

COURSE PDA3400: MATERIAL SELECTION

- Level:** First Period Apprenticeship
- Prerequisite:** PDA3900: Apprenticeship Safety
- Description:** Students are introduced to the various components that go into paint and the function for each component. Students also discover what coverings are applicable to common substrates.
- Parameters:** Access to a material work centre, complete with basic painting and decorating tools and materials, and to instruction from an individual with journey person certification in the painter and decorator trade.
- Resources:** Please refer to the books and materials listed at [Tradesecrets: Trades & Occupations List](#).
- Outcomes:** The student will:

1. describe the components of conventional coatings and their performance characteristics
 - 1.1 identify types of coatings and their primary function, including:
 - 1.1.1 primers/sealers
 - 1.1.2 finish paints; e.g., latex, alkyd
 - 1.1.3 stain
 - 1.2 identify primer, extender, colour pigments and their function, including:
 - 1.2.1 alkyd/oil base
 - 1.2.2 universal
 - 1.2.3 wood primer
 - 1.2.4 enamel undercoat
 - 1.2.5 metal primer
 - 1.2.6 galvanized metal primer
 - 1.2.7 acrylic/latex
 - 1.2.8 masonry primer
 - 1.2.9 black fill
 - 1.2.10 tinted shellac
 - 1.2.11 nodular extenders
 - 1.2.12 flat platy extenders; e.g., clay, mica, talc
 - 1.2.13 acicular extenders; e.g., fibreglass
 - 1.2.14 fibrous extenders; e.g., asbestos
 - 1.2.15 natural pigments; e.g., clay, whiting, mica, silicas, talcs
 - 1.2.16 synthetic pigments; e.g., calcined clays, blanc fixe, quicklime, synthetic pyrogenic silicas
 - 1.2.17 hiding pigments; e.g., titanium white, phthalo blue, red iron oxide
 - 1.3 identify natural and synthetic resins and binders and their function, including:
 - 1.3.1 alkyds
 - 1.3.2 vinyl-acrylics
 - 1.3.3 vinyl acetate-ethylene (VAE)
 - 1.3.4 polyurethanes
 - 1.3.5 polyesters
 - 1.3.6 melamine resins, epoxy
 - 1.3.7 oils

- 1.4 identify driers and catalysts and their function, including:
 - 1.4.1 primary active driers; e.g., cobalt, manganese
 - 1.4.2 auxiliary driers; e.g., zirconium, lithium, strontium, calcium, zinc, barium
 - 1.4.3 catalysts; e.g., cobalt, manganese
- 1.5 identify solvents and diluents and their function, including:
 - 1.5.1 turpentine
 - 1.5.2 mineral spirits
 - 1.5.3 naphtha
 - 1.5.4 lacquer thinner
 - 1.5.5 alcohol
 - 1.5.6 xylene and toluene
- 1.6 interpret product data sheets
- 2. describe substrates and their characteristics**
 - 2.1 identify the substrates commonly used in the construction industry; e.g., wood, drywall, plaster, brick, cement, metal
 - 2.2 describe types of common surface defects and coating failures; e.g., dirt, grease, peeling
 - 2.3 state the cause of each common defect and coating failure, including:
 - 2.3.1 cracking
 - 2.3.2 peeling
 - 2.3.3 discolouration
 - 2.3.4 blistering
 - 2.4 outline a course of remedial action for each common defect and coating failure
- 3. demonstrate basic competencies**
 - 3.1 demonstrate fundamental skills to:
 - 3.1.1 communicate
 - 3.1.2 manage information
 - 3.1.3 use numbers
 - 3.1.4 think and solve problems
 - 3.2 demonstrate personal management skills to:
 - 3.2.1 demonstrate positive attitudes and behaviours
 - 3.2.2 be responsible
 - 3.2.3 be adaptable
 - 3.2.4 learn continuously
 - 3.2.5 work safely
 - 3.3 demonstrate teamwork skills to:
 - 3.3.1 work with others
 - 3.3.2 participate in projects and tasks
- 4. create a transitional strategy to accommodate personal changes and build personal values**
 - 4.1 identify short-term and long-term goals
 - 4.2 identify steps to achieve goals

COURSE PDA3405: SURFACE PREP THEORY 1

Level:	First Period Apprenticeship
Prerequisite:	PDA3900: Apprenticeship Safety
Description:	Students are introduced to the various types of substrates used in the painter and decorator trade and the surface preparation of each.
Parameters:	Access to a material work centre, complete with basic painting and decorating tools and materials, and to instruction from an individual with journey person certification in the painter and decorator trade.
Resources:	Please refer to the books and materials listed at Tradesecrets: Trades & Occupations List .
Outcomes:	The student will:

1. develop a detailed analysis of surface preparation requirements for each type of substrate

- 1.1 explain the functions of the tools used in the surface preparation process, including:
 - 1.1.1 scraper
 - 1.1.2 screwdriver
 - 1.1.3 painter's tape
 - 1.1.4 flexible putty knife
 - 1.1.5 steel wool
 - 1.1.6 sander
 - 1.1.7 wire brush
 - 1.1.8 drop cloth
 - 1.1.9 caulking gun
 - 1.1.10 hammer
 - 1.1.11 nail set
 - 1.1.12 extension ladder
 - 1.1.13 dust mask
 - 1.1.14 goggles
 - 1.1.15 tack cloth
 - 1.1.16 power washer
 - 1.1.17 sandblaster
- 1.2 select from the correct natural and/or synthetic abrasives for each surface preparation process, including:
 - 1.2.1 natural; e.g., calcite, emery, diamond dust, pumice, rouge, sand, corundum, garnet, sandstone
 - 1.2.2 manufactured; e.g., ceramic aluminum oxide, ceramic iron oxide, corundum, glass powder, steel abrasive, silicon carbide, boron carbide, slag

- 1.3 describe the removal of coatings and/or wall coverings from various substrates, including:
 - 1.3.1 drywall
 - 1.3.2 plaster
 - 1.3.3 wood
 - 1.3.4 metal
 - 1.3.5 brick
 - 1.3.6 stucco
 - 1.3.7 cement
- 1.4 describe the types and uses for patching and stopping compounds, including:
 - 1.4.1 joint compound
 - 1.4.2 plaster
 - 1.4.3 spackle
 - 1.4.4 wood filler
 - 1.4.5 plaster of Paris
 - 1.4.6 painter's caulk
- 1.5 describe the surface preparation process and the finishing sequence for new and previously coated drywall surfaces, including:
 - 1.5.1 complete preparation; e.g., ensure heated environment, ensure surface is smooth, remove dust and dirt, remove peeling paint
 - 1.5.2 prime the surface
 - 1.5.3 sand and rough the areas lightly
 - 1.5.4 apply paint in thin coats
- 2. demonstrate basic competencies**
 - 2.1 demonstrate fundamental skills to:
 - 2.1.1 communicate
 - 2.1.2 manage information
 - 2.1.3 use numbers
 - 2.1.4 think and solve problems
 - 2.2 demonstrate personal management skills to:
 - 2.2.1 demonstrate positive attitudes and behaviours
 - 2.2.2 be responsible
 - 2.2.3 be adaptable
 - 2.2.4 learn continuously
 - 2.2.5 work safely
 - 2.3 demonstrate teamwork skills to:
 - 2.3.1 work with others
 - 2.3.2 participate in projects and tasks
- 3. create a transitional strategy to accommodate personal changes and build personal values**
 - 3.1 identify short-term and long-term goals
 - 3.2 identify steps to achieve goals

