Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	SUB-TASK 2.04 <u>Learning Objective</u> Installs membranes and sealants JP Sign-off ____	2.04.01 Identify types of membranes such as air/weather barriers, vapour barriers, water-proofing barriers and damp-proofing barriers Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	2.04.02 Identify types of sealants such as acoustic, silicone and expanding foam Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	2.04.03 Determine and calculate air and vapour flow Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	2.04.04 Assess moisture-related problems Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	2.04.06 Select and place air/ weather barriers, vapour barriers, gas and smoke barriers and fire stops Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	2.04.07 Select and apply damp-proofing and drainage Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	2.04.08 Select and place gaskets Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____		

**Task 2 - A
(cont'd)**

Learning Outcome
Uses building tools

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

**Task 2
Learning Needs**

Sub-Tasks
Learning Objectives
to be completed
Comments

SUB-TASK 2.05 <u>Learning Objective</u> Installs foundation protection JP Sign-off ____	2.05.01 Identify various types of foundation protection Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.05.02 Determine soils and backfill procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.05.03 Demonstrate an understanding of and practise drainage principles Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.05.04 Determine insect damage prevention Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.05.05 Determine requirements for parging Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	2.05.06 Install foundation drainage systems Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.05.07 Install foundation damp-proofing Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.05.08 Install backfill protection Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.05.09 Install construction joints Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.05.10 Install foundation insulation Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
SUB-TASK 2.06 <u>Learning Objective</u> Installs insulating materials JP Sign-off ____	2.06.01 Identify types of insulating materials Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.06.02 Determine and follow energy codes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.06.03 Demonstrate an understanding of building science principles Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.06.04 Practise safety procedures when installing insulating materials Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.06.05 Select and install thermal and acoustical insulation Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	3.01.01 Read all types of drawings such as site, architectural, structural and mechanical Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	3.01.02 Translate drawing components such as lines, symbols, legends and schedules Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	3.01.03 Follow specifications Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	3.01.04 Use drawing instruments such as protractors and scale rulers Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	3.01.05 Scale imperial and metric measurements Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

Task 3 - A
4 questions on the IP exam
Learning Outcome
Interprets documentation

Journeyperson
 Sign-off
 Task 3

Complete

Incomplete

Task 3
Learning Needs

Sub-Tasks
Learning Objectives
 to be completed
 Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 3.02 <u>Learning Objective</u> Interprets specifications JP Sign-off ____	3.02.01 Identify types of specification tables Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	3.02.02 Follow sections of specification tables Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	3.02.03 Use manufacturers' documentation Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	3.02.04 Use shop drawings Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	3.02.05 Read schedules, lists and plans Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
--	--	---	--	---	---

SUB-TASK 3.03 <u>Learning Objective</u> Applies building codes JP Sign-off ____	3.03.01 Interpret National Building Code Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	3.03.02 Interpret provincial, territorial and municipal codes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	3.03.03 Remain current with codes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	3.03.04 Search and identify topics within building codes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
---	--	---	---	--

SUB-TASK 3.04 <u>Learning Objective</u> Interprets safety and workplace documentation JP Sign-off ____	3.04.01 Demonstrate an understanding of safety documentation such as MSDS, WHMIS symbols and safety manuals Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	3.04.02 Apply health and safety regulations Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	3.04.03 Manage workplace documentation such as site instructions, change orders and building permits Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	3.04.04 Remain current with safety and workplace documentation Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	3.04.05 Locate and identify safety and workplace documentation Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
--	---	---	--	--	--

Task 4 - A
3 questions on the IP exam
Learning Outcome
Organizes work

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 <u>Learning Objective</u> Performs site layout JP Sign-off ____	4.01.01 Apply basic geometry Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	4.01.02 Apply basic survey theory Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	4.01.03 Identify local regulations such as property line setbacks and height restrictions Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	4.01.04 Interpret blueprints Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	4.01.05 Operate layout instruments such as levels, theodolites, plumb bobs and laser equipment Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	4.01.06 Use layout structures such as batter boards and string lines Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	4.01.07 Locate survey markers Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	4.01.08 Determine elevations Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	4.01.09 Determine offsets and angles Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	
SUB-TASK 4.02 <u>Learning Objective</u> Estimates materials JP Sign-off ____	4.02.01 Select types of materials Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	4.02.02 Interpret blueprints Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	4.02.03 Perform calculations such as area and volume Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	4.02.04 Perform quantity calculations Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	

**Task 4 - A
(cont'd)**

Learning Outcome
Organizes work

**Task 4
Learning Needs**

**Sub-Tasks
Learning Objectives
to be completed
Comments**

Knowledge, Skills and Abilities - Competencies

<p>SUB-TASK 4.03</p> <p><u>Learning Objective</u> Communicates with others</p> <p>JP Sign-off _____</p>	<p>4.03.01 Demonstrate methods of communication such as verbal, written and electronic</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>4.03.02 Translate technical information into common language</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>4.03.03 Complete work-related records</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>4.03.04 Communicate with clients and consultants</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>4.03.05 Communicate with supervisors</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p>4.03.06 Communicate with other tradespersons</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>4.03.07 Consult with authorities having jurisdiction such as building inspectors and safety officers</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>4.03.08 Coach apprentices</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>4.03.09 Operate communication equipment such as cell phones, two-way radios and computers</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>4.03.10 Use hand signals</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p>4.03.11 Draw a sketch</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>				
<p>SUB-TASK 4.04</p> <p><u>Learning Objective</u> Schedules work sequence</p> <p>JP Sign-off _____</p>	<p>4.04.01 Determine task requirements</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>4.04.02 Determine requirements of other trades</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>4.04.03 Organize project material delivery sequence</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>4.04.04 Record sequence of project</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>4.04.05 Coordinate delivery of materials</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p>4.04.06 Coordinate with other tradespersons</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>4.04.07 Estimate time to complete tasks</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>			

