

# Pre-Employment Plan of Training



# PLAN OF TRAINING

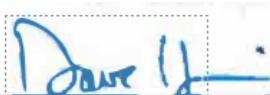
## Concrete Finisher

June 2018



Government of Newfoundland and Labrador  
Department of Advanced Education, Skills and Labour  
Apprenticeship and Trades Certification Division

Approved by:

A handwritten signature in blue ink that appears to read "Dave J." It is enclosed in a dashed rectangular box.

Chairperson, Provincial Apprenticeship and Certification Board

Date:

A handwritten signature in blue ink that appears to read "July 17, 2018". It is enclosed in a dashed rectangular box.

### Preface

This curriculum standard is aligned with the 2017 Level 1 Newfoundland & Labrador Curriculum Standard (NLCS) and the 2017 Red Seal Occupational Standard (RSOS) and National Harmonization sequencing and levels for the Concrete Finisher trade. It describes the curriculum content for the Concrete Finisher Pre-employment training program.

### Acknowledgements

Advisory committees, industry representatives, instructors and apprenticeship staff provided valuable input to the development of this curriculum standard. Without their dedication to quality training, this document could not have been produced.

We offer you a sincere thank you.

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## Plan of Training – Concrete Finisher

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<b>Document Status</b>	<b>Date Approved</b>	<b>Mandatory Implementation Dates</b>	<b>Comments</b>
New	June 2018	September 2018 – Pre-Employment	Aligns with 2017 Newfoundland and Labrador Curriculum Standard (NLCS)
		September 2019 – Level 2	
Update	March 2019	September 2019 – Pre-Employment	Updated Related Suite courses

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## A. RSOS Comparison Table

A Red Seal Occupational Standard (RSOS) comparison chart is located in the Newfoundland and Labrador Curriculum Standard (NLCS).

## B. Program Structure

For each and every course, a formal assessment is required for which 70% is the pass mark. A mark of 70% must be attained in both the theory examination and the practical project assignment, where applicable as documented on an official transcript.

The order of course delivery within each level can be determined by the educational agency, as long as pre-requisite conditions are satisfied.

Upon completion of a Pre-employment program, individuals may be required to complete other certifications (employer or job site specific) in order to gain employment.

A Pre-employment student who becomes an apprentice will also be required to complete Level 2 in the Newfoundland and Labrador Curriculum Standard (NLCS).

<b>Pre-Employment</b>			
<b>Course No.</b>	<b>Course Name</b>	<b>Hours</b>	<b>Pre-Requisite(s)</b>
TS1510	Occupational Health and Safety	6	None
TS1520	WHMIS	6	None
TS1530	Standard First Aid	14	None
FC1111	Safety	9	TS1520
FC1101	Tools and Equipment I	12	FC1111
FC1060	Work Scheduling and Materials I	18	AM1101
FC1070	Introduction to Communication and Trade Documentation	18	None
FC1040	Site Preparation I	6	None
FC1000	Formwork I	18	FC1111, FC1101
FC1121	Concrete Transport and Placement I	36	FC1111, FC1101
FC1050	Concrete Tooling by Hand	30	FC1121
FC1141	Concrete Curing	6	FC1050

<b>Pre-Employment</b>			
<b>Course No.</b>	<b>Course Name</b>	<b>Hours</b>	<b>Pre-Requisite(s)</b>
FC1010	Concrete Protection	6	None
FC1020	Concrete Repairs I	18	FC1141
FC1030	Concrete Cutting I	7	FC1141
AM1000	Introduction to Essential Skills	9	None
AP1102	Introduction to Apprenticeship	12	None
*AM1101	Math Essentials*	42	None
AM1141	Concrete Finisher Math Fundamentals	42	AM1101
CM2161	Communication Essentials	36	None
SD1761	Workplace Essentials	24	None
MC1062	Computer Essentials	15	None
<b>Total Pre-Employment Hours</b>		<b>390</b>	

\*A student who can meet the mathematics requirement through an ACUPLACER® test may be exempted from AM1101 - Math Essentials. Please check with your training institution.

**Required Work Experience**

## Pre-Employment

### TS1510 Occupational Health and Safety

#### **Learning Outcomes:**

- Demonstrate knowledge of interpreting the Occupational Health and Safety Act, laws and regulations.
- Demonstrate knowledge of understanding the designated responsibilities within the laws and regulations such as the right to refuse dangerous work; and the importance of reporting accidents.
- Demonstrate knowledge of how to prevent accidents and illnesses.
- Demonstrate knowledge of how to improve health and safety conditions in the workplace.

**Duration:** 6 Hours

**Pre-Requisite(s):** None

#### **Objectives and Content:**

1. Interpret the Occupational Health and Safety Act laws and regulations.
  - i. explain the scope of the act
    - application of the act
    - Federal/Provincial jurisdictions
    - Canada Labour Code
    - rules and regulations
    - private home application
    - conformity of the Crown by the Act
2. Explain responsibilities under the Act and Regulations.  
duties of employer, owner, contractors, sub-contractors, employees, and suppliers

3. Explain the purpose of joint health and safety committees.  
formation of committee

functions of committee

legislated rights

health and safety representation

reporting endangerment to health

appropriate remedial action

investigation of endangerment

committee recommendation

employer's responsibility in taking remedial action

4. Examine right to refuse dangerous work.

reasonable grounds for refusal

reporting endangerment to health

appropriate remedial action

investigation of endangerment

committee recommendation

employer's responsibility to take appropriate remedial action

action taken when employee does not have reasonable grounds for refusing dangerous work

employee's rights

assigning another employee to perform duties

temporary reassignment of employee to perform other duties

collective agreement influences

wages and benefits

5. State examples of work situations where one might refuse work.

6. Describe discriminatory action.

definition

filing a complaint procedure

allocated period of time a complaint can be filed with the Commission

duties of an arbitrator under the Labour Relations Act

order in writing inclusion

report to commission Allocated period of time to request Arbitrator to deal with the matter of the request

notice of application

failure to comply with the terms of an order

order filed in the court

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7. Explain duties of commission officers.  
powers and duties of officers  
procedure for examinations and inspections  
orders given by officers orally or in writing
  - specifications of an order given by an officer to owner of the place of employment, employer, contractor, sub-contractor, employee, or supplier
  - service of an order
  - prohibition of persons towards an officer in the exercise of his/her power or duties  
rescinding of an order  
posting a copy of the order  
illegal removal of an order
8. Interpret appeals of others.  
allocated period of time for appeal of an order  
person who may appeal order
  - action taken by Commission when person involved does not comply with the order  
enforcement of the order  
notice of application  
rules of court
9. Explain the process for reporting of accidents.  
application of act  
report procedure  
reporting notification of injury  
reporting accidental explosion or exposure  
posting of act and regulations

### **Practical Requirements:**

1. Conduct an interview with someone in your occupation on two or more aspects of the act and report results.
2. Conduct a safety inspection of shop area.

## TS1520 Workplace Hazardous Materials Information System (WHMIS)

### **Learning Outcomes:**

- Demonstrate knowledge of interpreting and applying the Workplace Hazardous Materials Information System (WHMIS) Regulation under the Occupational Health and Safety Act.

