

Apprenticeship and Industry Training

Ironworker – Metal Building Systems Erector Apprenticeship Course Outline

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**Government
of Alberta** ■



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**Ironworker - Metal Building System Erector
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Apprenticeship

Apprenticeship is post-secondary education with a difference. Apprenticeship begins with finding an employer. Employers hire apprentices, pay their wages and provide on-the-job training and work experience. Approximately 80 per cent of an apprentice's time is spent on the job under the supervision of a certified journeyman or qualified tradesperson. The other 20 per cent involves technical training provided at, or through, a post-secondary institution – usually a college or technical institute.

To become certified journeymen, apprentices must learn theory and skills, and they must pass examinations. Requirements for certification—including the content and delivery of technical training—are developed and updated by the Alberta Apprenticeship and Industry Training Board on the recommendation of Ironworker - Metal Building System Erector Provincial Apprenticeship Committee.

The graduate of the Ironworker - Metal Building System Erector apprenticeship program is a certified journeyman who will be able to:

- responsibly do all work tasks expected of a journeyman
- supervise, train and coach apprentices
- demonstrate the principles of drafting, how drawings originate and how to correctly interpret the information given - the use of each type and the related work orders, materials, lists, etc.
- comply with all applicable Codes and Regulations with reference to materials, its uses and safety
- identify structural shapes, ropes, wire and fibre as it relates to structural and ornamental components
- demonstrate the placement of pre-cast concrete and concrete reinforcement materials to an acceptable level of workmanship
- use hand tools and powered equipment in a proper and safe manner
- perform a satisfactory operation with oxy-fuel or electric arc welding equipment in order to facilitate this work
- co-ordinate iron work with other trades on the job site
- perform assigned tasks in accordance with quality and production standards required by industry

Apprenticeship and Industry Training System

Industry-Driven

Alberta's apprenticeship and industry training system is an industry-driven system that ensures a highly skilled, internationally competitive workforce in more than 50 designated trades and occupations. This workforce supports the economic progress of Alberta and its competitive role in the global market. Industry (employers and employees) establishes training and certification standards and provides direction to the system through an industry committee network and the Alberta Apprenticeship and Industry Training Board. The Alberta government provides the legislative framework and administrative support for the apprenticeship and industry training system.

Alberta Apprenticeship and Industry Training Board

The Alberta Apprenticeship and Industry Training Board provides a leadership role in developing Alberta's highly skilled and trained workforce. The board's primary responsibility is to establish the standards and requirements for training and certification in programs under the Apprenticeship and Industry Training Act. The board also provides advice to the Minister of Advanced Education and Technology on the needs of Alberta's labour market for skilled and trained workers, and the designation of trades and occupations.

The thirteen-member board consists of a chair, eight members representing trades and four members representing other industries. There are equal numbers of employer and employee representatives.

Industry Committee Network

Alberta's apprenticeship and industry training system relies on a network of industry committees, including local and provincial apprenticeship committees in the designated trades, and occupational committees in the designated occupations. The network also includes other committees such as provisional committees that are established before the designation of a new trade or occupation comes into effect. All trade committees are composed of equal numbers of employer and employee representatives. The industry committee network is the foundation of Alberta's apprenticeship and industry training system.

Local Apprenticeship Committees (LAC)

Wherever there is activity in a trade, the board can set up a local apprenticeship committee. The board appoints equal numbers of employee and employer representatives for terms of up to three years. The committee appoints a member as presiding officer. Local apprenticeship committees:

- monitor apprenticeship programs and the progress of apprentices in their trade, at the local level
- make recommendations to their trade's provincial apprenticeship committee (PAC) about apprenticeship and certification in their trade
- promote apprenticeship programs and training and the pursuit of careers in their trade
- make recommendations to the board about the appointment of members to their trade's PAC
- help settle certain kinds of disagreements between apprentices and their employers
- carry out functions assigned by their trade's PAC or the board

Provincial Apprenticeship Committees (PAC)

The board establishes a provincial apprenticeship committee for each trade. It appoints an equal number of employer and employee representatives, and, on the PAC's recommendation, a presiding officer - each for a maximum of two terms of up to three years. Most PACs have nine members but can have as many as twenty-one. Provincial apprenticeship committees:

- Make recommendations to the board about
 - standards and requirements for training and certification in their trade
 - courses and examinations in their trade
 - apprenticeship and certification
 - designation of trades and occupations
 - regulations and orders under the Apprenticeship and Industry Training Act
- monitor the activities of local apprenticeship committees in their trade
- determine whether training of various kinds is equivalent to training provided in an apprenticeship program in their trade
- promote apprenticeship programs and training and the pursuit of careers in their trade
- consult with other committees under the Apprenticeship and Industry Training Act about apprenticeship programs, training and certification and facilitate cooperation between different trades and occupations
- consult with organizations, associations and people who have an interest in their trade and with employers and employees in their trade
- may participate in resolving certain disagreements between employers and employees
- carry out functions assigned by the board

Ironworker - Metal Building System Erector PAC Members at the Time of Publication

Mr. A. O'Neill.....	Calgary	Presiding Officer
Mr. R. Calver.....	Calgary	Employer
Mr. W. McKee	Calgary	Employer
Mr. D. Heinrichs	Edmonton	Employer
Mr. J. Norris	Edmonton	Employer
Mr. M. Bergeron.....	Calgary	Employee
Mr. W. Bienz	Calgary	Employee
Mr. S. Hildebrand.....	Edmonton	Employee
Mr. D. Laboucan	Edmonton	Employee

Alberta Government

Alberta Advanced Education and Technology works with industry, employer and employee organizations and technical training providers to:

- facilitate industry's development and maintenance of training and certification standards
- provide registration and counselling services to apprentices and employers
- coordinate technical training in collaboration with training providers
- certify apprentices and others who meet industry standards

Technical Institutes and Colleges

The technical institutes and colleges are key participants in Alberta's apprenticeship and industry training system. They work with the board, industry committees and Alberta Advanced Education and Technology to enhance access and responsiveness to industry needs through the delivery of the technical training component of apprenticeship programs. They develop lesson plans from the course outlines established by industry and provide technical training to apprentices.

Apprenticeship Safety

Safe working procedures and conditions, incident/injury prevention, and the preservation of health are of primary importance in apprenticeship programs in Alberta. These responsibilities are shared and require the joint efforts of government, employers, employees, apprentices and the public. Therefore, it is imperative that all parties are aware of circumstances that may lead to injury or harm.

Safe learning experiences and healthy environments can be created by controlling the variables and behaviours that may contribute to or cause an incident or injury. By practicing a safe and healthy attitude, everyone can enjoy the benefit of an incident and injury free environment.

Alberta Apprenticeship and Industry Training Board Safety Policy

The Alberta Apprenticeship and Industry Training Board (board) fully supports safe learning and working environments and emphasizes the importance of safety awareness and education throughout apprenticeship training- in both on-the- job training and technical training. The board also recognizes that safety awareness and education begins on the first day of on-the-job training and thereby is the initial and ongoing responsibility of the employer and the apprentice as required under workplace health and safety training. However the board encourages that safe workplace behaviour is modeled not only during on-the-job training but also during all aspects of technical training, in particular, shop or lab instruction. Therefore the board recognizes that safety awareness and training in apprenticeship technical training reinforces, but does not replace, employer safety training that is required under workplace health and safety legislation.

The board has established a policy with respect to safety awareness and training:

The board promotes and supports safe workplaces, which embody a culture of safety for all apprentices, employers and employees. Employer required safety training is the responsibility of the employer and the apprentice, as required under legislation other than the *Apprenticeship and Industry Training Act*.

The board's complete document on its 'Apprenticeship Safety Training Policy' is available at www.tradesecrets.gov.ab.ca; access the website and conduct a search for 'safety training policy'.

Implementation of the policy includes three common safety learning outcomes and objectives for all trade course outlines. These common learning outcomes ensure that each course outline utilizes common language consistent with workplace health and safety terminology. Under the title of 'Standard Workplace Safety', this first section of each trade course outline enables the delivery of generic safety training; technical training providers will provide trade specific examples related to the content delivery of course outline safety training.

Addendum

As immediate implementation of the board’s safety policy includes common safety learning outcomes and objectives for all course outlines, this trade’s PAC will be inserting these safety outcomes into the main body of their course outline at a later date. In the meantime the addendum below immediately places the safety outcomes and their objectives into this course outline thereby enabling technical training providers to deliver the content of these safety outcomes.