COURSE PDA3410: SURFACE PREP THEORY 2

Level:	First Period Apprenticeship
Prerequisite:	PDA3900: Apprenticeship Safety
Description:	Students analyze the surface preparation requirements of common substrates used in the painter and decorator trade.
Parameters:	Access to a material work centre, complete with basic painting and decorating tools and materials, and to instruction from an individual with journey person certification in the painter and decorator trade.
Resources:	Please refer to the books and materials listed at Tradesecrets: Trades & Occupations List .
Outcomes:	The student will:

1. develop a detailed analysis of surface preparation requirements for each type of substrate

- 1.1 describe the surface preparation process and the finishing sequence for new and previously coated plaster surfaces, including:
 - 1.1.1 complete preparation; e.g., ensure heated environment, remove dust and dirt, let plaster cure, remove loose plaster, remove peeling paint
 - 1.1.2 prime the surface
 - 1.1.3 sand the area
 - 1.1.4 apply paint in thin coats
- 1.2 describe the surface preparation process and the finishing sequence for new and previously coated masonry surfaces, including:
 - 1.2.1 complete preparation; e.g., remove cracked or peeling paint, oil, grease and all surface contamination by acid etching; blast cleaning
 - 1.2.2 complete moisture test
 - 1.2.3 prime the area
 - 1.2.4 apply paint in thin coats
- 1.3 describe the surface preparation process and the finishing sequence for new and previously coated wood surfaces, including:
 - 1.3.1 complete preparation; e.g., ensure area is sanded smooth; remove oil grease, dust, dirt and peeling paint; ensure the pressure-treated wood has aged
 - 1.3.2 prime
 - 1.3.3 sand
 - 1.3.4 apply paint in thin coats
- 1.4 describe the surface preparation process and the finishing sequence for new and previously coated ferrous and non-ferrous metal surfaces, including:
 - 1.4.1 complete preparation; e.g., remove oil grease, dirt, oxide and mill; ensure galvanized metal has aged
 - 1.4.2 prime
 - 1.4.3 sand
 - 1.4.4 apply paint in thin coats

2. demonstrate basic competencies

2.1 demonstrate fundamental skills to:

- 2.1.1 communicate
- 2.1.2 manage information
- 2.1.3 use numbers
- 2.1.4 think and solve problems

2.2 demonstrate personal management skills to:

- 2.2.1 demonstrate positive attitudes and behaviours
- 2.2.2 be responsible
- 2.2.3 be adaptable
- 2.2.4 learn continuously
- 2.2.5 work safely

2.3 demonstrate teamwork skills to:

- 2.3.1 work with others
- 2.3.2 participate in projects and tasks

3. create a transitional strategy to accommodate personal changes and build personal values

3.1 identify short-term and long-term goals

3.2 identify steps to achieve goals

COURSE PDA3415: SURFACE PREP 1

- Level:** First Period Apprenticeship
- Prerequisite:** PDA3900: Apprenticeship Safety
PDA3405: Surface Prep Theory 1
- Description:** Students are introduced to both the theory and the practice of preparing various substrates that are used to finish repairs.
- Parameters:** Access to a material work centre, complete with basic painting and decorating tools and materials, and to instruction from an individual with journey person certification in the painter and decorator trade.
- Resources:** Please refer to the books and materials listed at [Tradesecrets: Trades & Occupations List](#).
- Outcomes:** The student will:

- 1. relate surface preparation theory to practical application**
 - 1.1 prepare previously painted surfaces for the application of coatings
 - 1.2 repair surface defects, including:
 - 1.2.1 small holes; e.g., holes made by nails or screws
 - 1.2.2 dents
 - 1.2.3 scratches
 - 1.2.4 large holes; e.g., 1"-3"
- 2. demonstrate basic competencies**
 - 2.1 demonstrate fundamental skills to:
 - 2.1.1 communicate
 - 2.1.2 manage information
 - 2.1.3 use numbers
 - 2.1.4 think and solve problems
 - 2.2 demonstrate personal management skills to:
 - 2.2.1 demonstrate positive attitudes and behaviours
 - 2.2.2 be responsible
 - 2.2.3 be adaptable
 - 2.2.4 learn continuously
 - 2.2.5 work safely
 - 2.3 demonstrate teamwork skills to:
 - 2.3.1 work with others
 - 2.3.2 participate in projects and tasks
- 3. create a transitional strategy to accommodate personal changes and build personal values**
 - 3.1 identify short-term and long-term goals
 - 3.2 identify steps to achieve goals

COURSE PDA3420: SURFACE PREP 2

- Level:** First Period Apprenticeship
- Prerequisite:** PDA3900: Apprenticeship Safety
PDA3405: Surface Prep Theory 1
PDA3410: Surface Prep Theory 2
PDA3415: Surface Prep 1
- Description:** Students are introduced to both the theory and the practice of procedures to finish drywall.
- Parameters:** Access to a material work centre, complete with basic painting and decorating tools and materials, and to instruction from an individual with journeyperson certification in the painter and decorator trade.
- Resources:** Please refer to the books and materials listed at [Tradesecrets: Trades & Occupations List](#).
- Outcomes:** The student will:

- 1. relate surface preparation theory to practical application**
 - 1.1 prepare unpainted surfaces for the application of coatings
 - 1.2 demonstrate the ability to remove coatings and wall coverings from various substrates
- 2. explain drywall finishing procedures**
 - 2.1 describe tools required for drywall finishing, including:
 - 2.1.1 trowel
 - 2.1.2 hawk
 - 2.1.3 putty knife
 - 2.1.4 taping knife
 - 2.1.5 mud tray
 - 2.1.6 pole sander
 - 2.1.7 hand sander
 - 2.1.8 sanding sponges
 - 2.1.9 stilts
 - 2.1.10 sanding screens
 - 2.1.11 mixing paddle
 - 2.1.12 heavy duty drill
 - 2.1.13 dust mask
 - 2.1.14 eye protection
 - 2.1.15 roll plastic

- 2.2 describe materials and procedures used for drywall finishing, including:
 - 2.2.1 paper tape
 - 2.2.2 fibreglass mesh tape
 - 2.2.3 fire tape
 - 2.2.4 joint compound; e.g., drying type (taping, topping, all purpose), lightweight, fast drying, premixed or powder
 - 2.2.5 drywall
 - 2.2.6 corner bead
 - 2.2.7 cement board
 - 2.2.8 levels of finish (level 0 to level 5)
 - 2.2.9 fasteners
 - 2.2.10 butted seams
 - 2.2.11 tapered edge seam
 - 2.2.12 inside corners
 - 2.2.13 outside corners
 - 2.2.14 textures; e.g., knockdown, popcorn
- 3. apply drywall finishing theory to practical applications**
 - 3.1 demonstrate the ability to do basic drywall finishing
- 4. demonstrate basic competencies**
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems
 - 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
 - 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. create a transitional strategy to accommodate personal changes and build personal values**
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