**Task 4 - A
(cont'd)**

Learning Outcome
Organizes work

- 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

**Task 4
Learning Needs**

Sub-Tasks
Learning Objectives
to be completed
Comments

SUB-TASK 4.05 <u>Learning Objective</u> Maintains safe work environment JP Sign-off _____	4.05.01 Interpret federal, provincial and municipal health and safety acts and regulations Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.05.02 Follow safety manuals and procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.05.03 Meet training requirements Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.05.04 Determine location of first aid supplies Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.05.05 Follow confined space practices Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	4.05.06 Use safety equipment and structures such as barriers Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.05.07 Install temporary safety protection Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.05.08 Install temporary heating, environmental protection and safety hoarding Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.05.09 Construct and install temporary shelters Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.05.10 Install temporary lighting Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	4.05.11 Employ safety procedures applicable to roof access and fall protection Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.05.12 Identify and report hazards Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.05.13 Apply WHMIS procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.05.14 Access regulations Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.05.15 Remain current with regulations Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

**Task 4 - A
(cont'd)**

Learning Outcome
Organizes work

**Task 4
Learning Needs**

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

<p>SUB-TASK 4.06</p> <p><u>Learning Objective</u> Performs site preparation</p> <p>JP Sign-off _____</p>	<p>4.06.01 Determine how site work impacts environment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>4.06.02 Enforce health and safety acts and regulations</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>4.06.03 Determine methods of locating underground utilities</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>4.06.04 Determine excavation techniques</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>4.06.05 Identify site conditions such as soil types, water problems and shoring requirements</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p>4.06.06 Install temporary structures such as signage, furniture, guard rails and construction shack</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>4.06.07 Plan access and egress on job site</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>4.06.08 Coordinate delivery of materials</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>4.06.09 Plan for storage of building materials</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	

Task 5 - A
4 questions on the IP exam

Learning Outcome
Constructs temporary access structures

Journeyperson
 Sign-off
 Task 5

Complete

Incomplete

Task 5 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 5.01 <u>Learning Objective</u> Installs scaffolding JP Sign-off ____	5.01.01 Identify types of scaffold systems Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	5.01.02 Demonstrate an understanding of applicable standards, regulations and specifications Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	5.01.03 Determine effects of site conditions on scaffold such as uneven and soft ground Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	5.01.04 Select types of scaffold systems and components Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	5.01.05 Erect and dismantle stationary scaffolding Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	5.01.06 Erect and dismantle rolling scaffolding Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	5.01.07 Erect and dismantle stages and bleachers Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	5.01.08 Erect and dismantle suspended scaffold systems Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	5.01.09 Use fall protection when working with scaffolding equipment Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	5.01.10 Identify tagging systems such as red, yellow and green Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	5.01.11 Inspect and maintain scaffold systems Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____				
SUB-TASK 5.02 <u>Learning Objective</u> Builds ladders, ramps and temporary stairs JP Sign-off ____	5.02.01 Determine types of ladders, ramps and temporary stairs Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	5.02.02 Follow applicable standards, regulations and specifications Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	5.02.03 Construct, install and secure site ladders, ramps and temporary stairs Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	5.02.04 Inspect and maintain ladders, ramps and temporary stairs Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	

Carpenter

BLOCK B
21% - 21 questions on the IP exam

Learning Category
CONCRETE

Task 6 - B
15 questions on the IP exam

Learning Outcome
Constructs formwork

Journeyperson
Sign-off
Task 6

Complete

Incomplete

Task 6 Learning Needs

Sub-Tasks Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 6.01 <u>Learning Objective</u> Erects shoring JP Sign-off ____	6.01.01 Determine types and components of shoring Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	6.01.02 Determine shoring techniques Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	6.01.03 Determine shoring requirements Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	6.01.04 Select and place shoring Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	6.01.05 Construct and install shoring formwork for suspended slab Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	6.01.06 Re-shore Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____				

SUB-TASK 6.02 <u>Learning Objective</u> Constructs footing forms JP Sign-off ____	6.02.01 Choose types of footing forms Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	6.02.02 Determine scribing techniques Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	6.02.03 Place, align and brace framework Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	6.02.04 Establish finish elevation Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	6.02.05 Install required components such as keyways, water stops, bulkheads and miscellaneous inserts Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
--	---	---	--	--	---

Knowledge, Skills and Abilities - Competencies

SUB-TASK 6.03 <u>Learning Objective</u> Constructs wall and grade beam formwork Continued next page	6.03.01 Identify types of piles such as steel, wood and concrete Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	6.03.02 Identify formwork material such as wood, steel, aluminium and foam Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	6.03.03 Identify wall form systems such as slip forms, gang forms, insulated concrete foundations (ICF) and tilt-up formwork Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	6.03.04 Identify form release agents Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	6.03.05 Demonstrate an understanding of tie systems Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	6.03.06 Identify voids under grade beams Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	6.03.07 Install pre-fabricated wall panels Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	6.03.08 Install built-in-place formwork Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	6.03.09 Align, plumb and brace formwork Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	6.03.10 Establish finish elevation Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____

