

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. select liquid coatings for specific applications

- 1.1 identify types of coatings and their primary functions, including:
 - 1.1.1 primers/sealers
 - 1.1.2 finish paints; e.g., latex, alkyd
 - 1.1.3 stain
- 1.2 identify prime, extender, colour pigments and their functions, including:
 - 1.2.1 alkyd/oil base
 - 1.2.2 universal
 - 1.2.3 wood prime
 - 1.2.4 enamel undercoat
 - 1.2.5 metal prime
 - 1.2.6 galvanized metal prime
 - 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 functions, 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, catalysts, converters and their functions, 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, diluents and their functions, 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 technical data sheets
- 2. analyze substrates in preparation for painting or coating**
 - 2.1 identify substrates found in the painting and coating industry; e.g., wood, drywall, plaster, brick, cement, metal
 - 2.2 describe types of substrate defects; e.g., dirt, grease, peeling
 - 2.3 describe causes of substrate defects, including:
 - 2.3.1 cracking
 - 2.3.2 peeling
 - 2.3.3 discolouration
 - 2.3.4 blistering
 - 2.4 develop a course of remedial action for substrate defects
- 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. prepare surfaces for coating and painting

- 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 natural and 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 removal of coatings and 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 types and uses for patching 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. prepare surfaces for coating and painting

- 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 for industrial applications, 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
- 1.5 identify causes of corrosion on substrates
- 1.6 describe surface preparation methods on damaged industrial coatings

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:** PDA3405: Surface Prep Theory 1
PDA3410: Surface Prep Theory 2
- 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. prepare surfaces for coating and painting**
 - 1.1 perform surface preparation using solvents and chemicals
 - 1.2 perform surface preparation using hand and power tools
 - 1.3 prepare previously painted surfaces for the application of paint or coatings
 - 1.4 prepare ferrous and non-ferrous surfaces for the application of paint or coatings
- 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: 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 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. prepare surfaces for coating and painting

- 1.1 prepare unpainted surfaces for the application of paint or coatings
- 1.2 prepare ferrous and non-ferrous surfaces for the application of paint or coatings
- 1.3 repair surface defects
- 1.4 remove coatings and wall coverings from various substrates

2. finish drywall surfaces for painting and coating

- 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
- 2.3 demonstrate drywall finishing
- 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 coatings and paint using manual application methods

- 1.1 describe methods of mixing coatings and paint
- 1.2 describe brushes, including:
 - 1.2.1 types; e.g., natural, synthetic, quality, disposable, tapered, straight
 - 1.2.2 uses; e.g., trim, detail, cutting, texture, faux technique
 - 1.2.3 components; e.g., bristles, divider, ferrule, handle
- 1.3 describe rollers, including:
 - 1.3.1 types; e.g., 24", 12", 9", mini, synthetic, natural, ¼" nap, ⅜" nap, ½" nap
 - 1.3.2 uses; e.g., wall cover, ceiling cover, course textures
 - 1.3.3 components; e.g., handle, cage, bearings, roller, nap, core, seams, tray
- 1.4 describe types of alternate application tools and methods, including:
 - 1.4.1 stencils
 - 1.4.2 sponging
 - 1.4.3 ragging
 - 1.4.4 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: 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. apply coatings and paint using manual application methods

1.1 apply coatings and paint 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:	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. apply coatings and paint using manual application methods

- 1.1 apply coatings and paint 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 sealer roller
 - 1.1.6 appropriate pile depth
- 1.2 apply coatings and paint 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. identify conventional and airless spray equipment

- 1.1 identify the components of a conventional spray system, including:
 - 1.2.1 types; e.g., high volume low pressure (HVLP), low volume low pressure (LVLP), electrostatic spray painting
 - 1.2.2 spray gun
 - 1.2.3 trigger
 - 1.2.4 compressor
 - 1.2.5 paint reservoir
 - 1.2.6 regulator
 - 1.2.7 fluid adjustment screw
 - 1.2.8 fluid needle
 - 1.2.9 fan adjustment
 - 1.2.10 fluid inlet
 - 1.2.11 fluid nozzle
 - 1.2.12 air cap
 - 1.2.13 air inlet
- 1.3 describe the operation and principles of conventional spray equipment, including:
 - 1.3.1 following safety protocols; e.g., mask or respirator, safety glasses, respirator
 - 1.3.2 setting up or preparing; e.g., prep surface, tape, mask, adjust pressure, prepare paint
 - 1.3.3 spraying; e.g., air pressure, tip, pattern, material, trigger technique, overlapping, corners
 - 1.3.4 cleaning up; e.g., empty unused paint, rinse with solvent, remove tape and masks
- 1.4 outline maintenance requirements for conventional spray equipment, including:
 - 1.4.1 inspect components and tighten, clean, grease or replace, as needed
 - 1.4.2 inspect hoses
 - 1.4.3 ensure good airflow path into compressor
 - 1.4.4 clean all parts after use, and grease after each use
- 1.5 identify the components of an airless spray system, including:
 - 1.5.1 spray gun
 - 1.5.2 spray tip guard
 - 1.5.3 spray tip
 - 1.5.4 trigger
 - 1.5.5 motor

- 1.5.6 motor drive system
- 1.5.7 pump/fluid section
- 1.5.8 pressure control
- 1.6 describe the operation and principles of airless spray equipment, including:
 - 1.6.1 following safety protocols; e.g., mask or respirator, safety glasses, respirator
 - 1.6.2 setting up or preparing; e.g., prep surface, tape, mask, adjust regulator, open meter valve, prime sprayer, prepare paint
 - 1.6.3 spraying; e.g., air pressure, tip, pattern, material, trigger technique, overlapping, corners
 - 1.6.4 cleaning up; e.g., empty unused paint, rinse with solvent, remove tape and masks
- 1.7 outline maintenance requirements for airless spray equipment, including:
 - 1.7.1 inspect components and tighten, clean or replace, as needed
 - 1.7.2 check filter daily: if clogged more than 20% or if punctured, replace immediately
 - 1.7.3 inspect hoses
 - 1.7.4 use wrenches when tightening hose connections
 - 1.7.5 ensure good airflow path into motor
 - 1.7.6 wipe shroud after each use
 - 1.7.7 replace worn parts, as necessary; e.g., displacement rod, cylinder or sleeve, throat or piston packings, balls (inlet and outlet), seats
- 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:	PDA3445: Spraying Theory
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. operate conventional and airless spray equipment

- 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 spraying technique with 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 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 calculations in the imperial and metric systems

- 1.1 convert between the metric and imperial systems
- 1.2 utilize equations for projects, including:
 - 1.2.1 arithmetic of whole numbers and decimals
 - 1.2.2 addition
 - 1.2.3 subtraction
 - 1.2.4 multiplication
 - 1.2.5 division
- 1.3 calculate the perimeter of two-dimensional geometric shapes, including:
 - 1.3.1 rectangle/square
 - 1.3.2 triangle
 - 1.3.3 parallelogram
 - 1.3.4 circle
 - 1.3.5 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: 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 calculations in the imperial and metric systems**
 - 1.1 calculate the surface area of two-dimensional 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. read residential drawings**
 - 2.1 perform calculations derived from line drawings
 - 2.2 interpret residential 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 journeyperson certification or an experienced professional with journeyperson 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 signaller 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