



More skills ... more opportunities

# Professional Skills Record

## Carpenter

### NOC 7271

## ***ACKNOWLEDGEMENTS***

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# Journeyperson's Handbook

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

## **1 Why Do I Need this Handbook?**

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

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

## **2 But We Have Logbooks**

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

A Logbook:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The PSR takes information from the NOA and:

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## 6.1 Tips

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

### Checklist for giving instructions:

- ✓ **explain the task**
  - ✓ **show them how it is done**
  - ✓ **answer their questions**
  - ✓ **oversee the work**
  - ✓ **give them time to practise**
  - ✓ **give feedback on how they are doing**
  - ✓ **take time to show them how to do the task better**
- **Give feedback.** Giving feedback often helps your apprentice to have a clear understanding of what you want them to do and how you want them to perform. The PSR helps you to give feedback because each knowledge, skills and ability (competency) statement is clear.

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

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

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

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

- **Give your apprentice experience in many skills.** Sometimes apprentices end up performing the same set of skills over and over again because they are really good at them. They are required to learn the scope of the entire trade during their apprenticeship. If you have the capability, it would be helpful to take advantage of the opportunity to cover a wide range of skills by moving your apprentice from one set of skills to another on a regular basis.
- **Track and Document learning.** Every employer cannot offer an apprentice training in every skill in a trade because each workplace is unique. Some workplaces are specialists in one area of a trade.

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

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

This meeting time gives you the best opportunity to:

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

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

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

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

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

## 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.

<b>Trade Name</b>  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>
Journeyperson Sign-off Task 1  <div style="display: flex; justify-content: space-between; align-items: center;"> <span>Complete</span> <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <span>Incomplete</span> <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> </div>



Knowledge, Skills and Abilities - Competencies

<b>SUB-TASK 1.01</b>  <u>Learning Objective</u> <b>Uses hand tools</b>  <b>JP Sign-off</b> ____	<b>1.01.01</b> Identify boring tools  <div style="display: flex; justify-content: space-between;"> <span><b>Rating</b> ____</span> <span><b>Complete</b></span> </div> <div style="display: flex; justify-content: space-between;"> <span><b>Proof</b> ____</span> <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> </div> <div style="display: flex; justify-content: space-between;"> <span><b>Use</b> ____</span> <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> </div>	<b>1.01.02</b> Identify hand cutting tools  <div style="display: flex; justify-content: space-between;"> <span><b>Rating</b> ____</span> <span><b>Complete</b></span> </div> <div style="display: flex; justify-content: space-between;"> <span><b>Proof</b> ____</span> <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> </div> <div style="display: flex; justify-content: space-between;"> <span><b>Use</b> ____</span> <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> </div>
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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".

[illegible]

## Comments

You might

- 

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



# PROFESSIONAL SKILLS RECORD

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

## Carpenter

NOC 7271

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



Human Resources and  
Skills Development Canada

Ressources humaines et  
Développement des compétences Canada





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

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

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

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

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

#### **INFORMATION SITES:**

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

CANADIAN RED SEAL SITE  
[www.red-seal.ca](http://www.red-seal.ca)

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## Carpenter Trade Information

Name: \_\_\_\_\_ Full Address: \_\_\_\_\_  
Email Address: \_\_\_\_\_  
Phone: Home \_\_\_\_\_ Work \_\_\_\_\_ Cell \_\_\_\_\_

## Technical Skills Journey person Assessor/s

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

Apprenticeship Program Start Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_ Red Seal Certification Date: \_\_\_\_\_

Apprenticeship Training Officer:

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

Provincial/Territorial Apprenticeship Manager:

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

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

## Professional Skills Record (PSR) Development

### Professional Skills Record (PSR)

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

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

### PSR Carpenter Document Validation

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

## Where Technical Trade Learning Happens

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

- **Formal Learning** – structured learning that occurs in formal education and training institutions (for example, High School, Trades School, Apprenticeship Programs, Registered Union and Industry Training Programs)
- **Non-Formal Learning** – learning that happens through planned, structured training or education outside the formal education system (for example, Workshops, Seminars, Community School)
- **Informal/Experiential Learning** – learning that results from experience, occurs outside a structured environment, and is controlled by the learner (for example, learning happens through experience on-the-job, volunteer work, self-study, and life experiences). Informal or experiential learning must be current and essential to the trade.