COURSE PDA3425: COLOUR

- Level:** First Period Apprenticeship
- Prerequisite:** PDA3900: Apprenticeship Safety
- Description:** Students are introduced to various colour theories and the terminology used to accurately communicate in the painter and decorator trade. Students also explore how this colour theory is translated and is applied in the field.
- Parameters:** Access to a material work centre, complete with basic painting and decorating tools and materials, and to instruction from an individual with journey person certification in the painter and decorator trade.
- Resources:** Please refer to the books and materials listed at [Tradesecrets: Trades & Occupations List](#).
- Outcomes:** The student will:

- 1. establish a fundamental understanding of colour theories as they relate to painting and decorating**
 - 1.1 define colour terms, including:
 - 1.1.1 hue
 - 1.1.2 value
 - 1.1.3 tint
 - 1.1.4 shade
 - 1.1.5 tone
 - 1.1.6 properties; e.g., chroma, intensity, value
 - 1.1.7 primary
 - 1.1.8 secondary
 - 1.1.9 tertiary
 - 1.1.10 colour schemes; e.g., monochromatic, adjacent, complimentary, triadic, analogous
 - 1.1.11 colour wheel
 - 1.1.12 paint chip
 - 1.1.13 fan deck
 - 1.1.14 neutral palette, historical palette, modern palette
 - 1.2 explain the additive theory of colour, including:
 - 1.2.1 primary colours are red, blue and green
 - 1.2.2 secondary colours are yellow (mix of red and green), cyan (mix of blue and green) and magenta (mix of blue and red)
 - 1.2.3 tertiary colours are obtained by mixing the primary and secondary colours at different intensities
 - 1.2.4 white is created by mixing the three primary colours, while black represents the absence of all colours
 - 1.3 explain the spectrum theory of colour, including:
 - 1.3.1 distribution of light wavelength
 - 1.3.2 visible spectrum (400 nm to 750 nm); e.g., red, orange, yellow, green, blue, violet

- 1.4 explain the subtractive theory of colour, including:
 - 1.4.1 primary colours are yellow, cyan and magenta
 - 1.4.2 secondary colours are red (mix of magenta and yellow), blue (mix of cyan and magenta) and green (mix of cyan and yellow)
 - 1.4.3 tertiary colours are obtained by mixing the primary or secondary colours at different intensities
 - 1.4.4 black is created by mixing the three primary colours, while white represents the absence of all colours
- 2. relate colour theory to practical applications**
 - 2.1 mix colours to match wet and dry colour samples
 - 2.2 construct colour charts
- 3. demonstrate basic competencies**
 - 3.1 demonstrate fundamental skills to:
 - 3.1.1 communicate
 - 3.1.2 manage information
 - 3.1.3 use numbers
 - 3.1.4 think and solve problems
 - 3.2 demonstrate personal management skills to:
 - 3.2.1 demonstrate positive attitudes and behaviours
 - 3.2.2 be responsible
 - 3.2.3 be adaptable
 - 3.2.4 learn continuously
 - 3.2.5 work safely
 - 3.3 demonstrate teamwork skills to:
 - 3.3.1 work with others
 - 3.3.2 participate in projects and tasks
- 4. create a transitional strategy to accommodate personal changes and build personal values**
 - 4.1 identify short-term and long-term goals
 - 4.2 identify steps to achieve goals

COURSE PDA3430: PAINTING THEORY

- Level:** First Period Apprenticeship
- Prerequisite:** PDA3900: Apprenticeship Safety
- Description:** Students are introduced to the theory of basic brushing, rolling and alternate application methods used to apply paint.
- Parameters:** Access to a material work centre, complete with basic painting and decorating tools and materials, and to instruction from an individual with journey person certification in the painter and decorator trade.
- Resources:** Please refer to the books and materials listed at [Tradesecrets: Trades & Occupations List](#).
- Outcomes:** The student will:

- 1. describe brushing, rolling and alternate application methods**
 - 1.1 describe paintbrushes, including:
 - 1.1.1 types; e.g., natural, synthetic, quality, disposable, tapered, straight
 - 1.1.2 uses; e.g., trim, detail, cutting, texture, faux technique
 - 1.1.3 components; e.g., bristles, divider, ferrule, handle
 - 1.2 describe rollers, including:
 - 1.2.1 types; e.g., 24", 12", 9", mini, synthetic, natural, ¼" nap, ⅜" nap, ½" nap
 - 1.2.2 uses; e.g., wall cover, ceiling cover, course textures
 - 1.2.3 components; e.g., handle, cage, bearings, roller, nap, core, seams, tray
 - 1.3 describe types of alternate application tools and methods, including:
 - 1.3.1 stencils
 - 1.3.2 sponging
 - 1.3.3 ragging
 - 1.3.4 faux
- 2. demonstrate basic competencies**
 - 2.1 demonstrate fundamental skills to:
 - 2.1.1 communicate
 - 2.1.2 manage information
 - 2.1.3 use numbers
 - 2.1.4 think and solve problems
 - 2.2 demonstrate personal management skills to:
 - 2.2.1 demonstrate positive attitudes and behaviours
 - 2.2.2 be responsible
 - 2.2.3 be adaptable
 - 2.2.4 learn continuously
 - 2.2.5 work safely
 - 2.3 demonstrate teamwork skills to:
 - 2.3.1 work with others
 - 2.3.2 participate in projects and tasks
- 3. create a transitional strategy to accommodate personal changes and build personal values**
 - 3.1 identify short-term and long-term goals
 - 3.2 identify steps to achieve goals

COURSE PDA3435: PAINTING APPLICATION 1

- Level:** First Period Apprenticeship
- Prerequisite:** PDA3900: Apprenticeship Safety
PDA3430: Painting Theory
- Description:** Students describe and demonstrate manual application procedures of coatings to various substrates using brushes.
- Parameters:** Access to a material work centre, complete with basic painting and decorating tools and materials, and to instruction from an individual with journey person certification in the painter and decorator trade.
- Resources:** Please refer to the books and materials listed at [Tradesecrets: Trades & Occupations List](#).
- Outcomes:** The student will:

1. relate brushing theory to practical application

- 1.1 demonstrate the application of coatings to various substrates using brushes, such as:
- 1.1.1 wood
 - 1.1.2 drywall
 - 1.1.3 stucco
 - 1.1.4 plaster
 - 1.1.5 cement
 - 1.1.6 exterior siding, e.g., cement board, fibreglass, polyvinyl chloride (PVC), vinyl, aluminum

2. demonstrate basic competencies

- 2.1 demonstrate fundamental skills to:
- 2.1.1 communicate
 - 2.1.2 manage information
 - 2.1.3 use numbers
 - 2.1.4 think and solve problems
- 2.2 demonstrate personal management skills to:
- 2.2.1 demonstrate positive attitudes and behaviours
 - 2.2.2 be responsible
 - 2.2.3 be adaptable
 - 2.2.4 learn continuously
 - 2.2.5 work safely
- 2.3 demonstrate teamwork skills to:
- 2.3.1 work with others
 - 2.3.2 participate in projects and tasks