**Duration:** 6 Hours

**Pre-Requisite(s):** None

### **Objectives and Content:**

1. Define WHMIS safety.
  - i. rational and key elements
  - ii. history and development of WHMIS
  - iii. WHMIS legislation
  - iv. WHMIS implementation program
  - v. definitions of legal and technical terms
2. Examine hazard identification and ingredient disclosure.
  - i. prohibited, restricted and controlled products
  - ii. classification and the application of WHMIS information requirements
  - iii. responsibilities for classification
    - the supplier
    - the employer
    - the worker - Classification: rules and criteria
    - information on classification
    - classes, divisions and subdivision in WHMIS
    - general rules for classification
    - Class A - compressed gases
    - Class B - flammable and combustible materials
    - Class C - oxidizing material
    - Class D - poisonous and infectious material
    - Class E - corrosive material
    - Class F - dangerously reactive material
  - iv. products excluded from the application of WHMIS legislation
    - consumer products
    - explosives
    - cosmetics, drugs, foods and devices
    - pest control products
    - radioactive prescribed substances
    - wood or products made of wood

- manufactured articles
  - tobacco or products of tobacco
  - hazardous wastes
  - products handled or transported pursuant to the Transportation of Dangerous Goods (TDG) Act
  - v. comparison of classification systems - WHMIS and TDG
  - vi. general comparison of classification categories
  - vii. detailed comparison of classified criteria
3. Explain labeling and other forms of warning.
- . definition of a WHMIS label
    - supplier label
    - workplace label
    - other means of identification
  - i. responsibility for labels
    - supplier responsibility
    - employer responsibility
    - worker responsibility
  - ii. introduce label content, design and location
    - supplier labels
    - workplace labels
    - other means of identification
4. Introduce material safety data sheets (MSDS).
- . definition of a material safety data sheet
  - i. purpose of the data sheet
  - ii. responsibility for the production and availability of data sheets
    - supplier responsibility
    - employer responsibility
    - workers responsibility

**Practical Requirements:**

1. Locate WHMIS label and interpret the information displayed.
2. Locate a MSDS sheet for a product used in the workplace and determine what personal protective equipment and other precautions are required when handling this product.

TS1530 Standard First Aid

**Learning Outcomes:**

- Demonstrate knowledge of recognizing situations requiring emergency action.
- Demonstrate knowledge of making appropriate decisions concerning first aid.

**Duration:** 14 Hours

**Pre-Requisite(s):** None

**Practical Requirements:**

1. Complete a **St. John Ambulance or Canadian Red Cross** Standard First Aid Certificate course.

## FC1111 Safety

### **Learning Outcomes:**

- Demonstrate knowledge of safe work practices.
- Demonstrate knowledge of maintaining a safe work environment.
- Demonstrate knowledge of regulatory requirements pertaining to safety.
- Demonstrate knowledge of PPE and safety equipment, their applications and procedures for use.

**Duration:** 9 Hours

**Pre-Requisite(s):** WHMIS

### **Objectives and Content:**

1. Identify hazards and describe safe work practices related to the use and maintenance of PPE and safety equipment.
  - i. personal
  - ii. workplace
    - power hazards
    - tag out/lockout
    - confined space
    - fire
    - heights
    - chemical/gas
    - temperature extremes
    - high pressure
    - fire and gas equipment
    - machinery
  - iii. environmental
    - discharge/spills
2. Describe the potential effects of exposure to concrete material.
3. Identify and describe workplace safety and health regulations.
  - i. federal
    - Material Safety Data Sheets (MSDS)
    - Workplace Hazardous Material Information System (WHMIS)
  - ii. provincial/territorial
    - Occupational Health and Safety (OH&S)
  - iii. municipal
  - iv. company safety policies and procedures

4. Identify types of personal protective equipment (PPE) and clothing and describe their applications and limitations.
5. Identify types of safety equipment and their location on-site.
  - i. fire extinguishers
  - ii. first aid kits
  - iii. eye wash stations
  - iv. spill kits
  - v. gas sensors
6. Describe the procedures for use of PPE and safety equipment.
7. Describe specific training requirements for use of PPE and safety equipment.
8. Identify safe transportation, storage and disposal procedures for hazardous materials.

**Practical Requirements:**

0. Perform a safety walk of shop area and identify the following:
  - i. safety signage
  - ii. first aid kits
  - iii. other safety stations / equipment
  - iv. potential hazards

## FC1101 Tools and Equipment I

### **Learning Outcomes:**

- Demonstrate knowledge of hand tools, their procedures for use, cleaning, maintenance and storage.
- Demonstrate knowledge of standard measuring equipment, their procedures for use, applications, maintenance and storage.

**Duration:** 12 Hours

**Pre-Requisite(s):** FC1111

### **Objectives and Content:**

1. Identify hazards and describe safe work practices pertaining to hand tools and basic measuring equipment.
2. Identify types of hand tools, and describe their applications and procedures for use.
3. Describe the procedures used to clean, maintain and store hand tools.
4. Identify basic types of measuring equipment, and describe their applications and features.
  - i. measuring tapes
  - ii. hand levels
  - iii. measuring vessels
  - iv. builder's level
5. Describe the procedures used to operate, test, maintain and store basic measuring equipment.
6. Describe the procedures used to replace basic measuring equipment.

### **Practical Requirements:**

None.

## FC1060 Work Scheduling and Materials I

### **Learning Outcomes:**

- Demonstrate knowledge of the procedures used to schedule basic work procedures.
- Demonstrate knowledge of the procedures used to determine types and quantities of basic materials, their applications and procedures for use.
- Demonstrate knowledge of simple calculations relating to material selection (estimating).

**Duration:** 18 Hours

**Pre-Requisite(s):** AM1101

### **Objectives and Content:**

1. Identify the factors that affect the scheduling of work procedures and the impact on timing and work sequence.
  - i. weather conditions
  - ii. environmental conditions
2. Identify hazards and safe work practices pertaining to the use of basic materials.
3. Identify the codes and national standards pertaining to basic concrete materials.
  - i. CSA A23.1
4. Identify types of basic concrete materials, their application and procedures for use.
5. Identify types of basic reinforcement materials, their application and procedures for use.
  - i. rebar
  - ii. welded wire mesh
6. Identify basic concrete mix designs.

7. Identify types of basic grout, their properties and application.
  - i. cementitious
8. Describe basic calculations pertaining to material selection.
  - i. perimeters
  - ii. circumferences
  - iii. volumes

**Practical Requirements:**

1. Perform calculations relating to estimating materials.
  - i. perimeters
  - ii. circumferences
  - iii. volumes
2. Perform mixing of concrete using an electric mixer.

## FC1070 Introduction to Communication and Trade Documentation

### **Learning Outcomes:**

- Demonstrate knowledge of basic trade related documentation and its use.
- Demonstrate knowledge of effective communication practices.