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

## Academic Trade Certification Requirement

**Trade Designation: Carpenter National Occupational Classification (NOC) 7271**

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

Essential Skills common to all trades are listed in Appendix B of this document. Specific Essential Skills for the Carpentry trade are listed on the Red Seal website [www.red-seal.ca](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.**

[illegible]

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

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

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

### RECOGNITION FOR SKILLS AND LEARNING (RSL)

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

Through the completion of a **Professional Skills Record (PSR)** an apprentice can avoid learning what they already know and can do. Through a **Recognition of Skills and Learning (RSL)** process a trade apprentice can submit a PSR for assessment to:

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



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

Assessment Standard ONE		
Rating: Self-assessment performance rating in the workplace		
Workplace Performance	Rating	Examples of Workplace position/s
Can perform this task and series of sub-tasks: <ul style="list-style-type: none"> <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>	6	<b>Journeyman with a Certificate of Qualification, Red Seal endorsement</b> and/or <b>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>	5	<b>Highly skilled and experienced journeyman with a Certificate of Qualification, Red Seal endorsement</b> to whom co-workers turn for direction and help
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>	4	<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>	3	<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>	2	<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>	1	<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:

<b>Carpenter</b>	←	<b>Trade Designation</b>
<b>IP Exam - 100 Questions</b>	←	<b>Total number of questions on the Interprovincial IP (Red Seal) exam</b>
<b>BLOCK A</b>	←	<b>A Block is the largest division in an NOA and PSR</b>
<b>19% - 19 questions on the IP exam</b>	←	<b>Number of questions from a Block on the IP (Red Seal) exam</b>
<b><u>Learning Category</u></b>	←	<b>Learning Category is another name for BLOCK</b>
<b>OCCUPATIONAL SKILLS</b>	←	<b>Name of a Block or Learning Category</b>

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

**Task 1 – A**

**4 questions on the  
IP exam**

**Learning Outcome**

**Uses tools and  
equipment**

Task Number and Block/Category (letter number)

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

Learning Outcome is another name for a Task

Task or learning outcome description

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 "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)

<p><b>Task 1</b></p> <p><b>Learning Needs</b></p> <p>Sub-Tasks</p> <p><b><u>Learning Objectives</u></b></p> <p>To be completed</p> <p>Comments</p>
--

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

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

<p><b>Sub-Task</b></p> <p><b>1.02</b></p> <p><b><u>Learning Objective</u></b></p> <p>Uses portable power tools</p> <p><b>JP Sign-off</b> _____</p>
--

← Sub-Task Number

← Learning Objective is another name for sub-task

← Sub-task or learning objective description

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

## How to Self-Assess Skills and Learning Using a PSR

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

### RATING:

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

### TYPE OF PROOF:

O - Observation    I - Interview    D - Documentation

### USE:

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

## How to Record Skills and Learning Using a PSR

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

### 1.02.01

Identify types of portable power tools such as electric, battery powered and gas powered

← Skill and Learning that must meet industry standard.

Rating   5  

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

Proof   I  

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

Use   2  

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

Complete



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

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

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



**Carpenter**  
**IP Exam - 100 Questions**

**BLOCK A**  
**19% - 19 questions on the**  
**IP exam**

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

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

Learning Outcome  
**Uses tools and**  
**equipment**

Journeyperson  
 Sign-off  
 Task 1

Complete ☐

Incomplete ☐

**Task 1**  
**Learning Needs**

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

**Rating:**

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

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

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

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

2 - Complete a task with some assistance and supervision

1 - Complete task with assistance and constant supervision

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

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

Knowledge, Skills and Abilities - Competencies

<b>SUB-TASK</b> <b>1.01</b>  <u>Learning Objective</u> <b>Uses hand tools</b>  <b>JP Sign-off</b> ____	<b>1.01.01</b> Identify boring tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.01.02</b> Identify hand cutting tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.01.03</b> Identify abrading and planing tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.01.04</b> Identify assembly and dismantling tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.01.05</b> Identify measuring tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>1.01.06</b> Identify layout and alignment tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.01.07</b> Identify squaring and marking tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.01.08</b> Identify clamping tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.01.09</b> Select and operate hand tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.01.10</b> Maintain and store hand tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
<b>SUB-TASK</b> <b>1.02</b>  <u>Learning Objective</u> <b>Uses portable power tools</b>  <b>JP Sign-off</b> ____	<b>1.02.01</b> Identify types of portable power tools such as electric, battery powered and gas powered  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.02.02</b> Interpret manufacturers' specifications  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.02.03</b> Select and operate portable power tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.02.04</b> Maintain and store portable power tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.02.05</b> Recognize hazards such as worn power cords and dull blades  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>1.03.01</b> Identify types of stationary power tools such as table saws, planers and jointers  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.03.02</b> Interpret manufacturers' specifications  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.03.03</b> Recognize hazards  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.03.04</b> Select and operate stationary power tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>1.03.05</b> Maintain stationary power tools  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