3. create a transitional strategy to accommodate personal changes and build personal values

- 3.1 identify short-term and long-term goals
- 3.2 identify steps to achieve goals

COURSE PDA3440: PAINTING APPLICATION 2

- Level:** First Period Apprenticeship
- Prerequisite:** PDA3900: Apprenticeship Safety
PDA3430: Painting Theory
PDA3435: Painting Application 1
- Description:** Students describe and demonstrate manual application procedures of coatings to various substrates using rollers and alternate application tools.
- Parameters:** Access to a material work centre, complete with basic painting and decorating tools and materials, and to instruction from an individual with journey person certification in the painter and decorator trade.
- Resources:** Please refer to the books and materials listed at [Tradesecrets: Trades & Occupations List](#).
- Outcomes:** The student will:

1. relate rolling theory to practical application

- 1.1 demonstrate the application of coatings to various substrates using rollers, including:
 - 1.1.1 primer/sealer
 - 1.1.2 paint
 - 1.1.3 stain
 - 1.1.4 roll from high to low using W format followed by M format to overlap
 - 1.1.5 season roller
 - 1.1.6 appropriate pile depth
- 1.2 demonstrate the application of coatings to various substrates using alternate application tools, including:
 - 1.2.1 pads
 - 1.2.2 foam roller/pad
 - 1.2.3 ragging

2. demonstrate basic competencies

- 2.1 demonstrate fundamental skills to:
 - 2.1.1 communicate
 - 2.1.2 manage information
 - 2.1.3 use numbers
 - 2.1.4 think and solve problems
- 2.2 demonstrate personal management skills to:
 - 2.2.1 demonstrate positive attitudes and behaviours
 - 2.2.2 be responsible
 - 2.2.3 be adaptable
 - 2.2.4 learn continuously
 - 2.2.5 work safely
- 2.3 demonstrate teamwork skills to:
 - 2.3.1 work with others
 - 2.3.2 participate in projects and tasks

3. create a transitional strategy to accommodate personal changes and build personal values

- 3.1 identify short-term and long-term goals
- 3.2 identify steps to achieve goals

COURSE PDA3445: SPRAYING THEORY

- Level:** First Period Apprenticeship
- Prerequisite:** PDA3900: Apprenticeship Safety
- Description:** Students are introduced to theoretical operation of both conventional and airless spray equipment.
- Parameters:** Access to a material work centre, complete with basic painting and decorating tools and materials, and to instruction from an individual with journey person certification in the painter and decorator trade.
- Resources:** Please refer to the books and materials listed at [Tradesecrets: Trades & Occupations List](#).
- Outcomes:** The student will:

1. describe the operation of conventional and airless spray equipment

- 1.1 describe the operation of airless spray equipment, including:
 - 1.1.1 following safety protocols; e.g., mask or respirator, safety glasses, respirator
 - 1.1.2 setting up or preparing; e.g., prep surface, tape, mask, adjust pressure, prepare paint
 - 1.1.3 spraying; e.g., air pressure, tip, pattern, material, trigger technique, overlapping, corners
 - 1.1.4 cleaning up; e.g., empty unused paint, rinse with solvent, remove tape and masks
- 1.2 describe the operation of conventional spray equipment, including:
 - 1.2.1 following safety protocols; e.g., mask or respirator, safety glasses, respirator
 - 1.2.2 setting up or preparing; e.g., prep surface, tape, mask, adjust regulator, open meter valve, prime sprayer, prepare paint
 - 1.2.3 spraying; e.g., air pressure, tip, pattern, material, trigger technique, overlapping, corners
 - 1.2.4 cleaning up; e.g., empty unused paint, rinse with solvent, remove tape and masks
- 1.3 identify the components of an airless system, including:
 - 1.3.1 spray gun
 - 1.3.2 spray tip guard
 - 1.3.3 spray tip
 - 1.3.4 trigger
 - 1.3.5 motor
 - 1.3.6 motor drive system
 - 1.3.7 pump/fluid section
 - 1.3.8 pressure control

- 1.4 identify the components of a conventional spray system, including:
 - 1.4.1 types; e.g., high volume low pressure (HVLP), low volume low pressure (LVLP), electrostatic spray painting
 - 1.4.2 spray gun
 - 1.4.3 trigger
 - 1.4.4 compressor
 - 1.4.5 paint reservoir
 - 1.4.6 regulator
 - 1.4.7 fluid adjustment screw
 - 1.4.8 fluid needle
 - 1.4.9 fan adjustment
 - 1.4.10 fluid inlet
 - 1.4.11 fluid nozzle
 - 1.4.12 air cap
 - 1.4.13 air inlet
- 1.5 outline maintenance requirements for airless spray equipment, including:
 - 1.5.1 inspect components and tighten, clean or replace, as needed
 - 1.5.2 check filter daily: if clogged more than 20% or if punctured, replace immediately
 - 1.5.3 inspect hoses
 - 1.5.4 use wrenches when tightening hose connections
 - 1.5.5 ensure good airflow path into motor
 - 1.5.6 wipe shroud after each use
 - 1.5.7 replace worn parts, as necessary; e.g., displacement rod, cylinder or sleeve, throat or piston packings, balls (inlet and outlet), seats
- 1.6 outline maintenance requirements for conventional spray equipment, including:
 - 1.6.1 inspect components and tighten, clean, grease or replace, as needed
 - 1.6.2 inspect hoses
 - 1.6.3 ensure good airflow path into compressor
 - 1.6.4 clean all parts after use, and grease after each use
- 2. demonstrate basic competencies**
 - 2.1 demonstrate fundamental skills to:
 - 2.1.1 communicate
 - 2.1.2 manage information
 - 2.1.3 use numbers
 - 2.1.4 think and solve problems
 - 2.2 demonstrate personal management skills to:
 - 2.2.1 demonstrate positive attitudes and behaviours
 - 2.2.2 be responsible
 - 2.2.3 be adaptable
 - 2.2.4 learn continuously
 - 2.2.5 work safely
 - 2.3 demonstrate teamwork skills to:
 - 2.3.1 work with others
 - 2.3.2 participate in projects and tasks
- 3. create a transitional strategy to accommodate personal changes and build personal values**
 - 3.1 identify short-term and long-term goals
 - 3.2 identify steps to achieve goals

COURSE PDA3450: SPRAYING PROCEDURES

- Level:** First Period Apprenticeship
- Prerequisite:** PDA3900: Apprenticeship Safety
- Description:** Students apply spraying procedures in various situations on a number of different substrates that would be commonly used in the industry.
- Parameters:** Access to a material work centre, complete with basic painting and decorating tools and materials, and to instruction from an individual with journey person certification in the painter and decorator trade.
- Resources:** Please refer to the books and materials listed at [Tradesecrets: Trades & Occupations List](#).
- Outcomes:** The student will:

1. relate conventional and airless spraying theory to practical application

- 1.1 perform start-up and shutdown procedures for conventional spray equipment, including:
 - 1.1.1 preparing material
 - 1.1.2 setting air pressure
 - 1.1.3 connecting hoses
 - 1.1.4 priming the system
 - 1.1.5 filling the reservoir
 - 1.1.6 pressurizing
 - 1.1.7 testing
 - 1.1.8 depressurizing
 - 1.1.9 removing paint
 - 1.1.10 using solvent to clean
- 1.2 perform start-up and shutdown procedures for airless spray equipment, including:
 - 1.2.1 preparing material
 - 1.2.2 placing siphon and return tubes into paint
 - 1.2.3 priming
 - 1.2.4 pressurizing
 - 1.2.5 checking for leaks
 - 1.2.6 inserting the tip
 - 1.2.7 testing
 - 1.2.8 releasing pressure
 - 1.2.9 removing the tip (soak in solvent)
 - 1.2.10 pumping dry
 - 1.2.11 using solvent to clean
 - 1.2.12 cleaning or replacing the screen
 - 1.2.13 cleaning the spray tip
- 1.3 demonstrate proper spraying technique for conventional spray equipment, considering:
 - 1.3.1 correct distance between gun and substrate
 - 1.3.2 holding the gun
 - 1.3.3 trigger technique
 - 1.3.4 overlapping
 - 1.3.5 corners

- 1.4 demonstrate proper spraying technique for airless spray equipment, considering:
 - 1.4.1 correct distance between the gun and substrate
 - 1.4.2 holding the gun
 - 1.4.3 trigger technique
 - 1.4.4 overlapping
 - 1.4.5 corners
- 1.5 perform maintenance and troubleshooting on conventional spray equipment, including these issues:
 - 1.5.1 spitting
 - 1.5.2 leaking
 - 1.5.3 no paint comes out
 - 1.5.4 machine will not start
 - 1.5.5 unit will not prime
 - 1.5.6 uneven pressure
 - 1.5.7 bad spray pattern
 - 1.5.8 paint will not shut off
 - 1.5.9 distorted pattern
 - 1.5.10 low output
- 1.6 perform maintenance and troubleshooting on airless spray equipment, including these issues:
 - 1.6.1 spitting
 - 1.6.2 leaking
 - 1.6.3 no paint comes out
 - 1.6.4 machine will not start
 - 1.6.5 unit will not prime
 - 1.6.6 uneven pressure
 - 1.6.7 bad spray pattern
 - 1.6.8 paint will not shut off
 - 1.6.9 distorted pattern
 - 1.6.10 low output
- 2. demonstrate basic competencies**
 - 2.1 demonstrate fundamental skills to:
 - 2.1.1 communicate
 - 2.1.2 manage information
 - 2.1.3 use numbers
 - 2.1.4 think and solve problems
 - 2.2 demonstrate personal management skills to:
 - 2.2.1 demonstrate positive attitudes and behaviours
 - 2.2.2 be responsible
 - 2.2.3 be adaptable
 - 2.2.4 learn continuously
 - 2.2.5 work safely
 - 2.3 demonstrate teamwork skills to:
 - 2.3.1 work with others
 - 2.3.2 participate in projects and tasks
- 3. create a transitional strategy to accommodate personal changes and build personal values**
 - 3.1 identify short-term and long-term goals
 - 3.2 identify steps to achieve goals

COURSE PDA3455: TRADE MATH

- Level:** First Period Apprenticeship
- Prerequisite:** PDA3900: Apprenticeship Safety
- Description:** Students are introduced to both the theory and the practice of the math used in the painter and decorator trade.
- Parameters:** Access to a material work centre, complete with basic painting and decorating tools and materials, and to instruction from an individual with journey person certification in the painter and decorator trade.
- Resources:** Please refer to the books and materials listed at [Tradesecrets: Trades & Occupations List](#).
- Outcomes:** The student will:

1. solve trade-related math problems using the imperial and metric systems

- 1.1 utilize basic math equations, including:
 - 1.1.1 arithmetic of whole numbers and decimals
 - 1.1.2 addition
 - 1.1.3 subtraction
 - 1.1.4 multiplication
 - 1.1.5 division
- 1.2 determine the perimeter of geometric shapes, including:
 - 1.2.1 rectangle/square
 - 1.2.2 triangle
 - 1.2.3 parallelogram
 - 1.2.4 circle
 - 1.2.5 combination shapes

2. demonstrate basic competencies

- 2.1 demonstrate fundamental skills to:
 - 2.1.1 communicate
 - 2.1.2 manage information
 - 2.1.3 use numbers
 - 2.1.4 think and solve problems
- 2.2 demonstrate personal management skills to:
 - 2.2.1 demonstrate positive attitudes and behaviours
 - 2.2.2 be responsible
 - 2.2.3 be adaptable
 - 2.2.4 learn continuously
 - 2.2.5 work safely
- 2.3 demonstrate teamwork skills to:
 - 2.3.1 work with others
 - 2.3.2 participate in projects and tasks

3. create a transitional strategy to accommodate personal changes and build personal values

- 3.1 identify short-term and long-term goals
- 3.2 identify steps to achieve goals

COURSE PDA3460: TRADE GEOMETRY

Level: First Period Apprenticeship

Prerequisite: PDA3900: Apprenticeship Safety
PDA3455: Trade Math

Description: Students are introduced to both the theory and the practice of the geometry used in the painter and decorator trade.

Parameters: Access to a material work centre, complete with basic painting and decorating tools and materials, and to instruction from an individual with journey person certification in the painter and decorator trade.

Resources: Please refer to the books and materials listed at [Tradesecrets: Trades & Occupations List](#).

Outcomes: The student will:

1. solve trade-related math problems using the imperial and metric systems

1.1 calculate the surface area of geometric shapes, including:

1.1.1 rectangle/square

1.1.2 triangle

1.1.3 parallelogram

1.1.4 circle

1.1.5 combination shapes

1.2 estimate material quantities for surfaces

2. interpret basic drawing components

2.1 perform calculations derived from basic line drawings

3. demonstrate basic competencies

3.1 demonstrate fundamental skills to:

3.1.1 communicate

3.1.2 manage information

3.1.3 use numbers

3.1.4 think and solve problems

3.2 demonstrate personal management skills to:

3.2.1 demonstrate positive attitudes and behaviours

3.2.2 be responsible

3.2.3 be adaptable

3.2.4 learn continuously

3.2.5 work safely

3.3 demonstrate teamwork skills to:

3.3.1 work with others

3.3.2 participate in projects and tasks

4. create a transitional strategy to accommodate personal changes and build personal values

4.1 identify short-term and long-term goals

4.2 identify steps to achieve goals

COURSE PDA3465: PDA PRACTICUM A

Level: First Period Apprenticeship

Prerequisite: None

Description: Students, on the work site, continue to develop and refine those competencies developed in related Career and Technology Studies (CTS) occupational areas, previous practicums and other experiences.

