



More skills ... more opportunities

# Professional Skills Record

## Steamfitter/Pipefitter

### NOC 7252

## **ACKNOWLEDGEMENTS**

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

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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:

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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.



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

## 1 Why Do I Need this Handbook?

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

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

## 2 But We Have Logbooks

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

A Logbook:

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

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

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

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

### **3 What is a National Occupational Analysis (NOA)?**

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

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

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

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

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

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

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

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

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

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

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

The PSR takes information from the NOA and:

- lays it out in a chart
- lists the percentage and number of questions for the Red Seal exam from each task on every page
- takes the skills from the NOA and describes them in terms of what a tradesperson does on the job, for example:
  - In the **NOA**, the skill says – “knowledge of blueprints and drawings”
  - In the **PSR**, the skill says – “read and interpret blueprints and drawings”
- has a rating chart so the apprentice can judge his/her level of learning and have it all recorded for you to review
- provides you, the journeyperson, with a tool to discuss details of an apprentice's skill areas that are great and areas that may need to improve
- helps the apprentice make a plan so he/she can improve skills
- helps you know what skills you still have to teach the apprentice.



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

No. A PSR contains **all** the skills and learning a tradesperson has to learn over all their years as an apprentice. You, as their 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
<b>Task 1 – A</b>
3 questions on the IP exam
<u>Learning Outcome</u>
<b>Uses and maintains tools and equipment</b>
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

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

## Steamfitter/Pipefitter

NOC 7252

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 journeyperson. The PSR has taken the content from the National Occupational Analysis (NOA) and arranged it so apprentices can use it to measure their progress in their trade from the time they sign up for apprenticeship through to Red Seal certification.

This PSR has been through a validation process with a team of trade professionals with Certificate of 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 apprentices move through a Recognition for Skills and Learning (RSL) process so they can receive recognition for skills they have, no matter where they learned them. Through completion of a PSR, they can avoid relearning what they already know and can do by entering the apprenticeship Block/Period/Level in-school process at a higher level. For example, move directly into Block/Period/Level three rather than relearning Block/Period/Level One and Two.

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

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

**INFORMATION SITES:**

PROJECT

SITE

CANADIAN

RED SEAL SITE

[www.tradeessentials.ca](http://www.tradeessentials.ca)

[www.red-seal.ca](http://www.red-seal.ca)

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## Steamfitter/Pipefitter 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:

Provincial/Territorial Apprenticeship Manager:

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Province/Territory: \_\_\_\_\_

## Professional Skills Record (PSR) Development

### Professional Skills Record (PSR)

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

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

### PSR Steamfitter/Pipefitter Document Validation

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

## Where Technical Trade Learning Happens

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

- **Formal Learning** – structured learning that occurs in formal education and training institutions (for example, high school, trades school, apprenticeship programs, registered union and industry training programs)
- **Non-formal Learning** – learning that happens through planned, structured training or education outside the formal education system (for example, workshops, seminars, community school)
- **Informal/Experiential Learning** – learning that results from experience, occurs outside a structured environment, and is controlled by the learner (for example, experience on-the-job, volunteer work, self-study and life experiences). Informal or experiential learning must be current and essential to the trade.

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

## Academic Trade Requirement

**Trade Designation: Steamfitter/Pipefitter National Occupational Classification (NOC) 7252**

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 Steamfitter/Pipefitter trade are listed on the Red Seal website: [www.red-seal.ca](http://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, and then receive recognition for the skills and learning through a PLAR trades process called:

### RECOGNITION FOR SKILLS AND LEARNING (RSL)

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

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

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



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

Assessment Standard ONE		
Rating: Self-assessment performance rating in the workplace		
Workplace Performance	Rating	Examples of Workplace position/s
Can perform this task and series of sub-tasks: <ul style="list-style-type: none"> <li>- to meet or shorten task timelines</li> <li>- beyond the expected level and quality of performance required by industry</li> <li>- can <b>manage, lead and train others</b> to perform this task and series of sub-tasks</li> </ul>	<b>6</b>	<b>Journeyman with a Certificate of Qualification, Red Seal endorsement and/or Gold Seal tradesperson</b> who is an expert in their field <ul style="list-style-type: none"> <li>- Project Manager/Foreman</li> <li>- Highly skilled and experienced Manager/Supervisor</li> <li>- Expert who comes from industry to serve as an instructor in a trades training program</li> </ul>
Can perform this task and series of sub-tasks: <ul style="list-style-type: none"> <li>- to meet or shorten task timelines</li> <li>- to the highest level and quality of performance required by industry</li> <li>- take the initiative to <b>respond to unexpected situations when they arise and supervise others</b></li> </ul>	<b>5</b>	<b>Highly skilled and experienced journeyman with a Certificate of Qualification, Red Seal endorsement</b> to whom co-workers turn for <b>direction and help</b>
Can perform this task and series of sub-tasks: <ul style="list-style-type: none"> <li>- to meet task timelines</li> <li>- to the <b>highest level and quality required by industry without supervision</b></li> </ul>	<b>4</b>	<b>Experienced, skilled journeyman with a Certificate of Qualification, Red Seal endorsement</b>
Can perform this task and series of sub-tasks: <ul style="list-style-type: none"> <li>- to the level and quality required by industry <b>without assistance or supervision</b></li> </ul>	<b>3</b>	<b>Newly certified journeyman with a Certificate of Qualification, Red Seal endorsement</b>
Can perform this task and series of sub-tasks: <ul style="list-style-type: none"> <li>- to the required level and quality of performance <b>with direction, some assistance and supervision</b></li> </ul>	<b>2</b>	<b>Apprentice working under the direction of a journeyman with a Certificate of Qualification, Red Seal endorsement</b>
Can perform this task and series of sub-tasks: <ul style="list-style-type: none"> <li>- to the required level and quality of performance <b>with assistance and constant supervision</b></li> </ul>	<b>1</b>	<b>A helper or new apprentice who must work directly under the constant supervision of a journeyman with a Certificate of Qualification, Red Seal endorsement</b>