**Task 6 - B
(cont'd)**

Learning Outcome
Constructs formwork

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

Task 6 Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

SUB-TASK 6.03 continued <u>Learning Objective</u> Constructs wall and grade beam formwork JP Sign-off ____	6.03.11 Install block outs such as sleeves, bucks and chases Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.03.12 Install components such as keyways, bulkheads, water stops and chamfer strips Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____			
	SUB-TASK 6.04 <u>Learning Objective</u> Constructs slab formwork JP Sign-off ____	6.04.01 Identify types of slab formwork Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.04.02 Determine nailing requirements Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.04.03 Follow manufacturers' specifications Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.04.04 Establish elevation Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	6.04.06 Brace, plumb and align formwork Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.04.07 Establish finish elevation Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.04.08 Install components such as keyways, bulkheads, water stops and miscellaneous inserts Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.04.09 Align and install falsework Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	

**Task 6 - B
(cont'd)**

Learning Outcome
Constructs formwork

**Task 6
Learning Needs**

**Sub-Tasks
Learning Objectives
to be completed
Comments**

Knowledge, Skills and Abilities - Competencies

<p>SUB-TASK 6.05</p> <p><u>Learning Objective</u> Constructs column formwork</p> <p>JP Sign-off _____</p>	<p>6.05.01 Identify types of forms such as fibre tube, steel, composite and wood</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.05.02 Identify capitals, piers and corbels</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.05.03 Demonstrate an understanding of tie systems</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.05.04 Use yoking (collaring)</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.05.05 Establish location</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p>6.05.06 Install column formwork</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.05.07 Align, plumb and brace formwork</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.05.08 Establish finish elevation</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.05.09 Install components such as chamfer strips and miscellaneous inserts</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	
<p>SUB-TASK 6.06</p> <p><u>Learning Objective</u> Constructs stair formwork</p> <p>JP Sign-off _____</p>	<p>6.06.01 Identify types of stair and landing forms</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.06.02 Determine forming techniques such as using inverted stringer</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.06.03 Follow building code requirements</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.06.04 Establish location</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.06.05 Install stair formwork</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p>6.06.06 Calculate rise, run and headroom</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.06.07 Brace, plumb and align stair forms</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.06.08 Shore stair formwork</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.06.09 Install components such as chamfer strips and miscellaneous inserts</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	

**Task 6 - B
(cont'd)**

Learning Outcome
Constructs formwork

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

<p>SUB-TASK 6.07</p> <p><u>Learning Objective</u> Installs embedded steel</p> <p>JP Sign-off _____</p>	<p>6.07.01 Select placing procedures</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.07.02 Select accessories such as chairs, stirrups and sleeves</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.07.03 Apply grouting and epoxies</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.07.04 Install anchor bolts</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.07.05 Cut and bend reinforcing steel</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	
	<p>6.07.06 Place welded wired mesh (WWM)</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.07.07 Place reinforcing steel</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.07.08 Place inserts such as angle iron and structural plates</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>			
	<p>SUB-TASK 6.08</p> <p><u>Learning Objective</u> Dismantles/ maintains formwork</p> <p>JP Sign-off _____</p>	<p>6.08.01 Demonstrate an understanding of stripping techniques</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.08.02 Determine concrete strengths</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.08.03 Determine rigging equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.08.04 Foresee hazards associated with dismantling of formwork</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.08.05 Apply form release agents</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
		<p>6.08.06 Strip forms</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.08.07 Clean forms</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.08.08 Re-shore</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>6.08.09 Store formwork</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	

Task 7 - B
6 questions on the IP exam

Learning Outcome
Places and cures concrete

Journeyperson
 Sign-off
 Task 7

Complete

Incomplete

Task 7 Learning Needs

Sub-Tasks Learning Objectives
 to be completed
 Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 7.01 <u>Learning Objective</u> Places concrete JP Sign-off ____	7.01.01 Identify types of concrete Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	7.01.02 Determine rate of pour Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	7.01.03 Demonstrate an understanding of testing procedures for slump and compression Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	7.01.04 Determine additives Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	7.01.05 Select types of finishes such as broom, stamped and exposed aggregate Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	7.01.06 Recognize lateral pressures Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	7.01.07 Demonstrate an understanding of compressive strength Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	7.01.08 Position pump trucks and conveyors Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	7.01.09 Inspect formwork prior to placement of concrete Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	7.01.10 Consolidate concrete Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	7.01.11 Mix/batch concrete Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	7.01.12 Pour concrete Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	7.01.13 Recognize signs of form failure Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	7.01.14 Construct and install joints such as expansion, isolation and control joints Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	7.01.15 Finish concrete by screeding and floating Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
SUB-TASK 7.02 <u>Learning Objective</u> Cures concrete JP Sign-off ____	7.02.01 Determine hot and cold weather curing techniques such as ponding and insulating Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	7.02.02 Determine climate protection techniques such as hoarding and heating Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	7.02.03 Predict effects of climatic conditions Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	7.02.04 Control rate of cure Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	7.02.05 Apply curing compound, sealers and release agents Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____