Parameters: This course should be accessed only by students continuing to work toward attaining a recognized credential offered by an agency external to the school. Practicum courses extend the competencies developed in related CTS occupational areas. The practicum courses may not be delivered as stand-alone courses and may not be combined with core courses. This course may not be used in conjunction with Registered Apprenticeship Program courses. This practicum course may be delivered on- or off-campus. Instruction must be delivered by a qualified teacher with journey person certification or an experienced professional with journey person certification, who is under the supervision of the qualified teacher; both must be authorized to supervise trainees for the external credential.

Outcomes: The student will:

- 1. perform assigned tasks and responsibilities efficiently and effectively, as required by the agency granting credentials**
 - 1.1 identify regulations and regulatory bodies related to the credential
 - 1.2 describe personal roles and responsibilities, including:
 - 1.2.1 key responsibilities
 - 1.2.2 support functions/responsibilities
 - 1.2.3 code of ethics
 - 1.3 describe personal work responsibilities and categorize them as:
 - 1.3.1 routine tasks; e.g., daily, weekly, monthly, yearly
 - 1.3.2 non-routine tasks; e.g., emergencies
 - 1.3.3 tasks requiring personal judgement
 - 1.3.4 tasks requiring approval of a supervisor
- 2. analyze personal performance in relation to established standards**
 - 2.1 evaluate application of competencies developed in related CTS courses
 - 2.2 evaluate standards of performance in terms of:
 - 2.2.1 quality of work
 - 2.2.2 quantity of work
 - 2.3 evaluate adherence to workplace policies and procedures related to health and safety
 - 2.4 evaluate the work environment in terms of:
 - 2.4.1 location
 - 2.4.2 floor plan of work area
 - 2.4.3 analysis of workflow patterns

- 2.5 evaluate a professional in a related occupation in terms of:
 - 2.5.1 training and certification
 - 2.5.2 interpersonal skills
 - 2.5.3 technical skills
 - 2.5.4 professional ethics

3. demonstrate basic competencies

- 3.1 demonstrate fundamental skills to:
 - 3.1.1 communicate
 - 3.1.2 manage information
 - 3.1.3 use numbers
 - 3.1.4 think and solve problems
- 3.2 demonstrate personal management skills to:
 - 3.2.1 demonstrate positive attitudes and behaviours
 - 3.2.2 be responsible
 - 3.2.3 be adaptable
 - 3.2.4 learn continuously
 - 3.2.5 work safely
- 3.3 demonstrate teamwork skills to:
 - 3.3.1 work with others
 - 3.3.2 participate in projects and tasks

COURSE PDA3470: PDA PRACTICUM B

Level: First Period Apprenticeship

Prerequisite: None

Description: Students, on the work site, continue to develop and refine those competencies developed in related Career and Technology Studies (CTS) occupational areas, previous practicums and other experiences.

Parameters: This course should be accessed only by students continuing to work toward attaining a recognized credential offered by an agency external to the school. Practicum courses extend the competencies developed in related CTS occupational areas. The practicum courses may not be delivered as stand-alone courses and may not be combined with core courses. This course may not be used in conjunction with Registered Apprenticeship Program courses. This practicum course may be delivered on- or off-campus. Instruction must be delivered by a qualified teacher with journey person certification or an experienced professional with journey person certification, who is under the supervision of the qualified teacher; both must be authorized to supervise trainees for the external credential.

Outcomes: The student will:

- 1. perform assigned tasks and responsibilities efficiently and effectively, as required by the agency granting credentials**
 - 1.1 identify regulations and regulatory bodies related to the credential
 - 1.2 describe personal roles and responsibilities, including:
 - 1.2.1 key responsibilities
 - 1.2.2 support functions/responsibilities
 - 1.2.3 code of ethics
 - 1.3 describe personal work responsibilities and categorize them as:
 - 1.3.1 routine tasks; e.g., daily, weekly, monthly, yearly
 - 1.3.2 non-routine tasks; e.g., emergencies
 - 1.3.3 tasks requiring personal judgement
 - 1.3.4 tasks requiring approval of a supervisor
- 2. analyze personal performance in relation to established standards**
 - 2.1 evaluate application of competencies developed in related CTS courses
 - 2.2 evaluate standards of performance in terms of:
 - 2.2.1 quality of work
 - 2.2.2 quantity of work
 - 2.3 evaluate adherence to workplace policies and procedures related to health and safety
 - 2.4 evaluate the work environment in terms of:
 - 2.4.1 location
 - 2.4.2 floor plan of work area
 - 2.4.3 analysis of workflow patterns

- 2.5 evaluate a professional in a related occupation in terms of:
 - 2.5.1 training and certification
 - 2.5.2 interpersonal skills
 - 2.5.3 technical skills
 - 2.5.4 professional ethics

3. demonstrate basic competencies

- 3.1 demonstrate fundamental skills to:
 - 3.1.1 communicate
 - 3.1.2 manage information
 - 3.1.3 use numbers
 - 3.1.4 think and solve problems
- 3.2 demonstrate personal management skills to:
 - 3.2.1 demonstrate positive attitudes and behaviours
 - 3.2.2 be responsible
 - 3.2.3 be adaptable
 - 3.2.4 learn continuously
 - 3.2.5 work safely
- 3.3 demonstrate teamwork skills to:
 - 3.3.1 work with others
 - 3.3.2 participate in projects and tasks

COURSE PDA3475: PDA PRACTICUM C

Level: First Period Apprenticeship

Prerequisite: None

Description: Students, on the work site, continue to develop and refine those competencies developed in related Career and Technology Studies (CTS) occupational areas, previous practicums and other experiences.

Parameters: This course should be accessed only by students continuing to work toward attaining a recognized credential offered by an agency external to the school. Practicum courses extend the competencies developed in related CTS occupational areas. The practicum courses may not be delivered as stand-alone courses and may not be combined with core courses. This course may not be used in conjunction with Registered Apprenticeship Program courses. This practicum course may be delivered on- or off-campus. Instruction must be delivered by a qualified teacher with journey person certification or an experienced professional with journey person certification, who is under the supervision of the qualified teacher; both must be authorized to supervise trainees for the external credential.

Outcomes: The student will:

- 1. perform assigned tasks and responsibilities efficiently and effectively, as required by the agency granting credentials**
 - 1.1 identify regulations and regulatory bodies related to the credential
 - 1.2 describe personal roles and responsibilities, including:
 - 1.2.1 key responsibilities
 - 1.2.2 support functions/responsibilities
 - 1.2.3 code of ethics
 - 1.3 describe personal work responsibilities and categorize them as:
 - 1.3.1 routine tasks; e.g., daily, weekly, monthly, yearly
 - 1.3.2 non-routine tasks; e.g., emergencies
 - 1.3.3 tasks requiring personal judgement
 - 1.3.4 tasks requiring approval of a supervisor
- 2. analyze personal performance in relation to established standards**
 - 2.1 evaluate application of competencies developed in related CTS courses
 - 2.2 evaluate standards of performance in terms of:
 - 2.2.1 quality of work
 - 2.2.2 quantity of work
 - 2.3 evaluate adherence to workplace policies and procedures related to health and safety
 - 2.4 evaluate the work environment in terms of:
 - 2.4.1 location
 - 2.4.2 floor plan of work area
 - 2.4.3 analysis of workflow patterns