**Duration:** 18 Hours

**Pre-Requisite(s):** None

### **Objectives and Content:**

1. Identify types of trade related documentation and describe their purpose, application and procedures for use.
  - i. manufacturers' specifications
  - ii. standards documentation
    - Canadian Standards Association (CSA)
    - American Concrete Institute (ACI)
    - International Concrete Repair Institute (ICRI)
  - iii. safety documentation
2. Identify and interpret a set of residential blueprints.
  - foundation plan
  - floor plan
  - elevations
  - sections and details
  - other trade information
3. Describe scale rules, and legends and their application for residential use.
4. Describe the importance of using effective verbal and non-verbal communication with tradespeople and non-tradespeople.
  - i. co-workers
  - ii. tradespeople in other trades
  - iii. supervisors
  - iv. safety
5. Identify sources of information to consult for effective communicate.
  - i. OH&S requirements
  - ii. company and client documentation
  - iii. experienced journeypersons
6. Identify different communication and learning styles.

**Practical Requirements:**

None.

## FC1040 Site Preparation I

### **Learning Outcomes:**

- Demonstrate knowledge of site inspection procedures and factors that impact site preparation.
- Demonstrate knowledge of sub-grade preparation procedures and requirements.

**Duration:** 6 Hours

**Pre-Requisite(s):** None

### **Objectives and Content:**

1. Identify hazards and describe safe work practices pertaining to site preparation.
2. Identify basic tools and equipment used in site preparation and describe their applications and procedures for use.
3. Describe site conditions required for site preparation.
  - i. access
  - ii. weather exposure
  - iii. moisture
  - iv. temperature
4. Identify basic equipment used to compact base materials for sub-grade and elevations.
5. Describe procedures used to compact simple base materials for sub-grade and elevations.

### **Practical Requirements:**

None.

## FC1000 Formwork I

### **Learning Outcomes:**

- Demonstrate knowledge of basic formwork and its application.
- Demonstrate knowledge of procedures used to layout and construct basic formwork.
- Demonstrate knowledge of basic reinforcement installation.
- Demonstrate knowledge of basic formwork inspection procedures.
- Demonstrate knowledge of procedures used to remove basic forms.

**Duration:** 18 Hours

**Pre-Requisite(s):** FC1111, FC1101

### **Objectives and Content:**

1. Identify hazards and describe safe work practices pertaining to basic formwork.
2. Identify tools and equipment used with basic formwork, and describe their applications and procedures for use.
3. Identify basic formwork components and release agents.
  - i. reinforcement steel
  - ii. bulkheads
  - iii. screed level pegs
4. Describe the basic types of forces transmitted during placement of concrete.
5. Describe procedures used to layout, and install basic formwork and embeds.
  - i. squaring
  - ii. setting grades
  - iii. establishing and transferring of elevations
  - iv. setting perimeters
6. Describe basic bracing, shoring and supporting used in constructing formwork.
7. Explain the building and removal sequence of basic formwork.
8. Describe types of basic reinforcement and their procedures for installation.
9. Identify basic equipment required for the installation of reinforcement.

10. Explain camber, deflection and shrinkage as they pertain to the construction of formwork.
11. Explain procedures used to install basic formwork to finish grade.
12. Describe basic form and bracing removal practices.
13. Describe basic form removal requirements.

**Practical Requirements:**

1. Build a basic step form.
2. Remove basic formwork.

## FC1121 Concrete Transport and Placement I

### **Learning Outcomes:**

- Demonstrate knowledge of the tools and equipment and the procedures used to transport concrete.
- Demonstrate knowledge of the procedures used to place concrete.
- Demonstrate knowledge of the tools and equipment, and basic procedures used to consolidate concrete.
- Demonstrate knowledge of the basic effects and outcomes of consolidating procedures.

**Duration:** 36 Hours

**Pre-Requisite(s):** FC1111, FC1101

### **Objectives and Content:**

1. Identify hazards and describe safe work practices pertaining to concrete transport and placement.
2. Describe conveying equipment, their application and procedures for use.
  - i. tele-belt trucks
  - ii. ready-mix truck mounted conveyor
  - iii. trailers
3. Identify transportation methods for moving and placing concrete.
4. Identify tools for placing concrete and describe their procedures for use.
5. Identify types of embedded reinforcement, their applications and procedures for use.
6. Identify the effects of embedded reinforcement on handling of concrete.
7. Explain the concept of distributing concrete starting from the nearest known level of elevation.
8. Identify basic tools and equipment used to consolidate concrete.
9. Identify basic consolidation techniques, their applications and procedures.
  - i. internal vibration
  - ii. external vibration

10. Describe the effect of vibration on forms.
11. Describe basic concrete defects, their cause and prevention techniques.
  - i. segregation
  - ii. honeycombs
  - iii. pin holes
  - iv. delamination

**Practical Requirements:**

1. Layout a flat slab.
2. Prepare form for slab.

## FC1050 Concrete Tooling by Hand

### **Learning Outcomes:**

- Demonstrate knowledge of the tools and equipment and the procedures used to establish elevations.
- Demonstrate knowledge of the tools and equipment, and the techniques used to screed, bull float and float concrete by hand.
- Demonstrate knowledge of techniques used to apply a hand trowel to concrete without surface imperfections.
- Demonstrate knowledge of the effects of various factors when troweling concrete by hand.
- Demonstrate knowledge of tools and equipment used to edge concrete, their application and procedures for use.
- Demonstrate knowledge of the tools and techniques used to tool contraction joints.

**Duration:** 30 Hours

**Pre-Requisite(s):** FC1121

### **Objectives and Content:**

1. Identify hazards and describe safe work practices pertaining to tooling concrete by hand.
2. Describe the procedures for establishing basic elevation.
3. Describe the placement of screed guides when leveling concrete.
4. Identify manual screeds and their applications.
5. Describe techniques for screeding concrete by hand.
6. Explain the purpose of screeding concrete.
7. Explain tolerances and describe their purpose as it pertains to levelling concrete.
8. Identify the tools used to bull float concrete.
9. Explain when to begin bull floating.
10. Describe the procedure of bull floating the concrete and its purpose.

11. Identify tools and equipment used to float concrete by hand.
12. Identify floating techniques used to float concrete by hand.
  - i. pressure application
  - ii. angle of float
  - iii. pattern of floating
13. Identify surface conditions and describe their effects on timing and the floating process.
  - i. firmness
  - ii. presence of bleed water
  - iii. setting of concrete materials
14. Explain the effect of weather conditions during floating of concrete by hand.
15. Explain the effect of admixtures in the concrete.
16. Identify tools and their procedure for use when troweling concrete by hand.
17. Identify surface imperfections, their causes and techniques for correction.
  - i. pin holes
  - ii. ridges
  - iii. chatter marks
  - iv. wash-boarding
  - v. blisters
18. Describe the effects of trowel pitch and force.
19. Describe the procedures used to trowel concrete by hand.

20. Identify types of edgers, their application and procedures for use.
  - i. tread
  - ii. safety
  - iii. walk-along
  - iv. curb
  - v. bullnose
21. Identify surface conditions that affect edging.
22. Identify tools required for tooling contraction joints.
23. Explain depth and spacing as it pertains to hand-tooling concrete.
24. Describe tooling techniques and their application as it pertains to hand-tooling concrete.