**Task 7 - B
(cont'd)**

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

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

<p>SUB-TASK 7.03</p> <p><u>Learning Objective</u> Installs pre-case components</p> <p>JP Sign-off _____</p>	<p>7.03.01 Identify types of pre-cast systems</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>	<p>7.03.02 Demonstrate an understanding of pre-stress concrete</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>	<p>7.03.03 Select layout procedures</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>	<p>7.03.04 Organize sequence of work</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>	<p>7.03.05 Align and brace components</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>
	<p>7.03.06 Install isolation joints</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>	<p>7.03.07 Establish elevations</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>	<p>7.03.08 Secure components</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>		
<p>SUB-TASK 7.04</p> <p><u>Learning Objective</u> Installs grout</p> <p>JP Sign-off _____</p>	<p>7.04.01 Identify types of grout such as drypack and liquid grout</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>	<p>7.04.02 Select types of grouting procedures</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>	<p>7.04.03 Select grout additives</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>	<p>7.04.04 Construct and install grout forms</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>	<p>7.04.05 Place grout</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>

Carpenter

BLOCK C

26% - 26 questions on the IP exam

Learning Category

FRAMING

Task 8 - C

14 questions on the IP exam

Learning Outcome

Performs layout

Journeyperson

Sign-off

Task 8

Complete

Incomplete

Task 8 Learning Needs

Sub-Tasks Learning Objectives to be completed

Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 8.01 <u>Learning Objective</u> Lays out floor systems JP Sign-off ____	8.01.01 Identify types of floor systems Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	8.01.02 Follow manufacturers' specifications Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	8.01.03 Identify beam supports such as steel and wood Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	8.01.04 Identify types of beams such as steel, built-up and engineered Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	8.01.05 Determine load bearing requirements Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	8.01.06 Determine special connectors and supports such as joist hangers Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	8.01.07 Determine components such as blocking, backing and bridging Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	8.01.08 Lay out joint locations and floor openings such as stairwells and chases Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	8.01.09 Perform calculations to determine measurements such as area and span requirements for joists and beams Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	8.01.10 Select materials Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
SUB-TASK 8.02 <u>Learning Objective</u> Lays out wall systems JP Sign-off ____	8.02.01 Identify types of wall systems such as strapped and double-wall Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	8.02.02 Identify materials used in wall systems Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	8.02.03 Find door and window clearances Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	8.02.04 Determine marking techniques Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	8.02.05 Determine blocking, backing and back framing requirements Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	8.02.06 Perform calculations to determine measurements such as lintel sizes, length of wall, height of wall and location of openings Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	8.02.07 Demonstrate an understanding of energy efficient construction Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	8.02.08 Lay out stud locations and wall openings Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	8.02.09 Select materials Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	8.02.10 Sequence layout of walls Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

**Task 8 - C
(cont'd)**

Learning Outcome
Performs layout

**Task 8
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 8.03 <u>Learning Objective</u> Lays out roof and ceiling systems JP Sign-off _____	8.03.01 Identify types of roof and ceiling systems Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	8.03.02 Identify types of roof members such as trusses and valley rafters Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	8.03.03 Identify types of ceiling members such as flush beams and ceiling joists Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	8.03.04 Determine framing requirements for openings Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	8.03.05 Perform calculations to determine measurements such as slope and rafter length Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	8.03.06 Select materials Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	8.03.07 Lay out rafters, trusses and roof openings Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____			

9 - C
12 questions on the IP exam

Learning Outcome
Constructs framing systems

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 <u>Learning Objective</u> Constructs floor systems JP Sign-off ____	9.01.01 Identify types of beams and joists Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	9.01.02 Determine notching and drilling requirements Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	9.01.03 Select material Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	9.01.04 Place material such as crown up Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	9.01.05 Install fastening devices such as joist hangers, anchor bolts and connectors Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	9.01.06 Install joists, beams and headers Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	9.01.07 Square floor system Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	9.01.08 Install components such as blocking, backing and bridging Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	9.01.09 Install floor sheathing Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	
SUB-TASK 9.02 <u>Learning Objective</u> Constructs wall systems JP Sign-off ____	9.02.01 Identify types of wall systems such as platform, balloon, timber, steel and panel Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	9.02.02 Demonstrate an understanding of preserved wood foundations Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	9.02.03 Determine notching and drilling requirements Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	9.02.04 Select material Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	9.02.05 Determine rough openings Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	9.02.06 Place material such as crown up Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	9.02.07 Install fastening devices Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	9.02.08 Use rigging and hoisting equipment Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	9.02.09 Sequence erection of walls Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	9.02.10 Erect walls Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	9.02.11 Square walls Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	9.02.12 Install components such as studs, lintels, blocking, backing, back framing and fire stops as required Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	9.02.13 Install wall sheathing Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	9.02.14 Align, plumb and brace walls Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	