**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

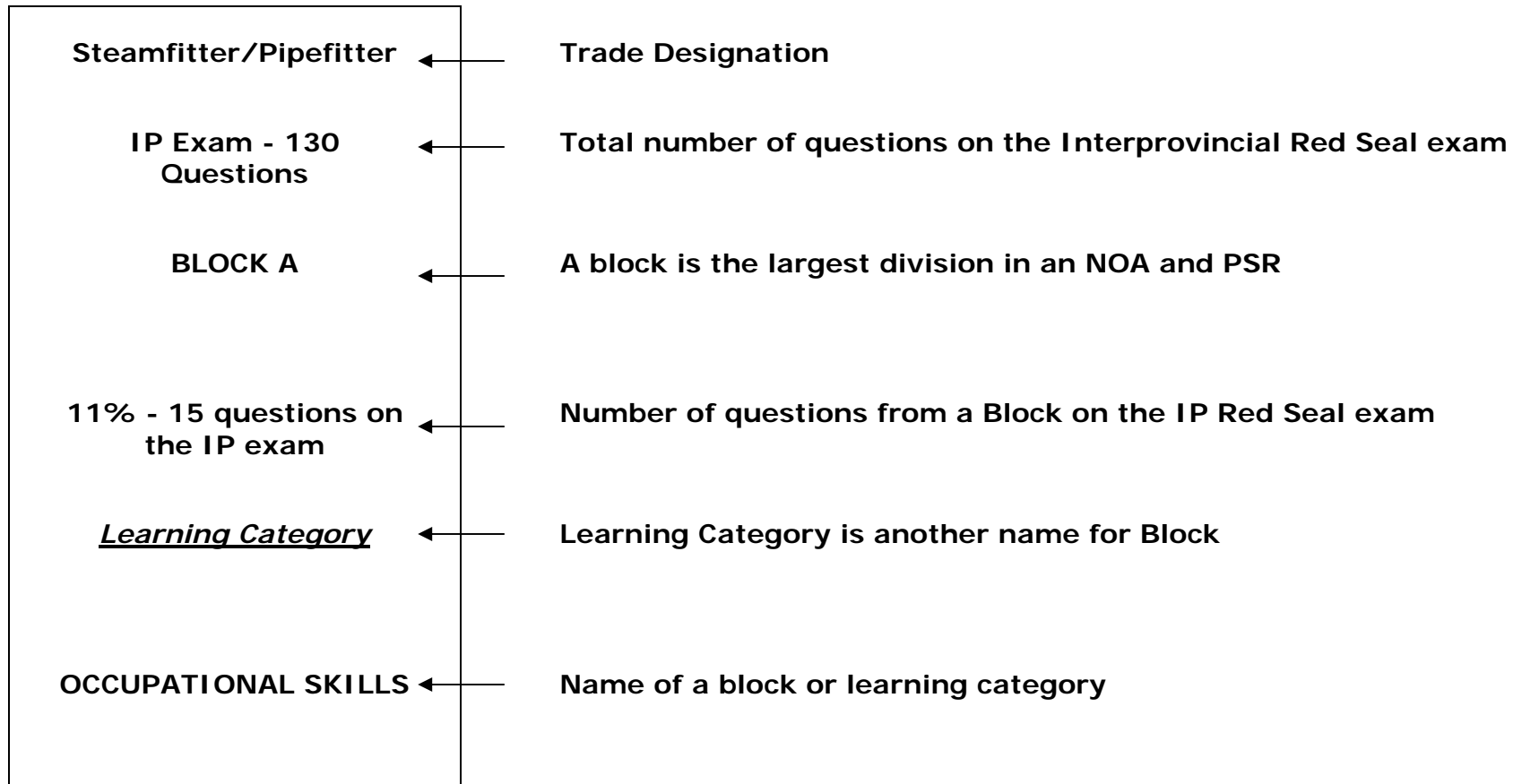
### Completing this PSR can help you:

- ◆ 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

8 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

Journey person  
Sign-off  
Task 1

Complete

Incomplete

- Journey person's initials verify that an apprentice can perform the task to industry standards.
- Journey person's initials indicate "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 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 each of the Knowledge, Skills and Abilities. (Knowledge, Skills and Abilities can also be called Competencies).

### 1.02.01

Identify types of power tools such as electrical, pneumatic, hydraulic and powder-actuated tools

← Skill and Learning that must meet industry standard.

Rating   5  

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

Proof   I  

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

Use   2  

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

Complete



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

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

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



**Steamfitter/Pipefitter  
IP Exam - 130 Questions**

**BLOCK A**  
11% - 14 questions on the  
IP exam

**Learning Category**  
**OCCUPATIONAL SKILLS**

**Task 1 - A**  
8 questions on the IP  
exam

**Learning Outcome**  
Uses tools and  
equipment

Journeyman  
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

<b>SUB-TASK 1.01</b>  <u>Learning Objective</u> <b>Uses hand tools</b>  JP Sign-off ____	<b>1.01.01</b> Identify types of hand tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.01.02</b> Demonstrate hand tool operating procedures  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.01.03</b> Recognize limitations of use of hand tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.01.04</b> Select hand tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.01.05</b> Maintain hand tools by cleaning, lubricating and sharpening  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>1.01.06</b> Store hand tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.01.07</b> Identify worn, damaged or defective hand tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.01.08</b> Apply hand-eye coordination and mechanical dexterity  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		
<b>SUB-TASK 1.02</b>  <u>Learning Objective</u> <b>Uses power tools</b>  JP Sign-off ____	<b>1.02.01</b> Identify types of power tools such as electrical, pneumatic, hydraulic and powder-actuated tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.02.02</b> Demonstrate power tool operating procedures  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.02.03</b> Recognize limitations of use of power tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.02.04</b> Select power tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.02.05</b> Maintain power tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>1.02.06</b> Store power tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.02.07</b> Identify worn, damaged or defective power tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.02.08</b> Apply hand-eye coordination and mechanical dexterity  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		

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

Learning Outcome  
Uses tools and  
equipment

Knowledge, Skills and Abilities - Competencies

**Task 1  
Learning Needs**

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

<p><b>SUB-TASK 1.03</b></p> <p><u>Learning Objective</u> Uses measuring tools</p> <p>JP Sign-off _____</p>	<p><b>1.03.01</b> Identify types of measuring tools</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>1.03.02</b> Perform pipe trade measurements such as end-to-centre, end-to-end and face-to-centre</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>1.03.03</b> Interpret measurements</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>1.03.04</b> Convert imperial and metric measurements</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>1.03.05</b> Select measuring tools</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p><b>1.03.06</b> Maintain measuring tools</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>1.03.07</b> Store measuring tools</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>			
<p><b>SUB-TASK 1.04</b></p> <p><u>Learning Objective</u> Uses welding equipment</p> <p>JP Sign-off _____</p>	<p><b>1.04.01</b> Identify types of welding equipment such as shielded metal arc welding (SMAW), tungsten inert gas (TIG) and gas metal arc welding (GMAW)</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>1.04.02</b> Describe appropriate alloys and fluxes</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>1.04.03</b> Protect flammable materials from welding</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>1.04.04</b> Match alloy to specific components to be welded</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>1.04.05</b> Select welding equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p><b>1.04.06</b> Maintain welding equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>1.04.07</b> Store welding equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>1.04.08</b> Recognize worn, damaged or defective welding equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>1.04.09</b> Apply hand-eye coordination and mechanical dexterity</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>1.04.10</b> Tack weld</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**

<b>SUB-TASK 1.05</b>  <u>Learning Objective</u> <b>Uses soldering and brazing equipment</b>  JP Sign-off ____	<b>1.05.01</b> Identify types of soldering and brazing equipment  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.05.02</b> Describe appropriate brazing alloys and fluxes  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.05.03</b> Protect flammable materials from soldering and brazing  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.05.04</b> Match alloy to specific components to be soldered and brazed  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.05.05</b> Select soldering and brazing equipment  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>1.05.06</b> Maintain soldering and brazing equipment  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.05.07</b> Store soldering and brazing equipment  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.05.08</b> Recognize worn, damaged or defective soldering and brazing equipment  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.05.09</b> Apply hand-eye coordination and mechanical dexterity  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	
<b>SUB-TASK 1.06</b>  <u>Learning Objective</u> <b>Uses ladders and work platforms</b>  JP Sign-off ____	<b>1.06.01</b> Identify types of ladders  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.06.02</b> Select appropriate types of work platforms such as scaffolds, hydraulic lifts and man lifts  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.06.03</b> Apply safety regulations  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.06.04</b> Implement operating procedures  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.06.05</b> Determine the limitations of ladders and work platforms  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>1.06.06</b> Secure ladders and work platforms  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.06.07</b> Check ladders and work platforms prior to and during use  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.06.08</b> Recognize worn, damaged or defective ladders and work platforms  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		



