- 2.5 evaluate a professional in a related occupation in terms of:
 - 2.5.1 training and certification
 - 2.5.2 interpersonal skills
 - 2.5.3 technical skills
 - 2.5.4 professional ethics

3. demonstrate basic competencies

- 3.1 demonstrate fundamental skills to:
 - 3.1.1 communicate
 - 3.1.2 manage information
 - 3.1.3 use numbers
 - 3.1.4 think and solve problems
- 3.2 demonstrate personal management skills to:
 - 3.2.1 demonstrate positive attitudes and behaviours
 - 3.2.2 be responsible
 - 3.2.3 be adaptable
 - 3.2.4 learn continuously
 - 3.2.5 work safely
- 3.3 demonstrate teamwork skills to:
 - 3.3.1 work with others
 - 3.3.2 participate in projects and tasks

COURSE PDA3480: PDA PRACTICUM D

Level: First Period Apprenticeship

Prerequisite: None

Description: Students, on the work site, continue to develop and refine those competencies developed in related Career and Technology Studies (CTS) occupational areas, previous practicums and other experiences.

Parameters: This course should be accessed only by students continuing to work toward attaining a recognized credential offered by an agency external to the school. Practicum courses extend the competencies developed in related CTS occupational areas. The practicum courses may not be delivered as stand-alone courses and may not be combined with core courses. This course may not be used in conjunction with Registered Apprenticeship Program courses. This practicum course may be delivered on- or off-campus. Instruction must be delivered by a qualified teacher with journey person certification or an experienced professional with journey person certification, who is under the supervision of the qualified teacher; both must be authorized to supervise trainees for the external credential.

Outcomes: The student will:

- 1. perform assigned tasks and responsibilities efficiently and effectively, as required by the agency granting credentials**
 - 1.1 identify regulations and regulatory bodies related to the credential
 - 1.2 describe personal roles and responsibilities, including:
 - 1.2.1 key responsibilities
 - 1.2.2 support functions/responsibilities
 - 1.2.3 code of ethics
 - 1.3 describe personal work responsibilities and categorize them as:
 - 1.3.1 routine tasks; e.g., daily, weekly, monthly, yearly
 - 1.3.2 non-routine tasks; e.g., emergencies
 - 1.3.3 tasks requiring personal judgement
 - 1.3.4 tasks requiring approval of a supervisor
- 2. analyze personal performance in relation to established standards**
 - 2.1 evaluate application of competencies developed in related CTS courses
 - 2.2 evaluate standards of performance in terms of:
 - 2.2.1 quality of work
 - 2.2.2 quantity of work
 - 2.3 evaluate adherence to workplace policies and procedures related to health and safety
 - 2.4 evaluate the work environment in terms of:
 - 2.4.1 location
 - 2.4.2 floor plan of work area
 - 2.4.3 analysis of workflow patterns

- 2.5 evaluate a professional in a related occupation in terms of:
 - 2.5.1 training and certification
 - 2.5.2 interpersonal skills
 - 2.5.3 technical skills
 - 2.5.4 professional ethics

3. demonstrate basic competencies

- 3.1 demonstrate fundamental skills to:
 - 3.1.1 communicate
 - 3.1.2 manage information
 - 3.1.3 use numbers
 - 3.1.4 think and solve problems
- 3.2 demonstrate personal management skills to:
 - 3.2.1 demonstrate positive attitudes and behaviours
 - 3.2.2 be responsible
 - 3.2.3 be adaptable
 - 3.2.4 learn continuously
 - 3.2.5 work safely
- 3.3 demonstrate teamwork skills to:
 - 3.3.1 work with others
 - 3.3.2 participate in projects and tasks

COURSE PDA3900: APPRENTICESHIP SAFETY

Level:	First Period Apprenticeship
Prerequisite:	None
Description:	Students develop knowledge, skills and attitudes in the practice of workshop health and safety, communication and career planning.
Parameters:	Access to a materials work centre and to instruction from an individual with specialized training in occupational health and safety (and understanding of the painter and decorator industry) and/or a painter and decorator.
ILM Resources:	Safety Legislation, Regulations and Industry Policy in the Trades 650101a; Climbing, Lifting, Rigging and Hoisting 650101b; Hazardous Materials and Fire Protection 650101c; Communication 090101d
Note:	This course may promote discussions around sensitive topics (e.g., injury and death) in the context of student safety with respect to workplace hazards.
Outcomes:	The student will:

- 1. describe legislation, regulations and practices intended to ensure a safe workplace in the painter and decorator apprenticeship trade**
 - 1.1 demonstrate the ability to apply the *Occupational Health and Safety (OHS) Act, Regulation and Code*, as well as the changes from Bill C-45
 - 1.2 explain the core requirements applicable to all industries, including:
 - 1.2.1 engineering controls
 - 1.2.2 administrative controls
 - 1.2.3 personal protective equipment (PPE)
 - 1.3 demonstrate an understanding of the 26 parts of the OHS Code requirements applicable to all industries
 - 1.4 demonstrate an understanding of the 12 parts of the OHS Code requirements applicable to specific industries and activities
 - 1.5 demonstrate an understanding of the 11 OHS Code Schedules that the Explanation Guide does not address
 - 1.6 explain the role of the employer and employee in regard to occupational health and safety legislation, considering:
 - 1.6.1 employer responsibilities (OHS Regulation)
 - 1.6.2 employee responsibilities (OHS Regulation)
 - 1.6.3 Workplace Hazardous Materials Information System (WHMIS)
 - 1.6.4 fire regulations
 - 1.6.5 Workers' Compensation Board (WCB)
 - 1.6.6 related advisory bodies and agencies; e.g., Alberta Construction Safety Association (ACSA), Construction Owners Association of Alberta (COAA), Occupational Health and Safety Council (OHSC), Work Safe Alberta, Safety Codes Council

- 1.7 explain industry practices for hazard assessment and control procedures in four main hazard categories, including:
 - 1.7.1 biological
 - 1.7.2 chemical
 - 1.7.3 ergonomic
 - 1.7.4 physical hazards
- 1.8 identify and describe hazard assessment tools that both employees and employers must use in assessing and controlling work-site hazards, including:
 - 1.8.1 work-site hazard identification and assessment
 - 1.8.2 health and safety plan
 - 1.8.3 joint work-site health and safety committee
 - 1.8.4 emergency response plans
 - 1.8.5 first-aid and incident reports
- 1.9 identify and describe employer engineering controls that provide the highest level of worker protection, including:
 - 1.9.1 elimination
 - 1.9.2 substitution
 - 1.9.3 redesign
 - 1.9.4 isolation
 - 1.9.5 automation
- 1.10 identify and describe employer administrative controls that limit hazards to the lowest level possible, including:
 - 1.10.1 safe work practices
 - 1.10.2 job procedures, policies and rules
 - 1.10.3 work/rest schedules to reduce exposure
 - 1.10.4 limiting hours of work
 - 1.10.5 scheduling hazardous work during non-peak times
 - 1.10.6 using optional methods
- 1.11 describe the responsibilities of employees and employers to apply emergency procedures, including:
 - 1.11.1 emergency response plans
 - 1.11.2 first aid
- 1.12 describe positive tradesperson attitudes with respect to legal responsibilities for all workers, including:
 - 1.12.1 housekeeping
 - 1.12.2 lighting
 - 1.12.3 personal protective equipment (PPE)
 - 1.12.4 emergency procedures