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 <u>Learning Objective</u> Constructs roof and ceiling systems JP Sign-off ____	9.03.01 Identify types of roof systems such as truss and rafter roofs Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.03.02 Select material Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.03.03 Place material such as crown up Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.03.04 Install fastening devices Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.03.05 Cut compound angles Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	
	9.03.06 Install roof components such as rafters, trusses, ridge blocking, strapping and bracing Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.03.07 Install ceiling components such as ceiling joists and strapping Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.03.08 Align, plumb and brace roofing members Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.03.09 Install roof sheathing Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.03.10 Install temporary bracing during erection of roof trusses Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	
	9.03.11 Install gable, hip, intersecting and unequal slope roof components Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____					

Carpenter

BLOCK D

16% - 16 questions on the IP exam

Learning Category
EXTERIOR FINISH

Task 10 - D

6 questions on the IP exam

Learning Outcome
Installs exterior doors and windows

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 <u>Learning Objective</u> Installs exterior jambs/frames JP Sign-off ____	10.01.01 Identify types of window and door jambs/ frames Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	10.01.02 Construct jambs/frames Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	10.01.03 Install blocking and backing Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	10.01.04 Interpret window and door schedule Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	10.01.05 Verify rough openings Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	10.01.06 Fasten jambs/frames plumb, level and square Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	10.01.07 Insulate cavities around jambs/frames Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____			
SUB-TASK 10.02 <u>Learning Objective</u> Installs exterior doors JP Sign-off ____	10.02.01 Identify types of doors Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	10.02.02 Identify door components Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	10.02.03 Determine weather protection techniques Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	10.02.04 Interpret door schedule Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	10.02.05 Determine door swing Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	10.02.06 Prepare doors for installation Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	10.02.07 Select and place exterior doors Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	10.02.08 Install overhead doors Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	10.02.09 Adjust exterior doors Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	

**Task 10 - D
(cont'd)**

Learning Outcome
Installs exterior doors
and windows

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

<p>SUB-TASK 10.03</p> <p><u>Learning Objective</u> Installs exterior windows</p> <p>JP Sign-off _____</p>	<p>10.03.01 Identify types of windows</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>10.03.02 Identify window components</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>10.03.03 Determine weather protection techniques</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>10.03.04 Interpret window schedule</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>10.03.05 Select, place and fasten windows</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p>10.03.06 Adjust windows</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>				
<p>SUB-TASK 10.04</p> <p><u>Learning Objective</u> Installs exterior door and window hardware</p> <p>JP Sign-off _____</p>	<p>10.04.01 Identify types and styles of hardware</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>10.04.02 Interpret hardware schedule</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>10.04.03 Select hardware</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>10.04.04 Use templates</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>10.04.05 Use specialized tools such as mortising jigs, hinge gain templates and taps</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p>10.04.06 Prepare door to receive hardware such as steel doors and fire rated doors</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>10.04.07 Position and fasten door and window hardware</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>10.04.08 Adjust hardware</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>		

11 - D
5 questions on the IP exam
Learning Outcome
Installs roofing

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 <u>Learning Objective</u> Installs roof coverings JP Sign-off ____	11.01.01 Identify types of roofing materials such as asphalt, wood and metal Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	11.01.02 Determine roofing installation procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	11.01.03 Place and fasten roof coverings Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	11.01.04 Inspect and repair roof coverings Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	11.01.05 Use temporary roof platforms Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	SUB-TASK 11.02 <u>Learning Objective</u> Installs roofing components JP Sign-off ____	11.02.01 Recognize types of components such as vents, flashing and underlayments Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	11.02.02 Determine roof venting requirements Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	11.02.03 Determine components' application Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	11.02.04 Demonstrate sequence of installation Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	11.02.06 Select and install flashing Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	11.02.07 Select and install auxiliary materials such as caulking and bitumen Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____			

12 - D
5 questions on the IP exam
Learning Outcome
Finishes exterior walls and cornices

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
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 12.01 <u>Learning Objective</u> Installs exterior wall coverings JP Sign-off ____	12.01.01 Identify types of cladding such as siding and shingles Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	12.01.02 Recognize effects of weather on exterior walls Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	12.01.03 Place and attach exterior wall flashing Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	12.01.04 Install exterior wall flashing Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	12.01.05 Install stucco wire, expanded metal lath and accessories Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	12.01.06 Strap/furr walls Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____				
SUB-TASK 12.02 <u>Learning Objective</u> Installs exterior wall trims JP Sign-off ____	12.02.01 Identify types of exterior trims Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	12.02.02 Demonstrate an understanding of sequence of installation Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	12.02.03 Perform installation procedures for exterior claddings Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	12.02.04 Construct different types of cornices Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	12.02.05 Install fascia, soffits and continuous venting Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	12.02.06 Install gutters and downspouts Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____				

Carpenter

BLOCK E
18% - 18 questions on IP exam

Learning Category
INTERIOR FINISH

Task 13 - E
3 questions on the IP exam

Learning Outcome
Applies wall/ceiling finishes

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 <u>Learning Objective</u> Installs gypsum coverings JP Sign-off ____	13.01.01 Identify types of gypsum coverings Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	13.01.02 Determine types of wall systems such as shaft wall, fire rated wall and sound wall Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	13.01.03 Demonstrate an understanding of sequence of installation Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	13.01.04 Interpet and follow fire stopping and fire proofing requirements such as 1 hour and 2 hour rating Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	13.01.05 Interpret and follow blocking requirements Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	13.01.06 Interpret and follow sound proofing methods such as resilient channels, sound batts and baffles Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	13.01.07 Install fasteners Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	13.01.08 Install strapping and furring Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	13.01.09 Cut, place and fasten gypsum board Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	
SUB-TASK 13.02 <u>Learning Objective</u> Installs panels and tiles JP Sign-off ____	13.02.01 Identify types of panels and tiles Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	13.02.02 Demonstrate an understanding of types of wall/ceiling systems Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	13.02.03 Prepare surfaces Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	13.02.04 Select and install fasteners Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	13.02.05 Lay out wall and ceiling for installation of panels and tiles Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	13.02.06 Install materials in sequence Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	13.02.07 Cut, place and fasten material Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____			