**Practical Requirements:**

1. Place concrete in slab-on-grade.
2. Hand-tool concrete to specified finish.
  - i. broom finish
  - ii. steel trowel finish
  - iii. float finish

## FC1141 Concrete Curing

### **Learning Outcomes:**

- Demonstrate knowledge of the processes, requirements and techniques used in wet-curing concrete.
- Demonstrate knowledge of applications and procedures used in chemical curing.

**Duration:** 6 Hours

**Pre-Requisite(s):** FC1050

### **Objectives and Content:**

1. Identify hazards and describe safe work practices pertaining to wet and chemical curing concrete.
2. Identify the tools, equipment and materials used in the process of wet-curing concrete.
3. Explain the requirements for proper hydration and temperature of concrete during the wet-curing process.
4. Describe the process and techniques of wet-curing concrete.
5. Identify types of cement and the timings related to wet-curing.
6. Explain the consequences of improper wet-curing.
7. Identify types of curing compounds in chemical-curing.
  - i. clear membrane
  - ii. fugitive dye
  - iii. dissipating curing compound
  - iv. water-based
  - v. solvent-based
8. Identify types of cement and timings related to chemical-curing.
9. Describe the effects of curing compounds on the chemical-curing process.
10. Describe the application procedure of chemical-curing compounds.
11. Identify timing for the application of chemical-curing compounds.

**Practical Requirements:**

1. Apply a curing compound to a finished concrete slab.

## FC1010 Concrete Protection

### **Learning Outcomes:**

- Demonstrate knowledge of how temperature affects plastic concrete.
- Demonstrate knowledge of how temperature affects hardened concrete.

**Duration:** 6 Hours

**Pre-Requisite(s):** None

### **Objectives and Content:**

1. Identify hazards and describe safe work practices pertaining to protecting concrete.
2. Describe the effects of ground and air temperature on plastic concrete.
3. Identify the temperature of plastic concrete and its effect on set.
4. Identify temperature ranges for plastic concrete curing processes.
5. Identify methods to control weather variables for plastic concrete.
6. Identify the effects of water, ice and warm water on a plastic concrete mix.
7. Describe the effects of ground and air temperature on hardened concrete.
8. Identify temperature ranges for hardened concrete curing processes.
9. Identify methods to control weather variables for hardened concrete.

### **Practical Requirements:**

None.

## FC1020 Concrete Repairs I

### **Learning Outcomes:**

- Demonstrate knowledge of basic concrete defects and their causes.
- Demonstrate knowledge of material removal equipment and procedures for use.
- Demonstrate knowledge of procedures and materials used for preparing the surface for repair or restoration.
- Demonstrate knowledge of basic repair materials and procedures used for basic repair and restoration of concrete.

**Duration:** 18 Hours

**Pre-Requisite(s):** FC1141

### **Objectives and Content:**

1. Identify hazards and describe safe work practices pertaining to repairing concrete.
2. Identify the types of basic defects that require repair.
3. Identify the causes of basic defects that require repair.
  - i. stress
  - ii. efflorescence
  - iii. improper placing or finishing
4. Identify the tools and equipment used to test concrete.
5. Identify hazards and safe work practices pertaining to the removal of materials.
6. Identify types of removal equipment and the procedures used for the removal of materials.
7. Describe basic surface preparation procedures and material.
8. Identify profiling equipment, their applications and the procedure for use.
9. Identify basic bonding agents, their application and the procedure for use.
  - i. latex modified
  - ii. slurry mix
10. Describe the saturated surface-dry (SSD) requirements for concrete.

11. Identify pre-soak methods.
12. Identify hazards and safe work practices pertaining to repairing and restoring concrete.
13. Identify basic repair materials and their applications.
14. Describe procedures used for basic repairing and restoring of concrete.
  - i. dry packing
  - ii. hand patching

**Practical Requirements:**

1. Perform dry packing procedures on damaged concrete.
2. Perform layered procedures on damaged concrete.
3. Perform patch and repair on damaged concrete.

## FC1030 Concrete Cutting I

### **Learning Outcomes:**

- Demonstrate knowledge of isolation, construction and expansion joints and their application.
- Demonstrate knowledge of installation procedures for isolation, construction and expansion joints.
- Demonstrate knowledge of tools and equipment and procedures to fill contraction joints.

**Duration:** 7 Hours

**Pre-Requisite(s):** FC1141

### **Objectives and Content:**

1. Identify hazards and describe safe work practices pertaining to cutting joints.
2. Describe the types of joints and their applications.
3. Describe the types of joint components, their applications and installation procedures.
  - i. dowels
  - ii. keyways
  - iii. expansion materials
4. Describe the installation procedures for isolation, construction and expansion joints.
5. Identify tools and equipment required for wet and early entry cutting.
6. Identify tools and equipment required for filling joints.
7. Describe procedures for filling contraction joints.

**Practical Requirements:**

1. Perform cutting procedures on plastic concrete.

## AM1000 Introduction to Essential Skills

### **Learning Outcomes:**

- Demonstrate knowledge of the nine nationally recognized essential skills.
- Demonstrate knowledge of the essential skills levels of complexity.
- Demonstrate knowledge of the essential skills required for the learners chosen trade.
- Demonstrate an awareness of essential skills assessments.

**Duration:** 9 Hours

**Pre-Requisite(s):** None

### **Objectives and Content:**

1. Identify and describe the essential skills recognized by the Government of Canada through the Office of Literacy and Essential Skills (OLES).
  - i. reading
  - ii. document use
  - iii. numeracy
  - iv. writing
  - v. oral communication
  - vi. working with others
  - vii. thinking
  - viii. computer use
  - ix. continuous learning
2. Describe the Levels of Complexity measurement assigned to essential skills.
3. Identify the essential skills, along with their complexity level, identified as necessary for the learner's trade.
  - i. RSOS / NOA content<sup>1</sup>
  - ii. OLES Essential Skills Profiles<sup>2</sup>
  - iii. OLES tools and support for apprentices and tradespersons<sup>3</sup>
4. Describe the nature and purpose of essential skills assessment.
  - i. self-assessment & formal assessment tools
  - ii. indicators of deficiencies
  - iii. suggestions for improvement

5. Describe the benefits of essential skills improvement.
  - i. confidence at work
  - ii. employability
  - iii. success in apprenticeship
  - iv. wage & job advancement

**Practical Requirements:**

1. Complete an essential skills self-assessment addressing numeracy, document use and reading. The online **Government of Canada Essential Skills Indicator<sup>4</sup> and Essential Skills self-assessment for the trades<sup>5</sup>** are to be used unless the instructor provides a similar assessment tool or tools.
2. Participate in a group discussion about the impact of gaps in essential skills that may be revealed by the self-assessments completed, and the value of improving essential skills.

\*Students are graded complete or incomplete on this practical work, no grade is permitted for self-assessment performance. However, completion of the practical requirements is mandatory for completion of this unit.

**Resources:**

All footnotes are in the companion document “Resources for Introduction to Essential Skills” which is available online from Apprenticeship and Trade Certification.