**Steamfitter/Pipefitter**

**BLOCK C**  
20% - 26 questions on the IP exam

**Learning Category**  
PIPING LAYOUT AND COMMON INSTALLATION

**Task 5 - C**  
12 questions on the IP exam

**Learning Outcome**  
Performs layout and fabrication

Journeyperson  
Sign-off  
Task 5

Complete

Incomplete

**Task 5 Learning Needs**

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

Knowledge, Skills and Abilities - Competencies

<b>SUB-TASK 5.01</b>  <u>Learning Objective</u> <b>Uses templates</b>  JP Sign-off ____	<b>5.01.01</b> Utilize all types of templates  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>5.01.02</b> Assemble all types of pipe and fittings  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>5.01.03</b> Transfer ordinates to pipe, fittings or templates and vice-versa  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>5.01.04</b> Align template to ordinates  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>5.01.05</b> Trace outline of template on material  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	
	<b>SUB-TASK 5.02</b>  <u>Learning Objective</u> <b>Lays out pipe and fittings</b>  JP Sign-off ____	<b>5.02.01</b> Determine fitting allowances  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>5.02.02</b> Implement layout techniques  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>5.02.03</b> Select piping and fitting materials  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>5.02.04</b> Take field measurements  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>5.02.05</b> Determine field weld locations  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>5.02.06</b> Support and level piping and fittings  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>5.02.07</b> Apply ordinate lines to material  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>5.02.08</b> Use reference material such as pipefitters' handbooks  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>5.02.09</b> Use precision layout tools such as contour markers  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>5.02.10</b> Perform required calculations  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	
<b>5.02.11</b> Check calculations  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____						

**Task 5 - C  
(cont'd)**

Learning Outcome  
Performs layout and  
fabrication

- 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 5  
Learning Needs**

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

<p><b>SUB-TASK 5.03</b></p> <p><u>Learning Objective</u> <b>Prepares pipe and fittings</b></p> <p>JP Sign-off _____</p>	<p><b>5.03.01</b> Determine cutting procedures</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>5.03.02</b> Determine bending procedures</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>5.03.03</b> Determine threading procedures</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>5.03.04</b> Determine grooving procedures</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>5.03.05</b> Determine bevelling procedures</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	
	<p><b>5.03.06</b> Clean pipe and fittings</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>5.03.07</b> Cut pipe and fittings</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>5.03.08</b> Bevel pipe and fittings</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>5.03.09</b> Bend pipe and tubing</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>5.03.10</b> Thread pipe</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	
	<p><b>5.03.11</b> Groove pipe</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>5.03.12</b> Drill and tap pipe and fittings</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>5.03.13</b> Ream pipe and fittings</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>5.03.14</b> Transition pipe and fittings</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>		

**Task 5 - C  
(cont'd)**

Learning Outcome  
Performs layout and  
fabrication

**Task 5  
Learning Needs**

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

Knowledge, Skills and Abilities - Competencies

<b>SUB-TASK 5.04</b>  <u>Learning Objective</u> <b>Fabricates spools</b>  JP Sign-off _____	<b>5.04.01</b> Determine alignment procedures  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>5.04.02</b> Perform assembly procedures  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>5.04.03</b> Determine proper types of protective coatings  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>5.04.04</b> Verify tolerance of components  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>5.04.05</b> Apply protective coatings to piping materials  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____
	<b>5.04.06</b> Cut internally lined piping  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>5.04.07</b> Clean pipe and components  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>5.04.08</b> Interpret drawings such as isometric  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____		

**6 - C**  
**14 questions on the IP exam**  
Learning Outcome  
**Performs common installation processes**

Journeyperson  
 Sign-off  
 Task 6  
 Complete   
 Incomplete

**Task 6 Learning Needs**  
Sub-Tasks Learning Objectives  
 to be completed  
 Comments

**Rating:**

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

<b>SUB-TASK 6.01</b>  <u>Learning Objective</u> <b>Installs supports, hangers, guides and anchors</b>  <b>JP Sign-off _____</b>	<b>6.01.01</b> Determine proper types of support and hangers  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>6.01.02</b> Determine proper types of guides and anchors  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>6.01.03</b> Match fasteners to piping material being supported such as fibreglass, copper and alloy  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>6.01.04</b> Identify piping contents to be supported  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>6.01.05</b> Choose types of fasteners  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	
	<b>6.01.06</b> Determine thickness of insulation  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>6.01.07</b> Calculate spacing of supports and hangers  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>6.01.08</b> Calculate elevation of supports and hangers  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>6.01.09</b> Calculate grade of supports and hangers  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>6.01.10</b> Recognize interferences  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	
	<b>6.01.11</b> Fabricate supports and hangers  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>6.01.12</b> Attach supports and hangers to building structure  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>6.01.13</b> Attach guides and anchors to building structure  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>6.01.14</b> Reference support details  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____		

Learning Outcome  
Performs common  
installation processes

**Task 6**  
**Learning Needs**

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

Knowledge, Skills and Abilities - Competencies

<p><b>SUB-TASK</b> <b>6.02</b></p> <p><u>Learning Objective</u> <b>Joins piping</b></p> <p>JP Sign-off _____</p>	<p><b>6.02.01</b> Determine joining techniques such as plastic fusion, welding, soldering and brazing, and threading</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>6.02.02</b> Determine alignment procedures</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>6.02.03</b> Apply torquing procedures</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>6.02.04</b> Calculate expansion and contraction</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>6.02.05</b> Align and level</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p><b>6.02.06</b> Reference specifications for bolts, nuts, gaskets and threading compounds</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>6.02.07</b> Install expansion joints, swing joints and expansion loops</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>6.02.08</b> Determine and apply bolt patterns</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>6.02.09</b> Solder pipe</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>6.02.10</b> Braze pipe</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p><b>6.02.11</b> Solvent weld pipe</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>6.02.12</b> Mechanically join pipe using methods such as press fit, compression and grooved pipe</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>6.02.13</b> Join threaded pipe</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>6.02.14</b> Join pipe using flanges</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>6.02.15</b> Join fibreglass pipe</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p><b>6.02.16</b> Join black iron welded pipe using bell and spigot</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>6.02.17</b> Join thermo plastic pipe using heat fusion</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>6.02.18</b> Follow purging procedures</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>		



- 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					
<u>Learning Objective</u> <b>Installs piping system components and equipment</b>  JP Sign-off _____	<b>6.03.01</b> Select types of components and equipment such as boiler trim, valves, temperature indicators, back-flow preventers and compressors  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>6.03.02</b> Select controls in reference to process and instrumentation drawings (P & ID)  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>6.03.03</b> Demonstrate an understanding of system operating parameters  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>6.03.04</b> Select piping materials  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>6.03.05</b> Perform piping practices and procedures associated with specific piping materials  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>6.03.06</b> Determine system medium such as water, steam or oil  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>6.03.07</b> Demonstrate an understanding of flow characteristics  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>6.03.08</b> Determine connection points  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>6.03.09</b> Reference specifications  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>6.03.10</b> Reference manufacturers' installation instructions  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>6.03.11</b> Interpret electrical ladder diagrams  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>6.03.12</b> Install common control devices such as pressure indicators and pressure transmitters  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>6.03.13</b> Measure from grid lines  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		

**Steamfitter/Pipefitter**

**BLOCK D**  
**10% - 13 questions on the IP exam**

**Learning Category**  
**RIGGING AND HOISTING**

**Task 7 - D**  
**6 questions on the IP exam**

Learning Outcome  
**Plans lift**

Journeyperson  
 Sign-off  
 Task 7

Complete

Incomplete

**Task 7 Learning Needs**

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

Knowledge, Skills and Abilities - Competencies

<b>SUB-TASK 7.01</b>  <u>Learning Objective</u> <b>Determines load</b>  JP Sign-off ____	<b>7.01.01</b> Demonstrate an understanding of weights and measures  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>7.01.02</b> Demonstrate an understanding of types of loads  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>7.01.03</b> Determine requirements for engineered lifts  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>7.01.04</b> Calculate weights and measures  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>7.01.05</b> Assess load requirements such as rigging equipment and capacity  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	<b>7.01.06</b> Determine centre of gravity  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____				
<b>SUB-TASK 7.02</b>  <u>Learning Objective</u> <b>Selects rigging equipment</b>  JP Sign-off ____	<b>7.02.01</b> Demonstrate an understanding of rigging methods  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>7.02.02</b> Identify types of rigging equipment such as chain falls, come-alongs, shackles and slings  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>7.02.03</b> Identify spreader bars and restrictions  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>7.02.04</b> Select required rigging equipment  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>7.02.05</b> Calculate mechanical advantage  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	<b>7.02.06</b> Calculate load balancing requirements  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>7.02.07</b> Reference rigging tables  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>7.02.08</b> Check condition of equipment  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____		