STANDARD WORKPLACE SAFETY

A. Safety Legislation, Regulations & Industry Policy in the Trades

Outcome: *Describe legislation, regulations and practices intended to ensure a safe work place in this trade.*

1. Demonstrate the ability to apply the Occupational Health and Safety Act, Regulation and Code.
2. Explain the role of the employer and employee in regard to Occupational Health and Safety (OH&S) regulations, Worksite Hazardous Materials Information Systems (WHMIS), fire regulations, Workers Compensation Board regulations, and related advisory bodies and agencies.
3. Explain industry practices for hazard assessment and control procedures.
4. Describe the responsibilities of workers and employers to apply emergency procedures.
5. Describe positive tradesperson attitudes with respect to housekeeping, personal protective equipment and emergency procedures.
6. Describe the roles and responsibilities of employers and employees with respect to the selection and use of personal protective equipment (PPE).
7. Select, use and maintain appropriate PPE for worksite applications.

B. Climbing, Lifting, Rigging and Hoisting

Outcome: *Describe the use of personal protective equipment (PPE) and safe practices for climbing, lifting, rigging and hoisting in this trade.*

1. Select, use and maintain specialized PPE for climbing, lifting and load moving equipment.
2. Describe manual lifting procedures using correct body mechanics.
3. Describe rigging hardware and the safety factor associated with each item.
4. Select the correct equipment for rigging typical loads.
5. Describe hoisting and load moving procedures.

C. Hazardous Materials & Fire Protection.....

Outcome: *Describe the safety practices for hazardous materials and fire protection in this trade.*

1. Describe the roles, responsibilities features and practices related to the workplace hazardous materials information system (WHMIS) program.
2. Describe the three key elements of WHMIS.
3. Describe handling, storing and transporting procedures when dealing with hazardous material.
4. Describe safe venting procedures when working with hazardous materials.
5. Describe fire hazards, classes, procedures and equipment related to fire protection.

Workplace Health and Safety

A tradesperson is often exposed to more hazards than any other person in the work force and therefore should be familiar with and apply the Occupational Health and Safety Act, Regulations and Code when dealing with personal safety and the special safety rules that apply to all daily tasks.

Workplace Health and Safety (Alberta Employment, Immigration and Industry) conducts periodic inspections of workplaces to ensure that safety regulations for industry are being observed.

Additional information is available at www.worksafely.org

Technical Training

Apprenticeship technical training is delivered by the technical institutes and many colleges in the public post-secondary system throughout Alberta. The colleges and institutes are committed to delivering the technical training component of Alberta apprenticeship programs in a safe, efficient and effective manner. All training providers place great emphasis on safe technical practices that complement safe workplace practices and help to develop a skilled, safe workforce.

The following institutions deliver Ironworker - Metal Building System Erector apprenticeship technical training:
Northern Alberta Institute of Technology

Procedures for Recommending Revisions to the Course Outline

Advanced Education and Technology has prepared this course outline in partnership with the Provincial Apprenticeship Committee.