## AP1102 Introduction to Apprenticeship

### **Learning Outcomes:**

- Demonstrate knowledge of how to become a registered apprentice.
- Demonstrate knowledge of the steps to complete an apprenticeship program.
- Demonstrate knowledge of various stakeholders in the apprenticeship process.
- Demonstrate knowledge of the Red Seal Program.

**Duration:** 12 Hours

**Pre-Requisite(s):** None

### **Objectives and Content:**

1. Define terminology associated with apprenticeship.
  - i. apprentice
  - ii. registered apprentice
  - iii. trade qualifier
  - iv. journeyperson
  - v. certified journeyperson
  - vi. Certificate of Apprenticeship
  - vii. Certificate of Qualification
  - viii. dual certification
  - ix. compulsory trades
2. Explain the roles and responsibilities of those involved in the apprenticeship system in Newfoundland and Labrador.
  - i. registered apprentice
  - ii. training institution
  - iii. employer
  - iv. journeyperson
  - v. mentor
  - vi. Department of Jobs, Immigration and Growth
    - Industrial Training section
    - Standards and Curriculum section
  - vii. Provincial Trade Advisory Committees (PTAC)
  - viii. Provincial Apprenticeship and Certification Board (PACB)

## Plan of Training – Concrete Finisher

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3. Describe the training components of an apprenticeship.
  - i. in-school
    - Pre-employment / Level 1
    - advanced levels
  - ii. workplace experience
4. Explain the steps in the registered apprenticeship process.
  - i. meet entrance requirements
    - education
    - employment
    - Recognition of Prior Learning (RPL) - if applicable
  - ii. complete the registration process
    - application
    - required documents
  - iii. complete the Memorandum of Understanding (MOU)
    - contract responsibilities
    - probation period
    - cancellation
  - iv. maintain Record of Occupational Progress (Logbook)
    - sign off skills
    - record hours
    - update Apprenticeship Program Officer (APO) on progress
  - v. class calls
    - hour requirements
    - EI eligibility
    - training schedule
  - vi. level examinations - if applicable
  - vii. progression schedule
    - apprenticeship level
    - wage rates
  - viii. certification examinations
    - Provincial
    - Red Seal
      - written
      - practical - if applicable
  - ix. certification
    - Certificate of Apprenticeship
    - Certificate of Qualification
    - Provincial journeyperson - Blue Seal
    - Interprovincial journeyperson - Red Seal endorsement (RSE)
5. Identify the Conditions Governing Apprenticeship.

6. Discuss cancellation of apprenticeship.
  - i. failure to notify of address change
  - ii. extended periods of unemployment
  - iii. lack of contact with an APO for an extended period
  - iv. failure to respond to class calls
  - v. declining of multiple class calls
7. Explain the Red Seal program.
  - i. designated Red Seal trades
  - ii. the Red Seal Occupational Standard (RSOS)
  - iii. relationship of RSOS to Red Seal examination
  - iv. national qualification recognition and mobility
8. Identify the current financial incentives available to apprentices.
  - i. Federal
  - ii. Provincial
9. Explain the Provincial / Territorial Apprentice Mobility Guidelines.
  - i. temporary mobility
  - ii. permanent mobility
10. Describe Atlantic and National Harmonization initiatives.

**Practical Requirements:**

1. Use the Provincial Apprenticeship and Trades Certification website at [www.gov.nl.ca/atcd](http://www.gov.nl.ca/atcd)
  - i. locate, download, and complete the Application for Apprenticeship and Memorandum of Understanding (MOU)
  - ii. locate the address of the Industrial Training office closest to this campus
  - iii. locate the training schedule and identify the start date of the next class call for this trade
  - iv. locate and review the learning resources applicable to this trade
    - Study Guide
    - Exam Preparation Guide
    - Plan of Training

2. Use the Plan of Training applicable to this trade.
  - i. locate the hours for the trade
    - total in-school
    - total required for certification
  - ii. locate the number of levels
  - iii. locate the courses in each level
  - iv. locate the hours required for progression to a Level 2 apprentice and the wage percentage of that level

## AM1101 Math Essentials

**Note:** It is recommended that AM1101 be delivered in the first semester of the Pre-employment program.

### **Learning Outcomes:**

- Demonstrate knowledge of essential numeracy skills.
- Demonstrate knowledge of mathematics as a critical element of the trade environment.
- Demonstrate knowledge of mathematical principles in trade problem solving situations.
- Demonstrate the ability to solve simple mathematical word problems.

**Duration:** 42 Hours

**Pre-Requisite(s):** None

### **Objectives and Content:**

Wherever possible, the instructor is expected to use trade specific examples to reinforce the course objectives.

1. Describe whole number operations.
  - i. read, write, count, round off, add, subtract, multiply and divide whole numbers.
2. Describe the application of the order of operations in math problems.
3. Describe fraction and mixed number operations.
  - i. read, write, add, subtract, multiply and divide fractions.
4. Describe decimal operations.
  - i. read, write, round off, add, subtract, multiply and divide decimals.
5. Describe percent/decimal/fraction conversion and comparison.
  - i. convert between fractions, decimals and percents.
6. Identify percentage operations.
  - i. read and write percentages
  - ii. calculate base, rates and percentages
7. Identify ratio and proportion operations.
  - i. use a ratio comparing two quantities with the same units
  - ii. use a proportion comparing two ratios

8. Describe the use of the imperial measurement system in math problems.
  - i. identify units of measurement
    - length
    - mass
    - area
    - volume
    - capacity
9. Describe the use of the metric measurement system in math problems.
  - i. identify units of measurement
    - length
    - mass
    - area
    - volume
    - capacity
10. Identify angles, lines and geometric shapes.
  - i. use a protractor to measure angles
  - ii. determine whether an angle is right, acute or obtuse
  - iii. identify parallel, perpendicular, horizontal and vertical lines
  - iv. identify types of triangles, quadrilaterals, and 3-dimensional shapes
11. Describe estimation strategies.
  - i. estimate a linear measure using a referent
  - ii. estimate length, area and volume of objects in metric and imperial systems
12. Describe problem solving that involves linear measurement using instruments such as rulers or tape measures, in the metric and imperial systems.

**Practical Requirements:**

1. To emphasize or further develop specific knowledge objectives, students will be required to complete practical demonstrations, which confirm proper application of mathematical theory to job skills.

## AM1141 Concrete Finisher Math Fundamentals

### **Learning Outcomes:**

- Demonstrate knowledge of mathematical concepts in the performance of trade practices.
- Demonstrate knowledge of mathematics as a critical element of the trade environment.
- Solve mathematical word problems.
- Demonstrate knowledge of mathematical principles for the purposes of problem solving, job and materials estimation, measurement, calculation, system conversion, diagram interpretation and scale conversions, formulae calculations, and geometric applications.

**Duration:** 42 Hours

**Pre-Requisite(s):** AM1101

### **Objectives and Content:**

The instructor is required to use trade specific examples to reinforce the course objectives.