- 1.13 describe the roles and responsibilities of employers and employees with respect to the selection and use of personal protective equipment (PPE), including:
 - 1.13.1 eye protection; e.g., class 1 (spectacles), class 2 (goggles), class 3 (welding helmets), class 4 (welding hand shields), class 5 (hoods), class 6 (face shields), class 7 (respirator face pieces)
 - 1.13.2 flame resistant clothing
 - 1.13.3 foot protection; e.g., category 1, 2 or 3 footwear requirements
 - 1.13.4 head protection; e.g., class G (general), class E (electrical), class C (conducting)
 - 1.13.5 hearing protection; e.g., earplugs or earmuffs
 - 1.13.6 life jackets and personal flotation devices (PFDs)
 - 1.13.7 limb and body protection
 - 1.13.8 respiratory protective equipment; e.g., particulate filters; chemical cartridges or canisters; airline respirators, hoods, helmets and suits; self-contained breathing apparatus (SCBA)
 - 1.13.9 a combination of any of the above
- 2. describe the use of personal protective equipment (PPE) and safe practices for climbing, lifting, rigging and hoisting in the painter and decorator apprenticeship trade**
 - 2.1 select, use and maintain specialized PPE and materials for climbing, lifting and loading, including:
 - 2.1.1 full body harness
 - 2.1.2 body belt
 - 2.1.3 ladders
 - 2.1.4 scaffold systems
 - 2.1.5 lifting and moving equipment
 - 2.1.6 PPE for lifting
 - 2.1.7 materials handling equipment; e.g., forklift, four-wheel dolly, chain hoist, overhead crane
 - 2.2 describe manual lifting procedures, including correct body mechanics, considering:
 - 2.2.1 back safety
 - 2.2.2 general procedure for lifting
 - 2.2.3 employer and employee preventive actions to avoid back injuries
 - 2.3 describe rigging hardware and the safe work load associated with:
 - 2.3.1 wire rope slings
 - 2.3.2 synthetic fibre web slings
 - 2.3.3 chain slings
 - 2.3.4 rigging hardware inspection
 - 2.4 select the correct equipment for rigging typical loads, including:
 - 2.4.1 eye bolts
 - 2.4.2 shackles
 - 2.4.3 rings and links
 - 2.4.4 hooks
 - 2.4.5 swivels
 - 2.4.6 spreader bars and equalization beams
 - 2.4.7 blocks
 - 2.4.8 sheaves
 - 2.4.9 turnbuckles
 - 2.5 describe hoisting and load-moving procedures

- 2.6 explain the most commonly used sling configurations to connect a load to a hook, including:
 - 2.6.1 vertical hitch
 - 2.6.2 bridle hitch
 - 2.6.3 single and double basket hitch
 - 2.6.4 wrap hitch
 - 2.6.5 single and double choker hitch
- 2.7 demonstrate the standard movement signals a signaler is required to know to signal a crane operator, including:
 - 2.7.1 hoist and lower load
 - 2.7.2 raise and lower boom
 - 2.7.3 swing boom
 - 2.7.4 stop
 - 2.7.5 emergency stop
 - 2.7.6 dog everything
- 3. describe the safety practices for hazardous materials and fire protection in the painter and decorator apprenticeship trade**
 - 3.1 describe the roles, responsibilities, features and practices related to the Workplace Hazardous Materials Information System (WHMIS) program, including:
 - 3.1.1 suppliers', employers' and employees' responsibilities
 - 3.1.2 WHMIS classifications
 - 3.1.3 health effects from exposure to chemicals
 - 3.2 describe the three key elements of WHMIS, including:
 - 3.2.1 worker education
 - 3.2.2 supplier and workplace product labelling
 - 3.2.3 material safety data sheets
 - 3.3 describe handling, storage and transportation procedures when dealing with hazardous material, including:
 - 3.3.1 handling, storing and transporting flammable liquids
 - 3.3.2 handling, storing and transporting compressed gas
 - 3.3.3 storing incompatible materials
 - 3.4 describe safe venting procedures when working with hazardous materials, including:
 - 3.4.1 mechanical general ventilation
 - 3.4.2 local ventilation
 - 3.4.3 portable smoke extractor
 - 3.4.4 working in a confined space
 - 3.5 describe fire hazards, classes, procedures and equipment related to fire protection, including:
 - 3.5.1 elements of a fire
 - 3.5.2 classes of fires
 - 3.5.3 fire extinguisher labels
 - 3.5.4 extinguishing small fires
 - 3.5.5 the PASS method
- 4. demonstrate communication skills and workshop safety as they pertain to occupational health and safety standards**
 - 4.1 use various types of communication to provide trade-related information, employing standard terms for components and operations, including:
 - 4.1.1 personal appearance
 - 4.1.2 business appearance
 - 4.1.3 suppliers and sales representatives
 - 4.1.4 customers
 - 4.1.5 tradespeople

- 4.2 identify key areas of responsibility that an employee has in regards to shop and trade safety, including:
 - 4.2.1 housekeeping
 - 4.2.2 waste containers
 - 4.2.3 power tools and rotating machinery
 - 4.2.4 compressed air
 - 4.2.5 exhaust gases
 - 4.2.6 control of carbon monoxide (CO)
 - 4.2.7 hazardous materials, dangerous goods and controlled products
- 4.3 explain the correct use of fire extinguishers and explain fire prevention techniques
- 5. describe the role of apprenticeship within the painting and decorating industry**
 - 5.1 discuss the obligations and responsibilities of apprentices on the job and in technical training
 - 5.2 outline the scope of the trade
- 6. demonstrate an understanding of the painter and decorator apprenticeship trade and of apprenticeship opportunities that exist by creating a personal career portfolio**
 - 6.1 demonstrate an understanding of the painter and decorator apprenticeship trade and related job opportunities
 - 6.2 describe what it means to be an apprentice and describe requirements for the employee and employer
 - 6.3 refine and present a personal career portfolio, showing evidence of strengths and competencies, including:
 - 6.3.1 application completion
 - 6.3.2 cover letter
 - 6.3.3 résumé with references
 - 6.4 demonstrate knowledge of workplace requirements, rights and responsibilities and relate this knowledge to personal career/employment expectations
 - 6.5 outline the educational requirements to move into the painter and decorator apprenticeship trade and:
 - 6.5.1 conduct successful employment searches
 - 6.5.2 communicate in the language in which business is conducted
 - 6.5.3 prepare a personal employment search portfolio
 - 6.5.4 use technologies, tools and information systems appropriately for job preparation
- 7. demonstrate basic competencies**
 - 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
 - 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
 - 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks
- 8. create a transitional strategy to accommodate personal changes and build personal values**
 - 8.1 identify short-term and long-term goals
 - 8.2 identify steps to achieve goals