**Task 13 - E
(cont'd)**

Learning Outcome
**Applies wall/ceiling
finishes**

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

<p>SUB-TASK 13.03</p> <p><u>Learning Objective</u> Installs solid wood finishes</p> <p>JP Sign-off _____</p>	<p>13.03.01 Identify types of wall/ ceiling systems</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>	<p>13.03.02 Demonstrate an understanding of solid wood finishes</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>	<p>13.03.03 Determine requirements of other trades</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>	<p>13.03.04 Prepare surfaces</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>	<p>13.03.05 Select and install fasteners</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>
	<p>13.03.06 Lay out wall and ceiling for installation of solid wood finishes</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>	<p>13.03.07 Install material in sequence</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>	<p>13.03.08 Cut, place and fasten material</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>		
<p>SUB-TASK 13.04</p> <p><u>Learning Objective</u> Installs suspended ceilings</p> <p>JP Sign-off _____</p>	<p>13.04.01 Identify types of suspended ceilings</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>	<p>13.04.02 Demonstrate an understanding of fire rating of types of suspended ceilings</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>	<p>13.04.03 Design and build bulkheads</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>	<p>13.04.04 Use fastening techniques and devices such as anchors and wire</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>	<p>13.04.05 Lay out ceiling</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>
	<p>13.04.06 Use levelling techniques</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>	<p>13.04.07 Install material in sequence</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>	<p>13.04.08 Cut and fit components</p> <p>Rating ____ Complete <input type="checkbox"/></p> <p>Proof ____ <input type="checkbox"/></p> <p>Use ____</p>		

**Task 13 - E
(cont'd)**

Learning Outcome
**Applies wall/ceiling
finishes**

**Task 13
Learning Needs**

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

<p>SUB-TASK 13.05</p> <p><u>Learning Objective</u> Installs solid wood finishes</p> <p>JP Sign-off _____</p>	<p>13.05.01 Identify types of demountable wall systems</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>13.05.02 Identify uses of demountable wall systems</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>13.05.03 Interpret and follow manufacturers' specifications</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>13.05.04 Use fastening devices and techniques</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>13.05.05 Install components in sequence</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p>13.05.06 Cut, fit and fasten material</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>13.05.07 Align and plumb wall system</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>			

14 - E
2 questions on the IP exam
Learning Outcome
Installs flooring

Journeyperson
Sign-off
Task 14

Complete
Incomplete

Task 14
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 14.01 <u>Learning Objective</u> Installs underlayment JP Sign-off ____	14.01.01 Determine types of underlayment Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	14.01.02 Select types of floor finishes to be applied on underlayment Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	14.01.03 Select fastening devices Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	14.01.04 Use fastening devices and adhesives Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	14.01.05 Perform layout Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	14.01.06 Prepare floor surfaces by levelling, sanding and cleaning Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	14.01.07 Cut, fit and fasten materials Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____			
SUB-TASK 14.02 <u>Learning Objective</u> Installs floor coverings JP Sign-off ____	14.02.01 Identify types of floor coverings such as tile, sheet goods, hardwood and laminate Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	14.02.02 Recognize surfaces onto which coverings are being installed Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	14.02.03 Use fastening devices and adhesives Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	14.02.04 Perform layout Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	14.02.05 Prepare floor surfaces by levelling, sanding and cleaning Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	14.02.06 Cut, fit and fasten materials Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	14.02.07 Install trims such as caps, transition strips and nosings Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____			

14 - E
(cont'd)

Learning Outcome
Installs flooring

Task 14
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 14.03 <u>Learning Objective</u> Installs access flooring JP Sign-off ____	14.03.01 Identify types of access flooring Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	14.03.02 Recognize access flooring components Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	14.03.03 Determine sequence of installation Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	14.03.04 Recognize requirements of other trades Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	14.03.05 Use fastening techniques Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	14.03.06 Perform layout Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	14.03.07 Cut, fit and fasten materials Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	14.03.08 Level access flooring Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		

15 - E
4 questions on the IP exam
Learning Outcome
Installs interior doors and windows

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 <u>Learning Objective</u> Installs interior jambs/frames JP Sign-off ____	15.01.01 Identify types of window and door jambs/frames Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.01.02 Determine installation procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.01.03 Install blocking and backing Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.01.04 Construct jambs/frames Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.01.05 Interpret door and window schedule Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	15.01.06 Verify rough openings Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.01.07 Fasten jambs/frames plumb, level and square Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.01.08 Insulate cavities around jambs/frames Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		
SUB-TASK 15.02 <u>Learning Objective</u> Installs interior doors JP Sign-off ____	15.02.01 Identify types of doors such as fire, hollow and louvered doors Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.02.02 Identify door components Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.02.03 Interpret door schedule Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.02.04 Determine door swing Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.02.05 Prepare doors for installation Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	15.02.06 Select and place interior doors Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.02.07 Adjust interior doors Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____			