1. Describe percent/decimal/fraction conversions and comparisons in trade specific situations.
2. Describe ratios and proportions as they relate to trade specific problems.
3. Describe the use of the Imperial and Metric measurement systems in trade specific applications.
4. Describe Imperial and Metric conversions in trade specific situations.
  - i. convert between imperial and metric measurements
  - ii. convert to another unit within the same measurement system
5. Describe how to manipulate formulas using cross multiplication, dividing throughout, elimination, and substitution to solve trade specific problems.
  - i. right angle triangles
  - ii. area
  - iii. volume
  - iv. perimeter
  - v. density

6. Identify calculations involving geometry that are relevant to the trade.
  - i. angle calculations
  - ii. circle calculations
7. Identify math processes used to complete administrative trade tasks.
  - i. material estimation
  - ii. material costing
  - iii. time & labour estimates
  - iv. taxes & surcharges
  - v. markup & projecting revenue

**Practical Requirements:**

1. To emphasize or further develop specific knowledge objectives, students will be asked to complete practical demonstrations, which confirm proper application of mathematical theory to job skills.

**Note:** This course is **Non-Transferable** to other trades programs, and **Not Eligible for Prior Learning Assessment**. Students completing training in this trade program are required to complete this math course. Apprentice transfers under Provincial / Territorial Mobility agreements may be exempt from this requirement.

## CM2161 Communication Essentials

### **Learning Outcomes:**

- Demonstrate knowledge of the importance of well-developed writing and oral communication skills in the workplace.
- Demonstrate knowledge of the principles of effective workplace writing.
- Demonstrate knowledge of the purpose of various types of workplace documentation and workplace meetings.
- Demonstrate knowledge of the importance of effective interpersonal skills in the workplace.
- Demonstrate knowledge of effective job search techniques

**Duration:** 36 Hours

**Pre-Requisite(s):** None

### **Objectives and Content:**

Wherever possible, the instructor is expected to use trade specific examples to reinforce the course objectives.

1. Define communications terminology used in the trade.
2. Identify the principles of effective workplace writing.
  - i. grammar, punctuation, mechanics
  - ii. sentence and paragraph construction
  - iii. tone, language, and word choice
  - iv. the writing process
    - planning
    - writing
    - editing/revising
3. Identify sources of information used to communicate in the workplace.
  - i. regulations
  - ii. codes
  - iii. OH&S requirements
  - iv. prints, drawings and specifications
  - v. company and client documentation
4. Identify types and purposes of informal workplace documents.
  - i. reports
    - incident
    - process
    - progress

- ii. common trade specific forms
  - iii. primary and secondary methods of information gathering
  - iv. accuracy and completeness in reports and forms
5. Demonstrate an understanding of interpersonal communications in the workplace.
- i. recognize group dynamics
  - ii. contribute information and expertise
  - iii. individual learning styles
    - audible
    - visual
    - experiential
    - theoretical
  - iv. recognize respectful and open communication
  - v. accept and provide feedback
  - vi. interpret non-verbal communication cues
    - body language
    - signals
6. Demonstrate an understanding of effective oral communication skills.
- i. listening
    - receiving, understanding, remembering, reflecting, evaluating, paraphrasing, and responding
  - ii. speaking
    - using clear and proper words
    - tone, style, and vocabulary
    - brevity
  - iii. common workplace oral communication situations
    - introducing self and others
    - telephone conversations
    - tool box/safety talks
    - face-to-face conversations
    - communicating with co-workers, supervisors, clients, and other trades people
7. Identify common practices related to workplace meetings.
- i. meeting formats
  - ii. meeting preparation
  - iii. agendas and minutes
  - iv. roles, responsibilities, and etiquette of meeting participants

8. Identify acceptable workplace use of communication technologies.
  - i. cell / smart phone etiquette
  - ii. voice mail
  - iii. e-mail
  - iv. texting / messaging through social media
  - v. teleconferencing / videoconferencing for meetings and interviews
  - vi. social networking
  - vii. other emerging technologies
  
9. Demonstrate an understanding of effective job search techniques.
  - i. employment trends, opportunities, and sources of employment
  - ii. job ads and the importance of fitting qualifications to job requirements
  - iii. resumes
    - characteristics of effective resumes
    - types of resumes
    - principles of resume formatting
  - iv. effective cover letters
  - v. job interview process
    - pre-interview preparation
    - interview conduct
    - post-interview follow up

**Practical Requirements:**

1. Write a well-developed, coherent, unified paragraph.
2. Complete a trade-related form.
3. Prepare an agenda for a toolbox safety talk.
4. Participate in a simulated oral workplace communication situation.
5. Prepare a resume.

## SD1761 Workplace Essentials

Note: It is recommended that SD1761 be delivered in the second half of Pre-employment training.

### **Learning Outcomes:**

- Demonstrate knowledge of workplace requirements in the areas of personal responsibility, unions, workers compensation, workers' rights, and human rights.
- Demonstrate knowledge of quality customer service.

**Duration:** 24 Hours

**Pre-Requisite(s):** None

### **Objectives and Content:**

Wherever possible, the instructor is expected to use trade specific examples to reinforce the course objectives.

1. Identify personal responsibilities and attitudes that contribute to on-the-job success.
  - i. asking questions
  - ii. working safely
  - iii. accepting constructive feedback
  - iv. time management & punctuality
  - v. respect for authority
  - vi. stewardship of materials, tools and properties
2. Define unions and identify their role in the workplace.
  - i. purpose of unions
  - ii. common union structure
  - iii. unions in this trade
3. Demonstrate an understanding of the Worker's Compensation process.
  - i. aims, objectives, and benefits of the Workplace Health, Safety and Compensation Commission
  - ii. role of the workers advisor
  - iii. internal review process

4. Demonstrate an understanding of worker's rights.
  - i. labour standards
  - ii. regulations, including:
    - hours of work & overtime
    - termination of employment
    - minimum wages & allowable deductions
    - statutory holidays, vacation time, and vacation pay
5. Demonstrate an understanding of human rights issues.
  - i. awareness of the Human Rights Code and the role of the Human Rights Commission
  - ii. categories of discrimination and strategies for prevention
    - direct
    - systemic
    - adverse effect
  - iii. types of discrimination
    - race
    - ethnic origin
    - colour
    - religion
    - age
    - gender identify
    - sexual orientation
    - marital status
    - family status
    - disability
    - criminal conviction that has been pardoned
  - iv. conduct that constitutes harassment and discrimination
    - objectionable conduct
    - comments or displays made either on a one-time or continuous basis that demeans, belittles, or causes personal humiliation or embarrassment to the recipient
  - v. the value of diversity in the workplace
    - culture
    - gender identify
    - sexual orientation

6. Demonstrate an understanding of quality customer service.
  - i. importance of quality service
  - ii. barriers to quality service
    - physical and physiological
    - cultural
    - technological
  - iii. customer needs & common methods for meeting them
  - iv. characteristics & importance of a positive attitude
  - v. interactions with challenging customers
  - vi. addressing complaints and resolve conflict

**Practical Requirements:**

None.