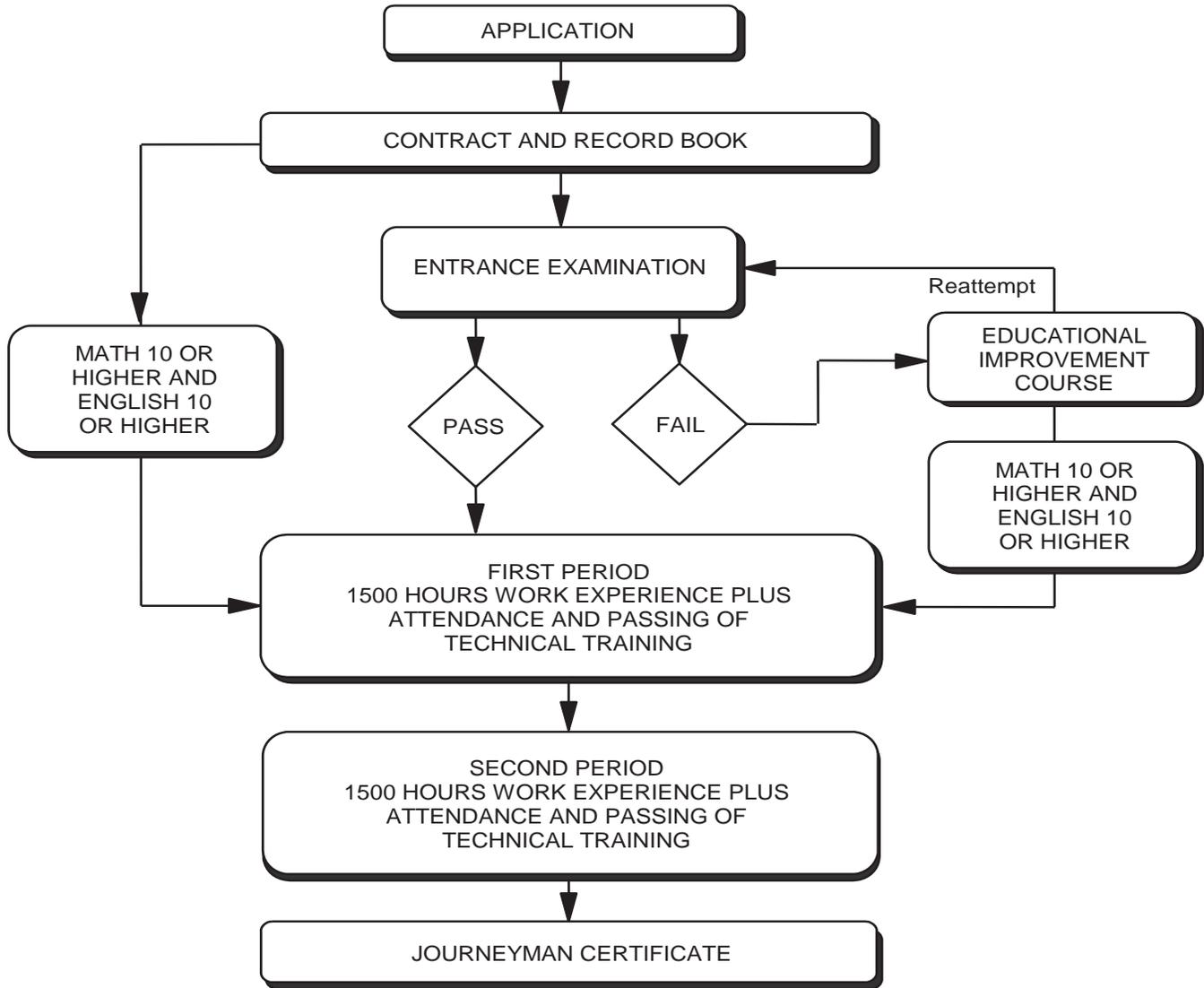
This course outline was approved on March 7, 2006 by the Alberta Apprenticeship and Industry Training Board on a recommendation from the Provincial Apprenticeship Committee. The valuable input provided by representatives of industry and the institutions that provide the technical training is acknowledged.

Any concerned individual or group in the province of Alberta may make recommendations for change by writing to:

Ironworker - Metal Building System Erector Provincial Apprenticeship Committee
c/o Industry Programs and Standards
Apprenticeship and Industry Training
Advanced Education and Technology
10th floor, Commerce Place
10155 102 Street NW
Edmonton AB T5J 4L5

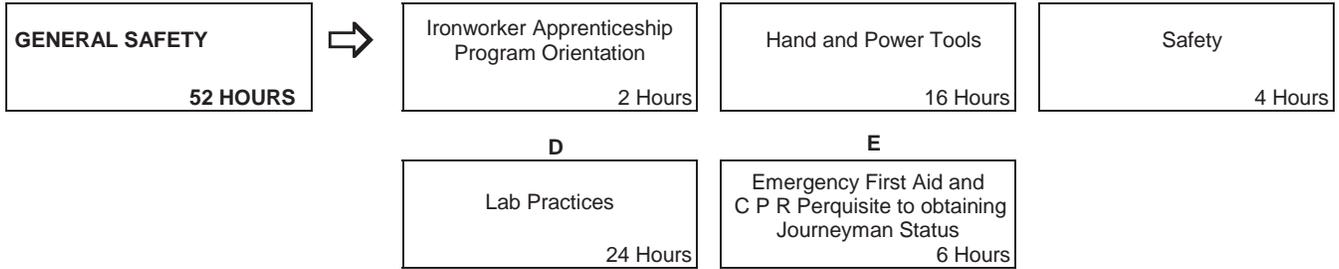
It is requested that recommendations for change refer to specific areas and state references used. Recommendations for change will be placed on the agenda for regular meetings of the Ironworker - Metal Building System Erector Provincial Apprenticeship Committee.