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

Learning Outcome  
**Uses tools and  
equipment**

**Task 1  
Learning Needs**

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

Knowledge, Skills and Abilities - Competencies

<b>SUB-TASK 1.04</b>  <u>Learning Objective</u> <b>Uses powder actuated tools</b>  <b>JP Sign-off</b> ____	<b>1.04.01</b> Identify types of powder actuated tools  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>1.04.02</b> Identify types of shots  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>1.04.03</b> Demonstrate operating procedures  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>1.04.04</b> Interpret and follow manufacturers' specifications  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>1.04.05</b> Meet licensing and training requirements  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____
	<b>1.04.06</b> Select and operate powder actuated tools  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>1.04.07</b> Select shots  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>1.04.08</b> Recognize hazards of use  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>1.04.09</b> Recognize unsafe powder actuated tools  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>1.04.10</b> Dispose of misfired shots  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____
	<b>1.04.11</b> Maintain and store powder actuated tools  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____				

  

<b>SUB-TASK 1.05</b>  <u>Learning Objective</u> <b>Uses pneumatic tools</b>  <b>JP Sign-off</b> ____	<b>1.05.01</b> Identify types of pneumatic tools  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>1.05.02</b> Identify types of fasteners  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>1.05.03</b> Practise safety precautions and identify hazards  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>1.05.04</b> Interpret and follow manufacturers' specifications  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>1.05.05</b> Select and operate pneumatic tools  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____
	<b>1.05.06</b> Select fasteners  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>1.05.07</b> Recognize unsafe pneumatic tools  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>1.05.08</b> Maintain and store pneumatic tools  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____		

**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

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

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

Learning Outcome  
**Uses tools and  
equipment**

**Task 1  
Learning Needs**

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

Knowledge, Skills and Abilities - Competencies

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

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

Learning Outcome  
**Uses tools and  
equipment**

**Rating:**

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

**Type of Proof:**

O - Observation                      I - Interview                      D - Documentation

**Use:**

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

Knowledge, Skills and Abilities - Competencies

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

**Task 1  
Learning Needs**

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

**Task 2 - A**  
4 questions on the IP exam

Learning Outcome  
Uses building tools

Journeyperson  
Sign-off  
Task 2

Complete ☐

Incomplete ☐

**Task 2**  
**Learning Needs**

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

Knowledge, Skills and Abilities - Competencies

<b>SUB-TASK 2.01</b>  <u>Learning Objective</u> <b>Selects materials</b>  <b>JP Sign-off</b> ____	<b>2.01.01</b> Identify material properties such as composition, moisture content, sizing, strength and grain  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>2.01.02</b> Interpret building codes  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>2.01.03</b> Select material applications  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>2.01.04</b> Assess condition, quality or grade of materials  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	
<b>SUB-TASK 2.02</b>  <u>Learning Objective</u> <b>Handles materials</b>  <b>JP Sign-off</b> ____	<b>2.02.01</b> Determine handling and storage procedures  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>2.02.02</b> Determine acclimatization requirements of materials  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>2.02.03</b> Utilize WHMIS and MSDS  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>2.02.04</b> Store building materials  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>2.02.05</b> Store hazardous materials such as glues and solvents  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____
<b>SUB-TASK 2.03</b>  <u>Learning Objective</u> <b>Installs fasteners, adhesives and connectors</b>  <b>JP Sign-off</b> ____	<b>2.03.01</b> Identify types of fasteners, adhesives and connectors  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>2.03.02</b> Recognize structural materials such as wood, concrete, metals and masonry  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>2.03.03</b> Recognize non-structural materials such as insulation, plastic and gypsum  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>2.03.04</b> Select and place fasteners, adhesives and connectors  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>2.03.05</b> Determine location of installation such as anchors in masonry blocks  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____
<b>SUB-TASK 2.04</b>  <u>Learning Objective</u> <b>Installs membranes and sealants</b>  <b>JP Sign-off</b> ____	<b>2.04.01</b> Identify types of membranes such as air/weather barriers, vapour barriers, water-proofing barriers and damp-proofing barriers  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>2.04.02</b> Identify types of sealants such as acoustic, silicone and expanding foam  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>2.04.03</b> Determine and calculate air and vapour flow  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>2.04.04</b> Assess moisture-related problems  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>2.04.05</b> Demonstrate an understanding of building science principles  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____
	<b>2.04.06</b> Select and place air/ weather barriers, vapour barriers, gas and smoke barriers and fire stops  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>2.04.07</b> Select and apply damp-proofing and drainage  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>2.04.08</b> Select and place gaskets  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____		