## MC1062 Computer Essentials

### **Learning Outcomes:**

- Demonstrate knowledge of desktop/laptop and mobile computers and their operation.
- Demonstrate knowledge of word processing and spreadsheet software, internet browsers and their applications.
- Demonstrate knowledge of e-mail applications and procedures.
- Demonstrate an awareness of security issues related to computers.
- Demonstrate an awareness of online learning using computers.

**Duration:** 15 Hours

**Pre-Requisite(s):** None

### **Objectives and Content:**

When possible, the instructor is expected to use trade specific examples to reinforce the course objectives.

1. Identify computer types used in the workplace, and the characteristics of each.
  - i. desktop/laptop computers
  - ii. tablets
  - iii. smartphones
2. Identify common desktop and mobile operating systems.
  - i. Windows
  - ii. Mac OS
  - iii. iOS
  - iv. Android
3. Describe the use of Windows operating system software.
  - i. start and end a program
  - ii. use the help function
  - iii. use the find function
  - iv. maximize and minimize a window
  - v. open and scroll through multiple windows
  - vi. use the task bar
  - vii. adjust desktop settings such as screen savers, screen resolution, and backgrounds
  - viii. shut down a computer

4. Identify the skills necessary to perform file management commands.
  - i. create folders
  - ii. copy files and folders
  - iii. move files and folders
  - iv. rename files and folders
  - v. delete files and folders
5. Describe the use of word processing software to create documents.
  - i. enter & edit text
  - ii. indent and tab text
  - iii. change text attributes
    - bold
    - underline
    - font
  - iv. change layout format
    - margins
    - alignment
    - line spacing
  - v. spell check and proofread
  - vi. save, close & reopen a document
  - vii. print document
6. Describe the use of spreadsheet software to create documents.
  - i. enter data in cells
  - ii. format data in cells
  - iii. create formulas to add, subtract, multiply and divide
  - iv. save, close & reopen a spreadsheet
  - v. print spreadsheet
7. Describe the use of the internet in the workplace.
  - i. web browsers
  - ii. search engines
  - iii. security issues
  - iv. personal responsibility for internet use at work
8. Describe the role of e-mail.
  - i. e-mail etiquette
    - grammar and punctuation
    - privacy issues when sharing and forwarding e-mail
    - work appropriate content
    - awareness of employer policies
  - ii. managing e-mail
    - using folders
    - deleting, forwarding, replying
  - iii. adding attachments to e-mail
  - iv. view e-mail attachments

- v. printing e-mail
- 9. Describe computer use for online learning.
  - i. online training
  - ii. level exams
  - iii. study guides
  - iv. practice exams

**Practical Requirements:**

- 1. Create, save and print a document using word processing software.
- 2. Create, save and print a document using spreadsheet software.
- 3. Send and receive an e-mail with an attachment.

## C. Conditions Governing Apprenticeship Training

### 1.0 General

The following general conditions apply to all apprenticeship training programs approved by the Provincial Apprenticeship and Certification Board (PACB) in accordance with the **Apprenticeship and Certification Act (1999)**. If an occupation requires additional conditions, these will be noted in the specific Plan of Training for the occupation. In no case should there be a conflict between these conditions and the additional requirements specified in a certain Plan of Training. All references to Memorandum of Understanding will also apply to Letter of Understanding (LOU) agreements.

### 2.0 Entrance Requirements

#### 2.1 Entry into the occupation as an apprentice requires:

Indenturing into the occupation by an employer who agrees to provide the appropriate training and work experiences as outlined in the Plan of Training.

- 2.2 Notwithstanding the above, each candidate must have successfully completed a high school program or equivalent, and in addition may be required to have completed certain academic subjects as specified in a particular Plan of Training. Mature students, at the discretion of the Director of Apprenticeship and Trades Certification, may be registered. A mature student is defined as one who has reached the age of 19 and who can demonstrate the ability and the interest to complete the requirements for certification.
- 2.3 At the discretion of the Director of Apprenticeship and Trades Certification, credit toward the apprenticeship program may be awarded to an apprentice for previous work experience and/or training as validated through prior learning assessment.

- 2.4 An Application for Apprenticeship form must be duly completed along with a Memorandum of Understanding as applicable to be indentured into an Apprenticeship. The Memorandum of Understanding must contain signatures of an authorized employer representative, the apprentice and an official representing the Provincial Apprenticeship and Certification Board to be valid.
- 2.5 A new Memorandum of Understanding must be completed for each change in an employer during the apprenticeship term.

### **3.0 Probationary Period**

The probationary period for each Memorandum of Understanding will be six months or 900 employment credit hours. Within that period the memorandum may be terminated by either party upon giving the other party and the PACB one week notice in writing.

### **4.0 Termination of a Memorandum of Understanding**

After the probationary period referred to in Section 3.0, the Memorandum of Understanding may be terminated by the PACB by mutual consent of the parties involved, or cancelled by the PACB for proper and sufficient cause in the opinion of the PACB, such as that stated in Section 14.

### **5.0 Apprenticeship Progression Schedule, Wage Rates and Advanced Training Criteria**

## Progression Schedule

Concrete Finisher - 3600 Hours			
Apprenticeship Level And Wages			
Level	Wage Rate	Requirements for Progression to Next Level	Next Level
1	60%	<ul style="list-style-type: none"> <li>▪ Completion of Pre-Employment / Level 1 training</li> <li>▪ Registration as an apprentice</li> <li>▪ Completion of Level 1 exam*</li> <li>▪ Minimum 1800 hours of combined relevant work experience and training</li> </ul>	2 <sup>nd</sup> Year
2	90%	<ul style="list-style-type: none"> <li>▪ Completion of Level 2 training</li> <li>▪ Completion of Level 2 exam*</li> <li>▪ Minimum 3600 hours of combined relevant work experience and training</li> <li>▪ Sign-off of all workplace skills in apprentice logbook</li> <li>▪ Pass certification exam</li> </ul>	Journeyperson Certification
<p><b>Wage Rates</b></p> <ul style="list-style-type: none"> <li>▪ Rates are percentages of the prevailing journeyperson's wage rate in the place of employment of the apprentice.</li> <li>▪ Rates must not be less than the wage rate established by the Labour Standards Act (1990), as now in force or as hereafter amended, or by other order, as amended from time to time replacing the first mentioned order.</li> <li>▪ Rates must not be less than the wage rate established by any collective agreement which may be in force at the apprentice's workplace.</li> <li>▪ Employers are free to pay wage rates above the minimums specified.</li> </ul> <p><b>Level Exams*</b></p> <ul style="list-style-type: none"> <li>▪ This program may <b>not</b> currently contain level exams, in which case this requirement is not applicable until such time as level exams are available.</li> </ul>			

Concrete Finisher - 3600 Hours		
Class Calls (After Apprenticeship Registration)		
Call Level	Requirements for Class Call	Hours Awarded for In-School Training
Direct Entry Level 1	<ul style="list-style-type: none"> <li>▪ Minimum of 1800 hours of relevant work experience</li> <li>▪ Prior Learning Assessment (PLA) at designated college (if applicable)</li> </ul>	390
Level 2	<ul style="list-style-type: none"> <li>▪ Minimum of 3400 hours of relevant work experience and training</li> </ul>	240

Class calls at Minimum Hours:

- Class calls may not always occur at the minimum hours indicated. Some variation is permitted to allow for the availability of training resources and apprentices.