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

Learning Outcome  
Plans lift

**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 7  
Learning Needs**

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

<b>SUB-TASK 7.03</b>  <u>Learning Objective</u> <b>Selects lifting equipment</b>  JP Sign-off _____	<b>7.03.01</b> Determine height and weight limitations  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>7.03.02</b> Demonstrate an understanding of lifting equipment  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>7.03.03</b> Determine direction of lift  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>7.03.04</b> Determine ropes, knots and hitches  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>7.03.05</b> Calculate mechanical advantage  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>7.03.06</b> Demonstrate an understanding of lever systems  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>7.03.07</b> Reference load charts  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____			

**8 - D**  
**7 questions on the IP exam**

Learning Outcome  
**Hoists load**

Journeyperson  
 Sign-off  
 Task 8

Complete

Incomplete

**Task 8 Learning Needs**

Sub-Tasks Learning Objectives  
 to be completed  
 Comments

Knowledge, Skills and Abilities - Competencies

<b>SUB-TASK 8.01</b>  <u>Learning Objective</u> <b>Secures lift area</b>  <b>JP Sign-off</b> ____	<b>8.01.01</b> Calculate lift radius and load  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>8.01.02</b> Determine securing procedures  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>8.01.03</b> Communicate lift to others  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>8.01.04</b> Conduct pre-lift safety checks  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>SUB-TASK 8.02</b>  <u>Learning Objective</u> <b>Sets up rigging equipment</b>  <b>JP Sign-off</b> ____	<b>8.02.01</b> Select types of rigging equipment such as chain falls, come-alongs, shackles and slings  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>8.02.02</b> Interpret shop drawings  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>8.02.03</b> Perform attachment procedures  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>8.02.06</b> Determine load placement  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>8.02.07</b> Assist crane operator with crane placement  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>8.02.08</b> Determine lifting points  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>8.02.09</b> Determine attachment points  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>8.02.11</b> Set up rigging components  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____			<b>8.02.10</b> Tie knots  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

**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 8 Learning Needs**

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

Comments

<p><b>SUB-TASK 8.03</b></p> <p>Learning Objective <b>Performs lift</b></p> <p>JP Sign-off _____</p>	<p><b>8.03.01</b> Apply rigging communication method</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>8.03.02</b> Demonstrate an understanding and use of rigging terminology</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>8.03.03</b> Balance load</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>8.03.04</b> Perform test lift</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>8.03.05</b> Use hand signals</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p><b>8.03.06</b> Use electronic communication devices</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>8.03.07</b> Transfer load to other rigging equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>8.03.08</b> Place (land) load</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>8.03.09</b> Secure load in location</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	
<p><b>SUB-TASK 8.04</b></p> <p>Learning Objective <b>Conducts post-lift equipment inspection</b></p> <p>JP Sign-off _____</p>	<p><b>8.04.01</b> Perform equipment inspection techniques</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>8.04.02</b> Detect faulty equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>8.04.03</b> Assess damage to equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>8.04.04</b> Tag damaged equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>8.04.05</b> Report faulty or damaged equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p><b>8.05.01</b> Apply appropriate storage procedures</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>8.05.02</b> Evaluate storage conditions</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>8.05.03</b> Protect rigging and lifting equipment from elements such as weather, temperature and chemicals</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>		

**Steamfitter/Pipefitter**

**BLOCK E**  
**14% - 18 questions on the IP exam**

**Learning Category**  
**STEAM SYSTEM INSTALLATION**

**Task 9 - E**  
**12 questions on the IP exam**

**Learning Outcome**  
**Installs high and low pressure process steam systems**

Journey person  
 Sign-off  
 Task 9

Complete

Incomplete

**Task 9 Learning Needs**

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

Knowledge, Skills and Abilities - Competencies

<b>SUB-TASK 9.01</b>  <u>Learning Objective</u> <b>Installs equipment for high and low pressure process steam</b>  JP Sign-off ____	<b>9.01.01</b> Demonstrate an understanding of high pressure steam equipment such as deaerator tanks and soot blowers  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>9.01.02</b> Demonstrate an understanding of low pressure steam equipment such as steam kettles, steam dryers and autoclaves  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>9.01.03</b> Recognize applications for high pressure process such as turbines  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>9.01.04</b> Recognize applications for low pressure process such as humidifiers and sterilizers  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>9.01.05</b> Recognize condensate removal systems  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	<b>9.01.06</b> Demonstrate an understanding of the dangers associated with high and low pressure steam  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>9.01.07</b> Demonstrate an understanding of equipment isolation components such as double-block and bleed  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>9.01.08</b> Install condensate components for high and low pressure  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>9.01.09</b> Attach piping to equipment  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>9.01.10</b> Set and level equipment  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	<b>9.01.11</b> Secure equipment  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>9.01.12</b> Install vibration isolation  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>9.01.13</b> Install expansion control devices  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____		

<b>SUB-TASK 9.02</b>  <u>Learning Objective</u> <b>Installs piping for high pressure process steam</b>  JP Sign-off ____	<b>9.02.01</b> Determine piping materials used for process such as carbon steel and alloy steel  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>9.02.02</b> Classify grades and sizes of pipe  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>9.02.03</b> Select components such as pressure reducing stations and pressure relief valves  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>9.02.04</b> Demonstrate an understanding of applications of superheated steam  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>9.02.05</b> Demonstrate an understanding of and take precautions against dangers of superheated steam  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	<b>9.02.06</b> Calculate expansion and contraction of pipe  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>9.02.07</b> Install steam tracing  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>9.02.08</b> Install piping to reclaim superheated steam  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>9.02.09</b> Install types of controls such as hydraulic, pneumatic and electric  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>9.02.10</b> Install metering controls  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____

**Task 9 - E  
(cont'd)**

Learning Outcome  
Installs high and low  
pressure process steam  
systems

**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

<b>SUB-TASK 9.03</b>  <u>Learning Objective</u> <b>Installs piping for low pressure process steam</b>  JP Sign-off _____	<b>9.03.01</b> Demonstrate an understanding of applications for process with low pressure steam such as sterilization, process heating and humidification  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>9.03.02</b> Classify piping materials such as alloy steel and carbon steel  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>9.03.03</b> Attach components such as pressure reducing stations, control valves and cyclones  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>9.03.04</b> Clean assembled piping  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>9.03.05</b> Install types of controls such as hydraulic, pneumatic and electric  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>9.03.06</b> Install metering controls  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				