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

Learning Outcome  
Uses building tools

**Rating:**

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

**Type of Proof:**

O - Observation                      I - Interview                      D - Documentation

**Use:**

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

Knowledge, Skills and Abilities - Competencies

<b>SUB-TASK 2.05</b>  <u>Learning Objective</u> <b>Installs foundation protection</b>  <b>JP Sign-off</b> _____	<b>2.05.01</b> Identify various types of foundation protection  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>2.05.02</b> Determine soils and backfill procedures  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>2.05.03</b> Demonstrate an understanding of and practise drainage principles  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>2.05.04</b> Determine insect damage prevention  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>2.05.05</b> Determine requirements for parging  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>2.05.06</b> Install foundation drainage systems  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>2.05.07</b> Install foundation damp-proofing  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>2.05.08</b> Install backfill protection  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>2.05.09</b> Install construction joints  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>2.05.10</b> Install foundation insulation  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
<b>SUB-TASK 2.06</b>  <u>Learning Objective</u> <b>Installs insulating materials</b>  <b>JP Sign-off</b> _____	<b>2.06.01</b> Identify types of insulating materials  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>2.06.02</b> Determine and follow energy codes  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>2.06.03</b> Demonstrate an understanding of building science principles  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>2.06.04</b> Practise safety procedures when installing insulating materials  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>2.06.05</b> Select and install thermal and acoustical insulation  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>3.01.01</b> Read all types of drawings such as site, architectural, structural and mechanical  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>3.01.02</b> Translate drawing components such as lines, symbols, legends and schedules  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>3.01.03</b> Follow specifications  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>3.01.04</b> Use drawing instruments such as protractors and scale rulers  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>3.01.05</b> Scale imperial and metric measurements  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
<b>SUB-TASK 3.01</b>  <u>Learning Objective</u> <b>Interprets blueprints</b>  <b>JP Sign-off</b> _____					

**Task 3 - A**  
4 questions on the IP exam

Learning Outcome  
**Interprets documentation**

Journeyperson  
Sign-off  
Task 3

Complete ☐

Incomplete ☐

**Task 3**  
**Learning Needs**

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

Knowledge, Skills and Abilities - Competencies

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

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

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



**Task 4 - A**  
**3 questions on the IP exam**

Learning Outcome  
**Organizes work**

Journeyperson  
Sign-off  
Task 4

Complete ☐

Incomplete ☐

**Task 4**  
**Learning Needs**

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

**Rating:**

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

**Type of Proof:**

O - Observation      I - Interview      D - Documentation

**Use:**

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

**Knowledge, Skills and Abilities - Competencies**

<b>SUB-TASK 4.01</b>  <u>Learning Objective</u> <b>Performs site layout</b>  <b>JP Sign-off</b> _____	<b>4.01.01</b> Apply basic geometry  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>4.01.02</b> Apply basic survey theory  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>4.01.03</b> Identify local regulations such as property line setbacks and height restrictions  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>4.01.04</b> Interpret blueprints  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>4.01.05</b> Operate layout instruments such as levels, theodolites, plumb bobs and laser equipment  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____
	<b>4.01.06</b> Use layout structures such as batter boards and string lines  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>4.01.07</b> Locate survey markers  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>4.01.08</b> Determine elevations  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>4.01.09</b> Determine offsets and angles  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	
<b>SUB-TASK 4.02</b>  <u>Learning Objective</u> <b>Estimates materials</b>  <b>JP Sign-off</b> _____	<b>4.02.01</b> Select types of materials  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>4.02.02</b> Interpret blueprints  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>4.02.03</b> Perform calculations such as area and volume  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>4.02.04</b> Perform quantity calculations  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	

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

Learning Outcome  
**Organizes work**

**Task 4  
Learning Needs**

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

Knowledge, Skills and Abilities - Competencies

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

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

Learning Outcome  
**Organizes work**

**Rating:**

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

**Type of Proof:**

O - Observation                      I - Interview                      D - Documentation