**15 - E
(cont'd)**

Learning Outcome
Installs interior doors and windows

**Task 15
Learning Needs**

**Sub-Tasks
Learning Objectives
to be completed
Comments**

Knowledge, Skills and Abilities - Competencies

<p>SUB-TASK 15.03</p> <p><u>Learning Objective</u> Installs interior windows</p> <p>JP Sign-off _____</p>	<p>15.03.01 Identify and describe glazing systems</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>15.03.02 Recognize types of windows</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>15.03.03 Identify window components</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>15.03.04 Interpret window schedule</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>15.03.05 Select, place and fasten windows</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p>15.03.06 Adjust windows</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>				
<p>SUB-TASK 15.04</p> <p><u>Learning Objective</u> Installs interior door and window hardware</p> <p>JP Sign-off _____</p>	<p>15.04.01 Identify types of styles of hardware</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>15.04.02 Interpret hardware schedule</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>15.04.03 Select hardware</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>15.04.04 Use templates</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>15.04.05 Us specialized tools such as mortising jigs, hinge gain templates and taps</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p>15.04.06 Prepare door to receive hardware such as steel doors and fire rated doors</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>15.04.07 Position and fasten door and window hardware</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>15.04.08 Adjust hardware</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>		

16 - E
4 questions on the IP exam
Learning Outcome
Constructs stairs

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 <u>Learning Objective</u> Lays out stairs JP Sign-off ____	16.01.01 Recognize types of stairs Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	16.01.02 Determine marking techniques Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	16.01.03 Perform calculations to determine measurements such as rise, run and allowable headroom Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	16.01.04 Select materials for stringers Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
---	--	---	--	---

SUB-TASK 16.02 <u>Learning Objective</u> Constructs straight stairs JP Sign-off ____	16.02.01 Determine and apply stair geometry Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	16.02.02 Recognize stair components such as glue blocks, wedges and handrails Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	16.02.03 Interpret and follow building code requirements Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	16.02.04 Select and install material Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	16.02.05 Select and install fasteners Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	16.02.06 Select and use adhesives Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	16.02.07 Assemble components such as stringers, treads, risers and skirt boards Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	16.02.08 Install finished components Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		

16 - E
(cont'd)

Learning Outcome
Constructs stairs

Task 16
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

<p>SUB-TASK 16.03</p> <p><u>Learning Objective</u> Constructs geometric stairs</p> <p>JP Sign-off _____</p>	<p>16.03.01 Recognize types of geometric stairs such as winders, spiral and circular</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>16.03.02 Apply stair geometry</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>16.03.03 Select and install material</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>16.03.04 Select and install fasteners</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>16.03.05 Select and use adhesives</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p>16.03.06 Assemble components of geometric stairs such as handrails, newel posts and spindles</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>16.03.07 Install assembled components</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>			

17 - E
5 questions on the IP exam
Learning Outcome
Constructs finish components

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 <u>Learning Objective</u> Fabricates finish components JP Sign-off _____	17.01.01 Recognize boring techniques Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	17.01.02 Demonstrate an understanding of abrasives and adhesives Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	17.01.03 Demonstrate an understanding of wood finish requirements such as paint, stain or clear Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	17.01.04 Construct cabinets and millwork Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	17.01.05 Clamp material Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	
	17.01.06 Construct joints Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	17.01.07 Apply adhesives Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	17.01.08 Construct jigs Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	17.01.09 Select hardware Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	17.01.10 Select fasteners Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	
	17.01.11 Select materials Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	17.01.12 Assemble pre- fabricated components Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	17.01.13 Prepare for shipping Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____			

17 - E
(cont'd)

Learning Outcome
Constructs finish
components

Task 17
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

<p>SUB-TASK 17.02</p> <p><u>Learning Objective</u> Installs finish components/ accessories</p> <p>JP Sign-off _____</p>	<p>17.02.01 Recognize types of components/accessories such as casing, baseboards and ballustrades</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>17.02.02 Demonstrate an understanding of wood finish requirements such as paint, stain or clear</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>17.02.03 Interpret drawings and specifications</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>17.02.04 Scribe</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>17.02.05 Use layout tools and instruments</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p>17.02.06 Apply adhesives</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>17.02.07 Apply fillers</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>17.02.08 Align, plumb and level components</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>17.02.09 Select fasteners</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>17.02.10 Cope joints</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p>17.02.11 Adjust hardware</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>17.02.12 Install trim such as casing, crown mouldings and chair rails</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>			

APPENDIX A

CARPENTER NATIONAL OCCUPATIONAL ANALYSIS GLOSSARY OF TERMS

Access flooring	a secondary raised floor system that bears on a primary floor, used to create a chase for routing electrical and computer wiring, ventilation ducts, etc.
Acclimatization	to make or become used to new climates or new conditions
Back Framing	the secondary non-structural framing done after the structural framing is completed; includes such items as valances, drop ceilings, chases and boxing for utilities, attic access, backing, etc.
Balustrade	railing consisting of a series of balusters connected at the top by a rail
Batter boards	boards set at right angles to each other at each corner of an excavation, used to indicate the location and alignment of footing and foundation walls
Beam	a main horizontal structural member constructed of wood, steel or concrete used to support secondary vertical loads
Block A – Occupational Skills	culmination of repetitive general skills for many tasks performed throughout a project
Block B – Concrete	all of the activities which relate to preparing for and placing concrete
Block C – Framing	all of the activities which relate to the layout, cutting and assembly of various members to construct walls, floors, roofs and ceilings
Block D – Exterior Finish	all of the activities which relate to the finishing of the building exterior, including cladding, soffit, roofing, exterior doors and windows