**13 - F**  
**8 questions on the IP exam**

Learning Outcome  
**Installs process piping systems**

Journeyperson  
 Sign-off  
 Task 13

Complete

Incomplete

**Task 13**  
**Learning Needs**

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

Knowledge, Skills and Abilities - Competencies

<b>SUB-TASK</b> <b>13.01</b>  <u>Learning Objective</u> <b>Installs equipment for process piping systems</b>  <b>JP Sign-off</b> ____	<b>13.01.01</b> Demonstrate an understanding of types of equipment for process piping systems such as pumps, exchangers and vessels  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>13.01.02</b> Determine equipment function  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>13.01.03</b> Determine location of equipment  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>13.01.04</b> Set and level equipment  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>13.01.05</b> Secure equipment  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	<b>13.01.06</b> Install vibration isolation  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____				
<b>SUB-TASK</b> <b>13.02</b>  <u>Learning Objective</u> <b>Installs piping for process piping systems</b>  <b>JP Sign-off</b> ____	<b>13.02.01</b> Classify types and grades of pipe and fittings  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>13.02.02</b> Select pipe accessories and components such as valves, strainers and expansion joints  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>13.02.03</b> Determine system medium  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>13.02.04</b> Apply applicable codes and specifications  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>13.02.05</b> Determine bolt torquing and tensioning equipment  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	<b>13.02.06</b> Determine welding methods and procedures from job specifications  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>13.02.07</b> Distinguish material types such as carbon, stainless steel and plastic  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>13.02.08</b> Select joining methods such as solvent welding, butt fusion and fibreglass reinforced pipe (FRP) lay-up  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____		

14 - F  
2 questions on the IP exam  
Learning Outcome  
Installs hydraulic systems

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

<b>SUB-TASK</b> 14.01  <u>Learning Objective</u> Installs equipment for hydraulic systems  JP Sign-off ____	<b>14.01.01</b> Select hydraulic system components such as reservoirs, valves and pumps  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>14.01.02</b> Apply hydraulic principles  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>14.01.03</b> Install drive motors and actuators  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>14.01.04</b> Determine location of equipment  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>14.01.05</b> Set and level equipment  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	<b>14.01.06</b> Secure equipment  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>14.01.07</b> Install vibration isolation  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____			
<b>SUB-TASK</b> 14.02  <u>Learning Objective</u> Installs piping and tubing for hydraulic systems  JP Sign-off ____	<b>14.02.01</b> Determine pipe, tubing and fittings  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>14.02.02</b> Determine hoses and their connectors  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>14.02.03</b> Identify pressure relief circuits  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>14.02.04</b> Identify types of hydraulic fluids  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>14.02.05</b> Identify support requirements for hydraulic piping  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	<b>14.02.06</b> Select joint sealant compounds  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>14.02.07</b> Select joining methods such as welded, screwed and hose connectors  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____			

**15 - F**  
**2 questions on the IP exam**  
Learning Outcome  
**Installs fuel systems**

Journeyperson  
 Sign-off  
 Task 15

Complete

Incomplete

**Task 15 Learning Needs**

Sub-Tasks Learning Objectives  
 to be completed  
 Comments

Knowledge, Skills and Abilities - Competencies

<b>SUB-TASK 15.01</b> <u>Learning Objective</u> <b>Installs equipment for fuel systems</b>  <b>JP Sign-off</b> ____	<b>15.01.01</b> Apply applicable codes in area  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>15.01.02</b> Recognize burner types and operating principles  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>15.01.03</b> Determine source of ignition  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>15.01.04</b> Calculate appropriate venting  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>15.01.05</b> Identify products of combustion  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	
	<b>15.01.06</b> Calculate combustion air  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>15.01.07</b> Select proper controls  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>15.01.08</b> Determine fuel storage and supply  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>15.01.09</b> Determine location of equipment  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>15.01.10</b> Set and level equipment  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	
	<b>15.01.11</b> Secure equipment  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>15.01.12</b> Install vibration isolation  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____				
<b>SUB-TASK 15.02</b> <u>Learning Objective</u> <b>Installs piping for fuel systems</b>  <b>JP Sign-off</b> ____	<b>15.02.01</b> Demonstrate an understanding of types of fuels such as bunker C, natural gas and propane  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>15.02.02</b> Select regulators  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>15.02.03</b> Apply applicable codes  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>15.02.04</b> Select fuel gas valves  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>15.02.05</b> Reference piping requirements for fuel oils  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	
	<b>15.02.06</b> Reference piping requirements for gaseous fuels  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>15.02.07</b> Determine routing  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>15.02.08</b> Label system  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____			

**16 - F**  
**3 questions on the IP exam**

Learning Outcome  
**Installs compressed air and medical gas systems**

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

<b>SUB-TASK</b> <b>16.01</b>  <u>Learning Objective</u> <b>Installs equipment for compressed air and medical gas systems</b>  <b>JP Sign-off</b> ____	<b>16.01.01</b> Select air compressors  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>16.01.02</b> Select compressed air dryers  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>16.01.03</b> Select filters  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>16.01.04</b> Meet certification requirements  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>16.01.05</b> Select receiver tanks  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	
	<b>16.01.06</b> Select medical gas system equipment such as vacuum pumps and dryers  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>16.01.07</b> Select equipment controls such as pressure regulators, pressure switches and pressure relief valves  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>16.01.08</b> Select manifold assemblies  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>16.01.09</b> Install medical gas panels, columns and terminal units  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>16.01.10</b> Reference medical gas codes  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	
	<b>16.01.11</b> Determine location of equipment  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>16.01.12</b> Set and level equipment  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>16.01.13</b> Secure equipment  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>16.01.14</b> Install vibration isolation  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____		

16 - F  
(cont'd)

Learning Outcome  
Installs compressed air  
and medical gas systems

Task 16  
Learning Needs

Sub-Tasks  
Learning Objectives  
to be completed  
Comments

Knowledge, Skills and Abilities - Competencies

<p><b>SUB-TASK</b> <b>16.02</b></p> <p><u>Learning Objective</u> Installs piping and tubing for compressed air systems</p> <p>JP Sign-off _____</p>	<p><b>16.02.01</b> Demonstrate an understanding of instrument air requirements</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>16.02.02</b> Demonstrate an understanding of utility air requirements</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>16.02.03</b> Demonstrate an understanding of process air requirements</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>16.02.04</b> Determine types of piping such as stainless steel, carbon, galvanized steel and copper</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>16.02.05</b> Select tubing and hoses</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p><b>16.02.06</b> Determine routing</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>16.02.07</b> Install connectors</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>16.02.08</b> Install drip leg and dirt pocket</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>16.02.09</b> Install inline filter/ regulator/lubricator</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	
<p><b>SUB-TASK</b> <b>16.03</b></p> <p><u>Learning Objective</u> Installs piping and tubing for medical gas systems</p> <p>JP Sign-off _____</p>	<p><b>16.03.01</b> Select medical gas piping and tubing and related equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>16.03.02</b> Classify types of medical gases such as oxygen, air and nitrogen</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>16.03.03</b> Demonstrate an understanding of the importance of cleanliness of system</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>16.03.04</b> Demonstrate an understanding of pin indexing and Diameter Index Safety System (DISS)</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>16.03.05</b> Install quick connect fittings</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p><b>16.03.06</b> Use joining methods such as brazing, mechanical and orbital welding</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>16.03.07</b> Clean piping, tubing and fittings</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>16.03.08</b> Prepare joints</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>16.03.09</b> Purge lines</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>16.03.10</b> Install emergency shut-off valves</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p><b>16.03.11</b> Label entire system</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>				