**Use:**

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

Knowledge, Skills and Abilities - Competencies

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

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

Learning Outcome  
**Organizes work**

**Task 4  
Learning Needs**

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

Knowledge, Skills and Abilities - Competencies

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

**Task 5 - A**  
4 questions on the IP exam

Learning Outcome  
Constructs temporary access structures

Journeyperson  
Sign-off  
Task 5

Complete ☐

Incomplete ☐

**Task 5**  
**Learning Needs**

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

**Rating:**

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

**Type of Proof:**

O - Observation      I - Interview      D - Documentation

**Use:**

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

Knowledge, Skills and Abilities - Competencies

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

**Carpenter**

**BLOCK B**  
21% - 21 questions on the IP exam

Learning Category  
**CONCRETE**

**Task 6 - B**  
15 questions on the IP exam

Learning Outcome  
**Constructs formwork**

Journeyperson  
Sign-off  
Task 6

Complete ☐

Incomplete ☐

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

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

Knowledge, Skills and Abilities - Competencies

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

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

Knowledge, Skills and Abilities - Competencies

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

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

Learning Outcome  
**Constructs formwork**

**Rating:**

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

O - Observation                      I - Interview                      D - Documentation

**Use:**

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

Knowledge, Skills and Abilities - Competencies

<b>SUB-TASK 6.03 continued</b> <u>Learning Objective</u> <b>Constructs wall and grade beam formwork</b>  JP Sign-off _____	<b>6.03.11</b> Install block outs such as sleeves, bucks and chases  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>6.03.12</b> Install components such as keyways, bulkheads, water stops and chamfer strips  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____			
<b>SUB-TASK 6.04</b> <u>Learning Objective</u> <b>Constructs slab formwork</b>  JP Sign-off _____	<b>6.04.01</b> Identify types of slab formwork  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>6.04.02</b> Determine nailing requirements  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>6.04.03</b> Follow manufacturers' specifications  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>6.04.04</b> Establish elevation  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>6.04.05</b> Install slab formwork  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>6.04.06</b> Brace, plumb and align formwork  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>6.04.07</b> Establish finish elevation  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>6.04.08</b> Install components such as keyways, bulkheads, water stops and miscellaneous inserts  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>6.04.09</b> Align and install falsework  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	

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

Learning Outcome  
**Constructs formwork**

**Task 6  
Learning Needs**

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

Knowledge, Skills and Abilities - Competencies

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



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

Learning Outcome  
Constructs formwork

**Rating:**

- 6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others  
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**3 - Complete a task to the level and quality of performance required by industry without assistance or supervision**  
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1 - Complete task with assistance and constant supervision

**Type of Proof:**

O - Observation                      I - Interview                      D - Documentation

**Use:**

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

Knowledge, Skills and Abilities - Competencies

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

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

Learning Outcome  
Places and cures concrete

Journeyperson  
Sign-off  
Task 7

Complete ☐

Incomplete ☐

**Task 7**  
**Learning Needs**

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

Knowledge, Skills and Abilities - Competencies

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

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

Learning Outcome  
Places and cures  
concrete

Journeyperson  
Sign-off  
Task 7

Complete ☐  
Incomplete ☐

**Task 7  
Learning Needs**

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

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

**Carpenter**

**BLOCK C**

**26% - 26 questions on the IP exam**

**Learning Category**

**FRAMING**

**Task 8 - C**

**14 questions on the IP exam**

Learning Outcome

**Performs layout**

Journeyperson

Sign-off

Task 8

Complete ☐

Incomplete ☐

**Task 8**

**Learning Needs**

**Sub-Tasks**

Learning Objectives

to be completed

Comments

Knowledge, Skills and Abilities - Competencies

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

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

Learning Outcome  
**Performs layout**

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

**9 - C**  
**12 questions on the IP exam**

Learning Outcome  
**Constructs framing systems**

Journeyperson  
Sign-off  
Task 9

Complete ☐

Incomplete ☐

**Task 9**  
**Learning Needs**

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

Knowledge, Skills and Abilities - Competencies

<b>SUB-TASK 9.01</b>  <u>Learning Objective</u> <b>Constructs floor systems</b>  <b>JP Sign-off</b> ____	<b>9.01.01</b> Identify types of beams and joists  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>9.01.02</b> Determine notching and drilling requirements  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>9.01.03</b> Select material  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>9.01.04</b> Place material such as crown up  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>9.01.05</b> Install fastening devices such as joist hangers, anchor bolts and connectors  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>9.01.06</b> Install joists, beams and headers  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>9.01.07</b> Square floor system  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>9.01.08</b> Install components such as blocking, backing and bridging  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>9.01.09</b> Install floor sheathing  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	
<b>SUB-TASK 9.02</b>  <u>Learning Objective</u> <b>Constructs wall systems</b>  <b>JP Sign-off</b> ____	<b>9.02.01</b> Identify types of wall systems such as platform, balloon, timber, steel and panel  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>9.02.02</b> Demonstrate an understanding of preserved wood foundations  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>9.02.03</b> Determine notching and drilling requirements  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>9.02.04</b> Select material  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>9.02.05</b> Determine rough openings  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>9.02.06</b> Place material such as crown up  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>9.02.07</b> Install fastening devices  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>9.02.08</b> Use rigging and hoisting equipment  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>9.02.09</b> Sequence erection of walls  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>9.02.10</b> Erect walls  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	<b>9.02.11</b> Square walls  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>9.02.12</b> Install components such as studs, lintels, blocking, backing, back framing and fire stops as required  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>9.02.13</b> Install wall sheathing  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	<b>9.02.14</b> Align, plumb and brace walls  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	