Apprenticeship Route toward Certification

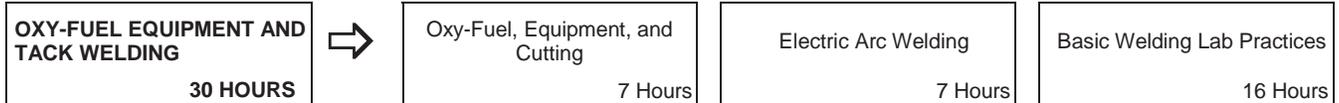


**Ironworker - Metal Building System Erector Training Profile
FIRST PERIOD
(6 Weeks 30 Hours per Week – Total of 180 Hours)**

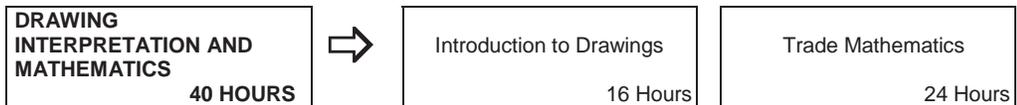
SECTION ONE



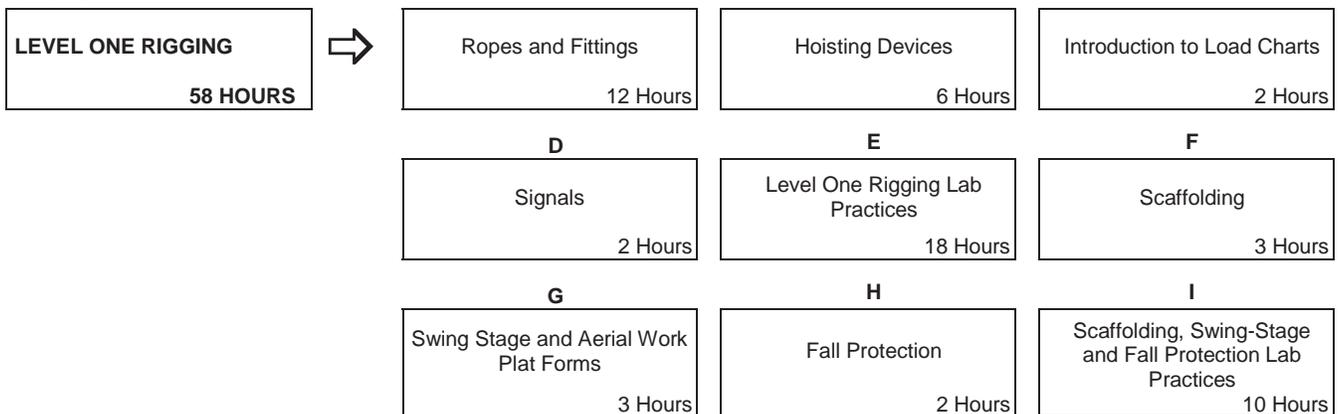
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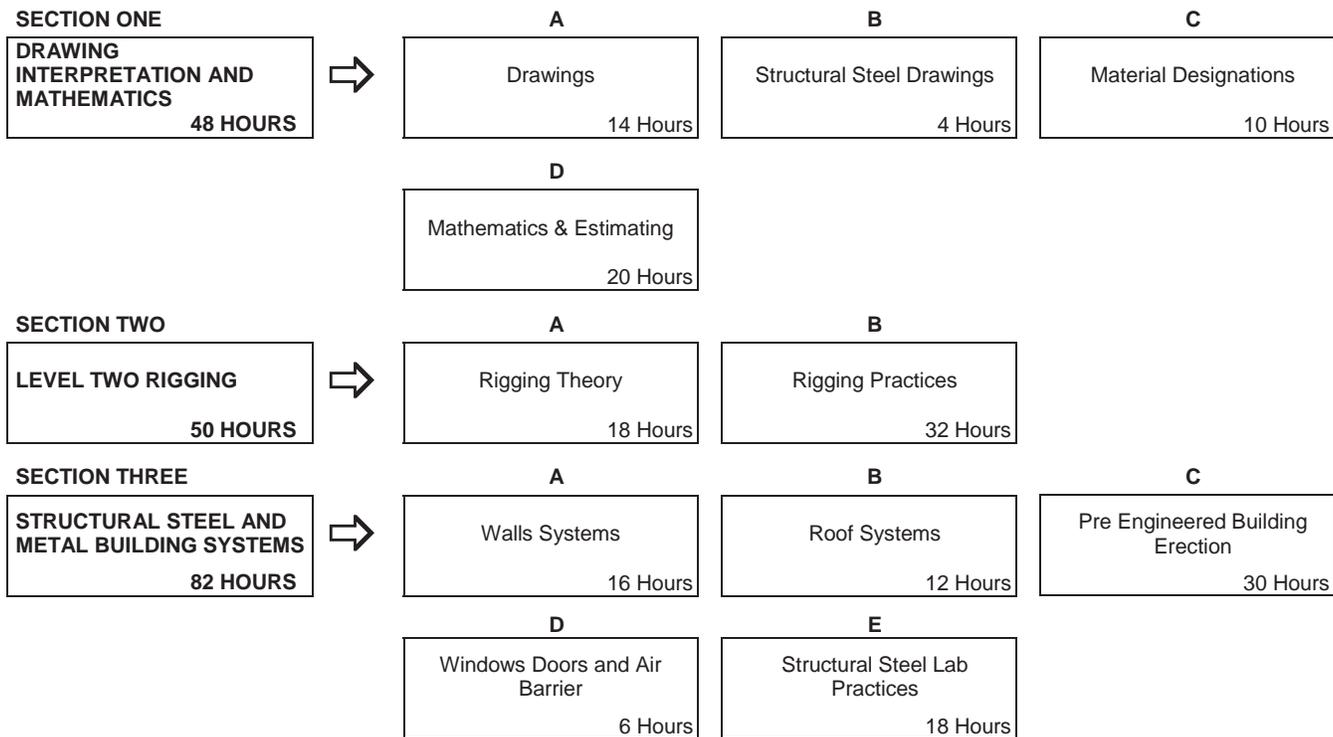
SECTION THREE