**Steamfitter/Pipefitter**

**BLOCK G**  
77% - 9 questions on the IP exam

**Learning Category**  
**TESTING AND COMMISSIONING**

**17 - G**  
4 questions on the IP exam

**Learning Outcome**  
**Prepares system for test**

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

<b>SUB-TASK</b> 17.01  <u>Learning Objective</u> <b>Pre-checks system for test</b>  <b>JP Sign-off</b> ____	<b>17.01.01</b> Select pre-check list such as a punch list  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>17.01.02</b> Complete pre-check list such as a punch list  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>17.01.03</b> Trace the pipe line using drawings  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____		
	<b>SUB-TASK</b> 17.02  <u>Learning Objective</u> <b>Selects test equipment</b>  <b>JP Sign-off</b> ____	<b>17.02.01</b> Recognize types of test equipment such as hydrostatic test pumps, regulators and test gauges  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>17.02.02</b> Determine system test requirements  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>17.02.03</b> Perform test equipment operations  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>17.02.04</b> Reference MSDS  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	<b>17.02.06</b> Reference drawings and specifications  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>17.02.07</b> Perform basic check of test equipment  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____			
<b>SUB-TASK</b> 17.03  <u>Learning Objective</u> <b>Isolates system</b>  <b>JP Sign-off</b> ____	<b>17.03.01</b> Determine component limitations  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>17.03.02</b> Install temporary spools  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>17.03.03</b> Install isolation components such as blinds, plugs and caps  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	<b>17.03.04</b> Apply isolation methods such as lock-out procedures  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	

**Task 17 - G  
(cont'd)**

Learning Outcome  
Prepares system for test

**Task 17  
Learning Needs**

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

Knowledge, Skills and Abilities - Competencies

<b>SUB-TASK 17.04</b>  <u>Learning Objective</u> <b>Connects test equipment</b>  JP Sign-off _____	<b>17.04.01</b> Identify connection points  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>17.04.02</b> Select types of accessories such as vents, drains and test headers  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>17.04.03</b> Apply manufacturers' recommendations  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>17.04.04</b> Use test headers  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>17.04.05</b> Install vents and drains  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____

**Task 18 - G**  
**3 questions on the IP exam**  
Learning Outcome  
**Performs test**

Journeyperson  
 Sign-off  
 Task 18

Complete

Incomplete

**Task 18**  
**Learning Needs**

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

**Rating:**

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

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

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

Knowledge, Skills and Abilities - Competencies

<b>SUB-TASK</b> <b>18.01</b>  <u>Learning Objective</u> <b>Secures test area</b>  JP Sign-off _____	<b>18.01.01</b> Apply securing procedures  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>18.01.02</b> Determine test area radius  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>18.01.03</b> Apply safety procedures  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>18.01.04</b> Communicate test to others  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
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<b>SUB-TASK</b> <b>18.02</b>  <u>Learning Objective</u> <b>Pressurizes system</b>  JP Sign-off _____	<b>18.02.01</b> Reference MSDS for testing medium  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>18.02.02</b> Calculate testing pressure  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>18.02.03</b> Fill system  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>18.02.04</b> Apply test procedures  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>18.02.05</b> Operate test equipment  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>18.02.06</b> Vent and drain piping system  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>18.02.07</b> Monitor test equipment  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____			

<b>SUB-TASK</b> <b>18.03</b>  <u>Learning Objective</u> <b>Inspects system</b>  JP Sign-off _____	<b>18.03.01</b> Apply test parameters  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>18.03.02</b> Reference documentation  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>18.03.03</b> Detect defects  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>18.03.04</b> Report defects  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
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**Task 18 - G  
(cont'd)**

Learning Outcome  
Performs test

Knowledge, Skills and Abilities - Competencies

<b>SUB-TASK 18.04</b>  <u>Learning Objective</u> <b>Corrects leaks</b>  JP Sign-off ____	<b>18.04.01</b> Identify types of defects  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>18.04.02</b> Depressurize  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>18.04.03</b> Correct defect  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>18.04.04</b> Re-test system  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
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**Task 18  
Learning Needs**

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

<b>SUB-TASK 18.05</b>  <u>Learning Objective</u> <b>Removes test equipment</b>  JP Sign-off ____	<b>18.05.01</b> Determine medium handling  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>18.05.02</b> Apply solution disposal and recovery methods  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>18.05.03</b> Apply test equipment handling procedures  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>18.05.04</b> Depressurize  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>18.05.05</b> Recover and dispose of test solutions  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>18.05.06</b> Flush system  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				

**Task 19 - G**  
**2 questions on the IP exam**  
Learning Outcome  
**Commissions systems**

Journeyperson  
 Sign-off  
 Task 19

Complete

Incomplete

**Task 19**  
**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

<b>SUB-TASK 19.01</b>  <u>Learning Objective</u> <b>Flushes system</b>  <b>JP Sign-off</b> ____	<b>19.01.01</b> Apply MSDS for flushing medium  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>19.01.02</b> Select equipment required  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>19.01.03</b> Follow flushing procedure  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>19.01.04</b> Follow cleaning procedure  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>19.01.05</b> Reference specifications  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____
	<b>19.01.06</b> Identify equipment to be protected from flushing medium  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>19.01.07</b> Recover and dispose of flushing medium  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____			
<b>SUB-TASK 19.02</b>  <u>Learning Objective</u> <b>Chemically treats system</b>  <b>JP Sign-off</b> ____	<b>19.02.01</b> Apply MSDS  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>19.02.02</b> Select equipment required  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>19.02.03</b> Reference specifications  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>19.02.04</b> Follow treatment procedures  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>19.02.05</b> Obtain a sample of the treated medium for testing  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____

**Task 19 - G  
(cont'd)**

Learning Outcome  
**Commissions systems**

Knowledge, Skills and Abilities - Competencies

**Task 19  
Learning Needs**

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

<p><b>SUB-TASK 19.03</b></p> <p><u>Learning Objective</u> <b>Assists in start-up procedure</b></p> <p>JP Sign-off _____</p>	<p><b>19.03.01</b> Determine components</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>19.03.02</b> Apply equipment/ trim function specifications</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>19.03.03</b> Remove blinds</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>19.03.04</b> Reinstall controls and equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>19.03.05</b> Install additional trim</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p><b>19.03.06</b> Check equipment/trim function</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>19.03.07</b> Liaise with owner's representative</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>19.03.08</b> Fill system to operational level</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>19.03.09</b> Follow start-up procedure</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>19.03.10</b> Install valve identification tags</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p><b>19.03.11</b> Apply pipe markings</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>				

**Steamfitter/Pipefitter**

**BLOCK H**  
**8% - 11 questions on the IP exam**

**Learning Category**  
**MAINTENANCE AND REPAIR**

**Task 20 - H**  
**5 questions on the IP exam**

**Learning Outcome**  
**Maintains system**

Journey person  
 Sign-off  
 Task 20

Complete

Incomplete

**Task 20**  
**Learning Needs**

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

**Rating:**

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

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

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

Knowledge, Skills and Abilities - Competencies

<b>SUB-TASK</b> <b>20.01</b>  <u>Learning Objective</u> <b>Follows lock-out procedures</b>  <b>JP Sign-off</b> ____	<b>20.01.01</b> Identify piping system being worked on  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>	<b>20.01.02</b> Determine types of lock-out procedures such as mechanical and electrical  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>	<b>20.01.03</b> Determine components that require lock-out such as pumps, valves and electrical panels  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>	<b>20.01.04</b> Install blinds  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>	<b>20.01.05</b> Lock-out valves and equipment using chains, locks and tags  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>
	<b>20.01.06</b> Verify that system is isolated  Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____ <input type="checkbox"/>				