9 - C  
(cont'd)

Learning Outcome  
Constructs framing  
systems

**Rating:**

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

O - Observation                      I - Interview                      D - Documentation

**Use:**

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

Knowledge, Skills and Abilities - Competencies

SUB-TASK 9.03  <u>Learning Objective</u> Constructs roof and ceiling systems  JP Sign-off _____	9.03.01 Identify types of roof systems such as truss and rafter roofs  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.03.02 Select material  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.03.03 Place material such as crown up  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.03.04 Install fastening devices  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.03.05 Cut compound angles  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	9.03.06 Install roof components such as rafters, trusses, ridge blocking, strapping and bracing  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.03.07 Install ceiling components such as ceiling joists and strapping  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.03.08 Align, plumb and brace roofing members  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.03.09 Install roof sheathing  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.03.10 Install temporary bracing during erection of roof trusses  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	9.03.11 Install gable, hip, intersecting and unequal slope roof components  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				

**Carpenter**

**BLOCK D**

**16% - 16 questions on the IP exam**

Learning Category  
**EXTERIOR FINISH**

**Task 10 - D**

**6 questions on the IP exam**

Learning Outcome  
**Installs exterior doors and windows**

Journey person  
Sign-off  
Task 10

Complete ☐

Incomplete ☐

**Task 10**

**Learning Needs**

**Sub-Tasks**

Learning Objectives  
to be completed

Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 10.01  <u>Learning Objective</u> Installs exterior jambes/frames  JP Sign-off _____	10.01.01 Identify types of window and door jambes/ frames  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.01.02 Construct jambes/frames  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.01.03 Install blocking and backing  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.01.04 Interpret window and door schedule  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.01.05 Verify rough openings  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	10.01.06 Fasten jambes/frames plumb, level and square  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.01.07 Insulate cavities around jambes/frames  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____			
SUB-TASK 10.02  <u>Learning Objective</u> Installs exterior doors  JP Sign-off _____	10.02.01 Identify types of doors  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.02.02 Identify door components  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.02.03 Determine weather protection techniques  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.02.04 Interpret door schedule  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.02.05 Determine door swing  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	10.02.06 Prepare doors for installation  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.02.07 Select and place exterior doors  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.02.08 Install overhead doors  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.02.09 Adjust exterior doors  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	



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

Learning Outcome  
**Installs exterior doors  
and windows**

**Rating:**

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

**Type of Proof:**

O - Observation                      I - Interview                      D - Documentation

**Use:**

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

Knowledge, Skills and Abilities - Competencies

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

**11 - D**  
**5 questions on the IP exam**

Learning Outcome  
**Installs roofing**

Journeyperson  
 Sign-off  
 Task 11

Complete ☐

Incomplete ☐

**Task 11**  
**Learning Needs**

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

Knowledge, Skills and Abilities - Competencies

<b>SUB-TASK</b> <b>11.01</b>  <u>Learning Objective</u> <b>Installs roof coverings</b>  <b>JP Sign-off</b> _____	<b>11.01.01</b> Identify types of roofing materials such as asphalt, wood and metal  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>11.01.02</b> Determine roofing installation procedures  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>11.01.03</b> Place and fasten roof coverings  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>11.01.04</b> Inspect and repair roof coverings  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>11.01.05</b> Use temporary roof platforms  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____
	<b>SUB-TASK</b> <b>11.02</b>  <u>Learning Objective</u> <b>Installs roofing components</b>  <b>JP Sign-off</b> _____	<b>11.02.01</b> Recognize types of components such as vents, flashing and underlayments  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>11.02.02</b> Determine roof venting requirements  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>11.02.03</b> Determine components' application  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>11.02.04</b> Demonstrate sequence of installation  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____
	<b>11.02.06</b> Select and install flashing  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>11.02.07</b> Select and install auxiliary materials such as caulking and bitumen  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____			