## 6.0 Tools

Apprentices shall be required to obtain their own hand tools applicable for the designated occupation of registration or tools as specified by the PACB.

## 7.0 Periodic Examinations and Evaluation

- 7.1 Every apprentice shall submit to such occupational tests and examinations as the PACB shall direct. If after such occupational tests and examinations the apprentice is found to be making unsatisfactory progress, his/her apprenticeship level and rate of wage shall not be advanced as provided in Section 5 until his/her progress is satisfactory to the Director of Apprenticeship and Trades Certification and his/her date of completion shall be deferred accordingly. Persistent failure to pass required tests shall be a cause for revocation of his/her Memorandum of Understanding.
- 7.2 Upon receipt of reports of accelerated progress of the apprentice, the PACB may shorten the term of apprenticeship and advance the date of completion accordingly.
- 7.3 For each and every course, a formal assessment is required for which 70% is the pass mark. A mark of 70% must be attained in both the theory examination and the practical project assignment, where applicable as documented on an official transcript.

- 7.4 Course credits may be granted through the use of a PACB approved matrix which identifies course equivalencies between designated trades and between current and historical Plans of Training for the same trade.

## **8.0 Granting of Certificates of Apprenticeship**

Upon the successful completion of apprenticeship, the PACB shall issue a Certificate of Apprenticeship.

## **9.0 Hours of Work**

Any hours employed in the performance of duties related to the designated occupation will be credited towards the completion of the term of apprenticeship. Appropriate documentation of these hours must be provided.

## **10.0 Copies of the Registration for Apprenticeship**

The Director of Apprenticeship and Trades Certification shall provide copies of the Registration for Apprenticeship form to all signatories to the document.

## **11.0 Ratio of Apprentices to Journeypersons**

Under normal practice, the ratio of apprentices to journeypersons shall not exceed two apprentices to every one journeyperson employed. Other ratio arrangements would be determined and approved by the PACB.

## **12.0 Relationship to a Collective Bargaining Agreement**

Where applicable in Section 5 of these conditions, Collective Agreements take precedence.

## **13.0 Amendments to a Plan of Apprenticeship Training**

A Plan of Training may be amended at any time by the PACB.

## **14.0 Employment, Re-Employment and Training Requirements**

- 14.1 The Plan of Training requires apprentices to regularly attend their place of employment.
- 14.2 The Plan of Training requires apprentices to attend training for that occupation as prescribed by the PACB.

- 14.3 Failure to comply with Sections 14.1 and/or 14.2 will result in cancellation of the Memorandum of Understanding. Apprentices may have their MOUs reinstated by the PACB but would be subject to a commitment to complete the entire program as outlined in the General Conditions of Apprenticeship. Permanent cancellation in the said occupation is the result of non-compliance.
- 14.4 Cancellation of the Memorandum of Understanding to challenge journeyperson examinations, if unsuccessful, would require an apprentice to serve a time penalty of two (2) years before reinstatement as an apprentice or qualifying to receive a class call to training as a registered Trade Qualifier. Cancellation must be mutually agreed upon by the employer and the apprentice.
- 14.5 An employer shall ensure that each apprentice is under the direct supervision of an approved journeyperson supervisor who is located at the same worksite as the apprentice, and that the apprentice is able to communicate with the journeyperson with respect to the task, activity or function that is being supervised.
- 14.6 Under the Plan of Training the employer is required to keep each apprentice employed as long as work is available, and if the apprentice is laid off due to lack of work, to give first opportunity to be hired before another is hired.
- 14.7 The employer will permit each apprentice to attend training programs as prescribed by the PACB.
- 14.8 Apprentices who cannot acquire all the workplace skills at their place of employment will have to be evaluated in a simulated work environment at a PACB authorized training institution and have sign-off done by instructors to meet the requirements for certification.

## **15.0 Appeals to Decisions Based on Conditions Governing Apprenticeship Training**

Persons wishing to appeal any decisions based on the above conditions must do so in writing to the Minister of Education and Early Childhood Development within 30 days of the decision.

#### D. Requirements for Red Seal Endorsement

1. Evidence the required work experiences outlined in this Plan of Training have been obtained. This evidence must be in a format clearly outlining the experiences and must be signed by an appropriate person or persons attesting that these experiences have been obtained to the level required.
2. Successful completion of all required courses in the program.
3. A combination of training from an approved training program and suitable work experience totaling 3600 hours.

**Or**

A total of 5400 hours of suitable work experience.

4. Completion of a National Red Seal examination, to be set at a place and time determined by the Apprenticeship and Trades Certification Division.

## E. Roles and Responsibilities of Stakeholders in the Apprenticeship Process

The apprenticeship process involves a number of stakeholders playing significant roles in the training of apprentices. This section outlines these roles and the responsibilities resulting from them.

### **The Apprentice:**

- completes all required technical training courses as approved by the PACB.
- finds appropriate employment.
- completes all required work experiences in combination with the required hours.
- ensures work experiences are well documented.
- approaches apprenticeship training with an attitude and commitment that fosters the qualities necessary for a successful career as a qualified journeyperson.
- obtains the required hand tools as specified by the PACB for each period of training of the apprenticeship program.

## **The Employer:**

- provides high quality work experiences in an environment conducive to learning.
- remunerates apprentices as set out in the Plan of Training or Collective Agreements.
- provides feedback to training institutions, Apprenticeship and Trades Certification Division and apprentices in an effort to establish a process of continuous quality improvement.
- where appropriate, releases apprentices for the purpose of returning to a training institution to complete the necessary technical courses.
- ensures work experiences of the apprentice are documented.
- ensures a certified journeyperson is currently on staff in the same trade area as the apprentice and whose certification is recognized by the NL Department of Education and Early Childhood Development.

## **The Training Institution:**

- provides a high quality learning environment.
- provides the necessary student support services that will enhance an apprentice's ability to be successful.
- participates with other stakeholders in the continual updating of programs.

## **The Apprenticeship and Trades Certification Division:**

- establishes and maintains program advisory committees under the direction of the PACB.
- promotes apprenticeship training as a viable career option to prospective apprentices and other appropriate persons involved, such as career guidance counsellors, teachers, parents, etc.
- establishes and maintains a protocol with training institutions, employers and other appropriate stakeholders to ensure the quality of apprenticeship training programs.
- ensures all apprentices are appropriately registered and records are maintained as required.
- schedules all necessary technical training periods for apprentices to complete requirements for certification.
- administers level, provincial and Red Seal examinations.

## **The Provincial Apprenticeship and Certification Board:**

- sets policies to ensure the provisions of the **Apprenticeship and Certification Act (1999)** are implemented.
- ensures advisory and examination committees are established and maintained.
- accredits institutions to deliver apprenticeship training programs.
- designates occupations for apprenticeship training and/or certification.

Department of Education and Early Childhood Development  
Apprenticeship and Trades Certification Division