**Task 20 - H  
(cont'd)**

Learning Outcome  
**Maintains system**

**Task 20  
Learning Needs**

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

Knowledge, Skills and Abilities - Competencies

<p><b>SUB-TASK 20.02</b></p> <p><u>Learning Objective</u> <b>Performs preventative maintenance and service</b></p> <p>JP Sign-off _____</p>	<p><b>20.02.01</b> Follow scheduled maintenance</p> <p>Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>20.02.02</b> Identify medium</p> <p>Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>20.02.03</b> Determine types of gaskets</p> <p>Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>20.02.04</b> Select appropriate lubricants</p> <p>Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>20.02.05</b> Evaluate fasteners</p> <p>Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____</p>
	<p><b>20.02.06</b> Isolate system</p> <p>Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>20.02.07</b> Depressurize and drain system</p> <p>Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>20.02.08</b> Secure area</p> <p>Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>20.02.09</b> Procure and inspect materials</p> <p>Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>20.02.10</b> Make gaskets</p> <p>Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____</p>
	<p><b>20.02.11</b> Assist with system shut-down</p> <p>Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>20.02.12</b> Clean components such as strainers, filters, traps and drains</p> <p>Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>20.02.13</b> Lubricate components such as valves, pumps and soot blowers</p> <p>Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>20.02.14</b> Retorque flanges</p> <p>Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____</p>	<p><b>20.02.15</b> Recover and dispose of medium</p> <p>Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____</p>



**21 - H**  
**6 questions on the IP exam**

Learning Outcome  
**Performs repairs**

Journeyperson  
 Sign-off  
 Task 21

Complete

Incomplete

**Task 21**  
**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**

<b>SUB-TASK</b> <b>21.01</b>  <u>Learning Objective</u> <b>Locates problems</b>  JP Sign-off ____	<b>21.01.01</b> Sight potential problems with piping such as connection leaks, gasket failures and hot condensate lines  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>21.01.02</b> Sight potential problems with equipment such as leaking boiler connections and faulty emergency shut-off valves  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>21.01.03</b> Sight potential problems with components such as passing valves, leaking packings, bent valve stems and faulty steam traps  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>21.01.04</b> Check system using senses and testing equipment  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>21.01.05</b> Check all parts of the system  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>21.02.01</b> Determine piping system and medium  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>21.02.02</b> Determine components to be replaced such as gaskets and valves  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>21.02.03</b> Follow regulations and policies governing repairs such as confined space regulations and weld procedures  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>21.02.04</b> Remove and replace piping  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>21.02.05</b> Apply temporary repairs to piping and components such as vessels and exchangers  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>21.02.06</b> Make gaskets  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>21.02.07</b> Procure and inspect materials  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>21.02.08</b> Follow manufacturers' specifications  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>21.02.09</b> Follow repair procedures such as locking out  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>21.02.10</b> Test and check repairs  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>21.02.11</b> Assist with start-up  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				

# APPENDIX A

## STEAMFITTER/PIPEFITTER NATIONAL OCCUPATIONAL ANALYSIS GLOSSARY OF TERMS

Backflow preventer	A device or a method that prevents a reverse flow from the normal direction of flow in a piping system
Back-pressure valve	A valve which prevents excessive back pressure in an exhaust steam piping system
Balancing valve	Valve used on hydronic system to give each circuit the same pressure drop due to friction loss
Blowdown	A connection at the bottom or lowest portion of a gauge glass, low water cutoff, automatic water feeder, cast iron water column, etc., to facilitate cleaning out or testing of the equipment
Blowoff	A connection tied in at the lowest possible level of the water section of a steam boiler and at the boiler water line to enable boiler drainage or removal of sludge, mud, scale, etc.
Blowoff tank	A device or apparatus used to receive boiler blow off for the purpose of cooling the water temperature to 170°F
Boiler feed water	See feed water
Boiler heating surface	The area of the heat transmitting surface within a boiler which is in contact with water (or steam) on one side and products of combustion (hot gases) and/or radiant heat from fire on the other side (direct heating surface [radiant], indirect heating surface [hot gases])
Boiler trim	The controls, equipment and accessories connected to a boiler for its safe and efficient operation

Butt fusion	A joining method that requires ends of pipe to be joined by direct heat application on material such as steel or plastic
Bypass valve	Manual controlled passage around a controlling device
CAD	Computer aided design; used for drawing, altering and recalling views and details on a computer
Circuit	The piping path from a boiler or heat exchanger to a heat transfer unit and back to the boiler, e.g. on a monoflow system each rad has a circuit
Condensate return system	A piping arrangement designated to return condensate to a steam generator
Contour marker	Instrument used in the fabrication of pipe that will trace lines for the cutting of Ts, Ys and laterals
Control valve	A globe-type valve which controls the flow of a liquid or gas automatically as directed by an electrical or pneumatic signal or a capillary tube; it may be a single or double seated valve
Controller	Attempts to regulate a measurement at some preselected valve; may also indicate or record, e.g. recorder-controller
Converter	A piece of equipment used to heat or cool water and other liquids by means of steam, high temperature hot water, or chilled water without the two mediums coming in contact with each other (heat exchanger; indirect heater)
Cyclones	Any of certain centrifugal devices for separating solid material from gases or liquids
Deaerator	A device used to heat the feedwater before it enters the steam boiler. It may be used for reducing thermal shock, saving of fuel, removing temporary hardness and unwanted gases (such as oxygen and carbon dioxide) from the make-up water
Desuperheater	A device which uses water as a cooling medium to lower the temperature of the superheated steam

Direct return	A two-pipe heating system (hydronic systems) in which the first unit supplied has the shortest return to the boiler
Dirt pocket	A short piece of pipe and a cap in which scale, dirt or any other foreign matter may gather and which prevents their entry into an automatic control, usually a steam trap
Double-block-and-bleed	A valving system wherein a full flow vent valve is located on piping between two shut-off valves in series for the purpose of bleeding to the atmosphere excess pressure between valves
Drip	A piping arrangement by which condensate accumulation is handled or removed in a steam system
Expansion joint	A manufactured, mechanical device to take up or to compensate for the expansion and contraction of a pipe line due to temperature change
Feed water	Water that is fed into a boiler
Flash tank	A device or apparatus used to cool high temperature condensate to a low enough temperature to prevent it from flashing in a low pressure return
Flashback	Flashback always occurs in the line carrying the lower pressure and will always occur beyond the mixer, and may include the hose and regulator as well. It is usually a devastating explosion or series of explosions, leaving the equipment in shambles
Flashing (flash steam)	The act of water changing to steam. Steam which is formed when hot condensate under pressure is released to a lower pressure
Grid lines	A pattern regularly spaced horizontal and vertical lines forming squares on a set of architectural drawings, used as a reference for locating points
Heat exchangers	A device for transferring heat from one fluid to another without intermixing the two fluids
Heat transfer unit	A device used to transfer heat from a fluid to a space for conduction, convection or radiation

High temperature hot-water system	A system which has hot water above 350°F
HVAC system	Heating, ventilation and air-conditioning system
Indicator	An instrument that shows a measurement, but makes no permanent record, e.g. pressure gauge
Interference drawings	Plan and elevation drawings for structural, civil and HVAC among others; used in conjunction with pipe drawings in an effort to identify conflicts or "interferences"; may also be known as coordination drawings
Isolators	A device used to isolate equipment from its piping for testing or flushing purposes; isolators are also used to give separation from its support to prevent the transmission of noise and/or vibration
Low water cutoff	A device which shuts off the automatic fuel control valve when the water falls below a safe level in the boiler
Make-up water	Water supplied to a system that replaces system fluid that has been lost through evaporation, leakage, etc.
Medium temperature hot-water system	A hot-water heating system which has a supply temperature between 250°F and 350°F
Pin indexing	Refers to a fail-safe design by which end connections for specific gasses can only be connected to other ends intended for use with the same gas; for example, equipment intended to utilize oxygen cannot physically be connected to a nitrous oxide gas supply
Post heating	Use of heat source to heat an area after a process such as welding takes place
Preheating	Use of heat source to heat an area before a process such as welding takes place