12 - D  
5 questions on the IP  
exam

Learning Outcome  
Finishes exterior walls  
and cornices

Journeyperson  
Sign-off  
Task 12

Complete ☐  
Incomplete ☐

Task 12  
Learning Needs

Sub-Tasks  
Learning Objectives  
to be completed  
Comments

Rating:

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

Type of Proof:

O - Observation      I - Interview      D - Documentation

Use:

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

Knowledge, Skills and Abilities - Competencies

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

**Carpenter**

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

Learning Category  
**INTERIOR FINISH**

**Task 13 - E**  
3 questions on the IP exam

Learning Outcome  
**Applies wall/ceiling finishes**

Journeyperson  
Sign-off  
Task 13

Complete ☐

Incomplete ☐

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

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

Knowledge, Skills and Abilities - Competencies

<b>SUB-TASK</b> <b>13.01</b>  <u>Learning Objective</u> <b>Installs gypsum coverings</b>  <b>JP Sign-off</b> _____	<b>13.01.01</b> Identify types of gypsum coverings  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>13.01.02</b> Determine types of wall systems such as shaft wall, fire rated wall and sound wall  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>13.01.03</b> Demonstrate an understanding of sequence of installation  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>13.01.04</b> Interpret and follow fire stopping and fire proofing requirements such as 1 hour and 2 hour rating  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>13.01.05</b> Interpret and follow blocking requirements  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____
	<b>13.01.06</b> Interpret and follow sound proofing methods such as resilient channels, sound batts and baffles  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>13.01.07</b> Install fasteners  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>13.01.08</b> Install strapping and furring  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>13.01.09</b> Cut, place and fasten gypsum board  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	
<b>SUB-TASK</b> <b>13.02</b>  <u>Learning Objective</u> <b>Installs panels and tiles</b>  <b>JP Sign-off</b> _____	<b>13.02.01</b> Identify types of panels and tiles  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>13.02.02</b> Demonstrate an understanding of types of wall/ceiling systems  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>13.02.03</b> Prepare surfaces  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>13.02.04</b> Select and install fasteners  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>13.02.05</b> Lay out wall and ceiling for installation of panels and tiles  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____
	<b>13.02.06</b> Install materials in sequence  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____	<b>13.02.07</b> Cut, place and fasten material  Rating ____ <b>Complete</b> Proof ____ <input type="checkbox"/> Use ____			

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

Learning Outcome  
**Applies wall/ceiling  
finishes**

**Rating:**

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

**Type of Proof:**

O - Observation                      I - Interview                      D - Documentation