Block E – Interior Finish	all of the activities which relate to the finishing of the interior walls, ceilings, floors, installation of interior trims, cabinets and interior doors and windows
Caisson	water tight box or enclosure used for construction work below grade or water level
Column	a vertical structural member that supports the weight of other members
Construct	to build, pile up, devise, to put together
Embedded steel	steel components that are an integral part of concrete structures; this includes reinforcing steel, anchor bolts, angle iron and miscellaneous hardware
Falsework	the structural supports and the necessary bracing required for the support of temporary loads during construction
Flooring	material used in the construction of floors where the surface material is known as finish flooring, while the base material is called sub-flooring
Footing	supporting element at the base or bottom of a foundation wall, pier or column used to distribute weight
Formwork	temporary structures constructed to the shape of the finished structural member, to support freshly poured concrete
Foundation	the lower part that rests on and extends into the ground, providing support for the structure above it
Geometric stairs	stair systems that include elliptical, curved or spiral stairs
Grout	a cementitious or epoxy-based mixture, installed in a plastic state, to fill structural (column base plates) and non-structural voids (tile joints)

Header	a joist or rafter that is perpendicular to the trimmer joists or rafters, used to support and frame openings
Inspect	to look at closely or to check for deficiencies
Install	place in position ready for use
Insulated concrete foundations (ICF)	a modular system for forming concrete walls made of insulating foam material (block, panel, plank systems) where the forms typically remain in place as part of the finished structure
Insulating	the installation of various materials used to resist heat, sound and cold transmission through walls, floors, ceilings and foundations
Joist	one of a series of horizontal members used to support a floor, ceiling or roof
Lintel	wood, stone or steel member placed across the top of a rough door or window opening; it supports the weight from above
Load bearing wall	a wall that supports primary vertical loads
Maintenance	activities required for the proper functioning of power tools such as inspecting, oiling, tensioning of chains or belts, adjusting, dusting air filters, etc.
Pier	a foundation which distributes the weight of a column
Ponding	a method of curing a concrete slab by flooding its surface with water
Powder actuated tool	device that drives fasteners by means of an explosive charge
Rafter	one of a series of structural members of a roof designed to support roof loads

Rain screen	cavity in an exterior wall constructed to protect the forces of nature (wind, rain, moisture) from penetrating the interior wall cavity to prevent mildew, premature rotting, etc.; rain screens effectively "drain the rain"
Rise	Vertical measurement
Run	Horizontal measurement
Siding	boards and panels used as an exterior finish wall covering
SIPS	structural insulated panel systems; insulating material sandwiched between two layers of Oriented Strand Board (OSB) prefabricated in a factory
Site layout	the initial arranging of primary building components onto the building site via blueprint interpretation and the setting out of batter boards, using layout tools and equipment
Stud	one of a series of vertical structural members used as support in walls and partitions
Subfloor	boards or sheet material laid on joists under a finished floor
Temporary structure	any structure erected during construction that is removed upon completion of the project
Tile	thin building material made of cement, plastic or other resilient material used as a finish for walls, floors, ceilings or roofs
Trimmer	a framing member used to provide added strength and stiffness around framed openings
Welding equipment	all tools, equipment and material required to cut, join metals
Yoking	installation of ties or clamping devices around column forms or over the top of wall or footing forms to keep them from spreading because of pressure imposed by concrete placement

APPENDIX B

ESSENTIAL SKILL	REQUIRED ESSENTIAL SKILLS TASKS FOR TRADES
Technical Reading	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> ➤ 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 logs sheets

ESSENTIAL SKILL	REQUIRED ESSENTIAL SKILLS TASKS FOR TRADES
Writing	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> ➤ 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)

ESSENTIAL SKILL	REQUIRED ESSENTIAL SKILLS TASKS FOR TRADES
Computer Use	<ul style="list-style-type: none"> ➤ Perform basic computer operations needed to produce a document – i.e., a letter ➤ Find information on the internet ➤ Find information in workplace data bases ➤ Send and receive email ➤ 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
Oral Communication	<ul style="list-style-type: none"> ➤ 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 on or in a group on complex work related matters

ESSENTIAL SKILL	REQUIRED ESSENTIAL SKILLS TASKS FOR TRADES
Thinking Skills	<ul style="list-style-type: none"> ➤ 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
Working with Others	<ul style="list-style-type: none"> ➤ 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 then apply recommendations from co-workers ➤ Resolve conflict ➤ Mentor an Apprentice

ESSENTIAL SKILL	REQUIRED ESSENTIAL SKILLS TASKS FOR TRADES
Continuous Learning	<ul style="list-style-type: none"> ➤ 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