Pressure-reducing valve	A device of a globe valve pattern used to reduce steam pressure from a higher to a lower pressure; they may be single- or doubled-seated; a device of a globe valve pattern used to reduce city water pressure to the minimum desired system pressure (hot-water system)
Receiver	Receives the signal from a transmitter and converts it into a measurement; may be recording or indicating and may control, e.g. receiver recording controller
Recorder	Makes a permanent record of measurement
Resin	A bonding agent used in the fibreglass process; used in the pulp and paper industry because of its resistance to acids and alkalines
Safety relief valve	A safety device that will open before a dangerous pressure is reached
Saturated steam	Steam which is at the same temperature as the boiling water from which it was formed (dry saturated; wet saturated)
Single-seated control valve	A control valve with a single seat and a single plug or disc
Solvent fusion	Joining plastic pipe by the use of a solvent which dissolves the surface of the pipe and forms a continuous bond upon evaporation
Soot blower	A device which blows the soot off the tubes in the boiler with the use of steam
Spool sheets	Detail views of a piping system identifying specific piping and closing pieces to be fabricated
Spreader bar	A bar that keeps a set of slings from closing up around a piece of equipment and doing damage when in the process of lifting
Spreaders	A set of chokers or slings of equal length used to lift a load
Steam separator	A device used to remove entrained moisture present in steam

Steam tracing	A small tube, 3/8 in. – 5/8 in., which is wrapped around pipe, vessels and pumps and is filled with steam to keep liquids in them from freezing
Steam trap	An automatic device which allows the passage of air and condensate but prevents the passage of steam
Straightening vanes	A device used to take the turbulence out of liquids and gases flowing in pipes so measuring instruments can get an accurate reading
Superheated steam	Saturated steam with the addition of sensible heat; an increase in temperature of saturated steam without an increase in pressure
Superheater	A device used to reheat dry or wet-saturated steam and increase the temperature without increasing the pressure of the steam
Take-offs	Small pipes coming from a common larger header or pipe
Temperature drop	The difference in boiler temperature and return temperature from any circuit; in a hydronic system it is the difference in temperature between any two parts of the system
Vacuum pump	A device used to lower atmospheric pressure inside a vessel or piping system, it is highly efficient and needs a water seal to produce near-perfect vacuum
Vibration compensator	A device used to isolate vibration and/or noise from transmitting or being carried from pump, motor, etc. into a piping system (noise compensator; isolator)
Wet return	A steam condensate return line which is carrying only condensate
Wrap-around	A coil of gasket material used to wrap around pipe, when in the process of marking a square cutoff line

## Steamfitter/Pipefitter National Occupational Analysis ACRONYMS

**CAD** Computer Aided Design

**DISS** Diameter Index Safety System

**FRP** Fibreglass Reinforced Pipe

**GMAW** Gas metal arc welding

**GPS** Global Positioning Systems

**HVAC** Heating, ventilation and air conditioning

**MSDS** Material Safety Data Sheet

**NDT** Non-destructive testing

**P&ID** Process and Instrumentation Drawings

**PPE** Personal Protective Equipment

**SMAW** Shielded metal arc welding

**TIG** Tungsten inert gas

**WHMIS** Workplace Hazardous Materials Information System



## APPENDIX B

### REQUIRED ESSENTIAL SKILLS TASKS FOR TRADES

ESSENTIAL SKILL	
Technical Reading	<ul style="list-style-type: none"> <li>➤ Find and use information from one source - i.e., a book, Internet, and work order</li> <li>➤ Find and use information from many parts of a single source - i.e., a code book</li> <li>➤ Recognize what is important from several sources of information</li> <li>➤ Interpret information using more than one source</li> <li>➤ Apply information to the task</li> </ul>
Document Use	<ul style="list-style-type: none"> <li>➤ Use large or difficult documents which are organized into units, headings, chapters, or sub-headings - i.e., a code book</li> <li>➤ Find information in large or very specialized documents which may have many smaller documents - i.e., operations manuals, safety manuals</li> <li>➤ Find information from many sources - i.e., code books, blueprints, work manuals</li> <li>➤ Enter information into pre-set documents and forms - i.e., accident report forms, order forms</li> <li>➤ Combine information from several sources and use it - i.e., alter a work order using information from code books, manuals and blueprints</li> <li>➤ Create new documents using information from a variety of sources - i.e., create work orders, material lists, time-log sheets</li> </ul>

ESSENTIAL SKILL	
Writing	<ul style="list-style-type: none"> <li>➤ Write information into a pre-set form – i.e., contract, lease, building permit</li> <li>➤ Write short messages, explanations, requests or directions – i.e., write a work order, memo, written message for a foreman, supervisor or client</li> <li>➤ Write longer messages, explanations, requests or directions – i.e., write an accident report, a detailed message to a foreman, supervisor or client</li> <li>➤ 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</li> <li>➤ Write detailed, non-routine articles – i.e., make recommendations, use technical language to give directions to or ask for information from other tradespeople</li> </ul>
Math	<ul style="list-style-type: none"> <li>➤ Perform math calculations using formulas, fractions, decimals and percent</li> <li>➤ Combine one or more math operations to solve a problem</li> <li>➤ Estimate numbers</li> <li>➤ Convert between Imperial and Metric measurement systems</li> <li>➤ Solve equations</li> <li>➤ Use trigonometry to solve problems (not a requirement in every trade)</li> </ul>

ESSENTIAL SKILL	
<b>Computer Use</b>	<ul style="list-style-type: none"> <li>➤ Perform basic computer operations needed to produce a document – i.e., a letter</li> <li>➤ Find information on the Internet</li> <li>➤ Find information in workplace databases</li> <li>➤ Send and receive email</li> <li>➤ Enter data into a set format – i.e., form, spreadsheet, chart</li> <li>➤ Manage electronic information – i.e., save files</li> <li>➤ Choose and use the best software program for the task</li> </ul>
<b>Oral Communication</b>	<ul style="list-style-type: none"> <li>➤ Take directions from a supervisor or co-workers on work-related projects</li> <li>➤ Give directions to co-workers on work related projects</li> <li>➤ Exchange information using trade terminology</li> <li>➤ Provide details on facts</li> <li>➤ Provide opinions on work-related projects</li> <li>➤ Organize, present and interpret ideas in a logical manner</li> <li>➤ Communicate one-on-one or in a group on complex work-related matters</li> </ul>

ESSENTIAL SKILL	
Thinking Skills	<ul style="list-style-type: none"> <li>➤ Identify problems</li> <li>➤ Apply learning from previous experiences to identify possible solutions to a problem</li> <li>➤ Find, evaluate and choose appropriate information to solve a problem</li> <li>➤ Evaluate the best possible solution to a problem</li> <li>➤ Make decisions</li> <li>➤ Plan and organize job tasks to set time-lines</li> <li>➤ Ensure quality control standards are met</li> </ul>
Working with Others	<ul style="list-style-type: none"> <li>➤ Complete tasks to industry standard under supervision</li> <li>➤ Complete tasks to industry standard without supervision</li> <li>➤ Complete assigned tasks to meet time-lines that meet project deadlines</li> <li>➤ Accept feedback</li> <li>➤ Give feedback</li> <li>➤ Evaluate then apply recommendations from co-workers</li> <li>➤ Resolve conflict</li> <li>➤ Mentor an apprentice</li> </ul>

ESSENTIAL SKILL	
<b>Continuous Learning</b>	<ul style="list-style-type: none"> <li>➤ Identify work/career strengths and areas for improvement</li> <li>➤ Develop a work/career learning plan</li> <li>➤ Set goals</li> <li>➤ Participate in learning opportunities to meet workplace goals</li> <li>➤ Apply new learning in the workplace environment</li> <li>➤ Revisit, reflect and revise the learning plan regularly</li> <li>➤ Engage in learning opportunities to keep skills current and meet career goals</li> </ul>