**Use:**

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

Knowledge, Skills and Abilities - Competencies

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

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

Learning Outcome  
**Applies wall/ceiling  
finishes**

**Task 13  
Learning Needs**

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

Knowledge, Skills and Abilities - Competencies

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

**14 - E**  
**2 questions on the IP exam**

Learning Outcome  
**Installs flooring**

Journeyperson  
Sign-off  
Task 14

Complete ☐  
Incomplete ☐

**Task 14**  
**Learning Needs**

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

**Rating:**

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

**Type of Proof:**

O - Observation      I - Interview      D - Documentation

**Use:**

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

**Knowledge, Skills and Abilities - Competencies**

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

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

Learning Outcome  
Installs flooring

**Task 14  
Learning Needs**

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

Knowledge, Skills and Abilities - Competencies

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



15 - E

4 questions on the IP exam

Learning Outcome

Installs interior doors and windows

Journeyperson

Sign-off

Task 15

Complete

Incomplete

Task 15

Learning Needs

Sub-Tasks

Learning Objectives

to be completed

Comments

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

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

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

Knowledge, Skills and Abilities - Competencies

<div> SUB-TASK 15.01 </div> <div> Learning Objective Installs interior jambs/frames </div> <div> JP Sign-off _____ </div>	<div>15.01.01</div> <div>Identify types of window and door jambs/frames</div> <div> Rating _____ Complete  Proof _____  Use _____ </div>	<div>15.01.02</div> <div>Determine installation procedures</div> <div> Rating _____ Complete  Proof _____  Use _____ </div>	<div>15.01.03</div> <div>Install blocking and backing</div> <div> Rating _____ Complete  Proof _____  Use _____ </div>	<div>15.01.04</div> <div>Construct jambs/frames</div> <div> Rating _____ Complete  Proof _____  Use _____ </div>	<div>15.01.05</div> <div>Interpret door and window schedule</div> <div> Rating _____ Complete  Proof _____  Use _____ </div>
	<div>15.01.06</div> <div>Verify rough openings</div> <div> Rating _____ Complete  Proof _____  Use _____ </div>	<div>15.01.07</div> <div>Fasten jambs/frames plumb, level and square</div> <div> Rating _____ Complete  Proof _____  Use _____ </div>	<div>15.01.08</div> <div>Insulate cavities around jambs/frames</div> <div> Rating _____ Complete  Proof _____  Use _____ </div>		
	<div>15.02.01</div> <div>Identify types of doors such as fire, hollow and louvered doors</div> <div> Rating _____ Complete  Proof _____  Use _____ </div>	<div>15.02.02</div> <div>Identify door components</div> <div> Rating _____ Complete  Proof _____  Use _____ </div>	<div>15.02.03</div> <div>Interpret door schedule</div> <div> Rating _____ Complete  Proof _____  Use _____ </div>	<div>15.02.04</div> <div>Determine door swing</div> <div> Rating _____ Complete  Proof _____  Use _____ </div>	<div>15.02.05</div> <div>Prepare doors for installation</div> <div> Rating _____ Complete  Proof _____  Use _____ </div>
	<div>15.02.06</div> <div>Select and place interior doors</div> <div> Rating _____ Complete  Proof _____  Use _____ </div>	<div>15.02.07</div> <div>Adjust interior doors</div> <div> Rating _____ Complete  Proof _____  Use _____ </div>			

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

Learning Outcome  
**Installs interior doors and windows**

**Task 15  
Learning Needs**

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

Knowledge, Skills and Abilities - Competencies

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

**16 - E**  
4 questions on the IP exam

Learning Outcome  
**Constructs stairs**

Journeyperson  
Sign-off  
Task 16

Complete ☐

Incomplete ☐

**Task 16**  
**Learning Needs**

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

**Rating:**

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

**Type of Proof:**

O - Observation      I - Interview      D - Documentation

**Use:**

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

Knowledge, Skills and Abilities - Competencies

SUB-TASK 16.01  <u>Learning Objective</u> <b>Lays out stairs</b>  JP Sign-off _____	16.01.01 Recognize types of stairs	16.01.02 Determine marking techniques	16.01.03 Perform calculations to determine measurements such as rise, run and allowable headroom	16.01.04 Select materials for stringers
	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

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

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

Learning Outcome  
**Constructs stairs**

**Task 16  
Learning Needs**

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

Knowledge, Skills and Abilities - Competencies

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

**17 - E**  
**5 questions on the IP exam**

Learning Outcome  
**Constructs finish components**

Journeyperson  
 Sign-off  
 Task 17

Complete ☐

Incomplete ☐

**Task 17**  
**Learning Needs**

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

**Rating:**

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

**Type of Proof:**

O - Observation      I - Interview      D - Documentation

**Use:**

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

Knowledge, Skills and Abilities - Competencies

SUB-TASK 17.01  <u>Learning Objective</u> <b>Fabricates finish components</b>  JP Sign-off _____	17.01.01 Recognize boring techniques	17.01.02 Demonstrate an understanding of abrasives and adhesives	17.01.03 Demonstrate an understanding of wood finish requirements such as paint, stain or clear	17.01.04 Construct cabinets and millwork	17.01.05 Clamp material
	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	17.01.06 Construct joints  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.01.07 Apply adhesives  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.01.08 Construct jigs  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.01.09 Select hardware  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.01.10 Select fasteners  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	17.01.11 Select materials  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.01.12 Assemble pre- fabricated components  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.01.13 Prepare for shipping  Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		

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

Learning Outcome  
**Constructs finish  
components**

**Task 17  
Learning Needs**

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

Knowledge, Skills and Abilities - Competencies

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

## APPENDIX A

### CARPENTER NATIONAL OCCUPATIONAL ANALYSIS GLOSSARY OF TERMS

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

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



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

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

## APPENDIX B

ESSENTIAL SKILL	REQUIRED ESSENTIAL SKILLS TASKS FOR TRADES
<b>Technical Reading</b>	<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>
<b>Document Use</b>	<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 logs sheets</li> </ul>

ESSENTIAL SKILL	REQUIRED ESSENTIAL SKILLS TASKS FOR TRADES
<b>Writing</b>	<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>
<b>Math</b>	<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	REQUIRED ESSENTIAL SKILLS TASKS FOR TRADES
<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 data bases</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 on or in a group on complex work related matters</li> </ul>

ESSENTIAL SKILL	REQUIRED ESSENTIAL SKILLS TASKS FOR TRADES
<b>Thinking Skills</b>	<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>
<b>Working with Others</b>	<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	REQUIRED ESSENTIAL SKILLS TASKS FOR TRADES
<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>