SECTION FOUR



**Second Period
(6 Weeks 30 Hours per Week – Total 180 Hours)**



NOTE: The hours stated are for guidance and should be adhered to as closely as possible. However, adjustments must be made for rate of apprentice learning, statutory holidays, registration and examinations for the training establishment and Apprenticeship and Industry Training.

**FIRST PERIOD TECHNICAL TRAINING
IRONWORKER - METAL BUILDING SYSTEM ERECTOR TRADE
COURSE OUTLINE**

UPON SUCCESSFUL COMPLETION OF THIS PROGRAM THE APPRENTICE SHOULD BE ABLE TO PERFORM THE FOLLOWING OUTCOMES AND OBJECTIVES.

SECTION ONE:..... GENERAL SAFETY 52 HOURS

A. Ironworker Apprenticeship Training Program Orientation 2 Hours

Outcome: **Describe the responsibilities and opportunities in the Ironworker Trade.**

1. Describe the apprenticeship training system in Alberta.
2. Identify the training profile of Ironworker Apprenticeship in Alberta.
3. Explain the Ironworker program outline learning outcomes and objectives.
4. Describe the responsibilities for the Contract of Apprenticeship by the apprentice, employer and Alberta Apprenticeship and Industry Training.
5. Identify industrial, commercial and construction fields that provide employment opportunities for ironworkers.
6. Discuss the contents of the apprenticeship training record book.
7. Demonstrate the ability to complete an acceptable resume.

B. Hand and Power Tools 16 Hours

Outcome: **Use hand and power tools.**

1. Describe and demonstrate the safe use of hand and power tools used in the trade:
 - a) measurement, layout and alignment tools
 - b) squaring and marking tools
 - c) heating, cutting and bending tools
 - d) punching, boring and drilling tools
 - e) securing and assembly tools
 - f) prying and dismantling tools
 - g) clamping tools
 - h) grinding tools
2. Describe the types and bonds of grinding stones.
3. Demonstrate safety procedures for dressing grind stones.
4. List and describe:
 - a) drill sizes
 - b) drill speeds and feeds
 - c) materials and cutting fluids
 - d) uses of countersinking points
5. Describe the types of layout tools and their uses.

6. Describe the uses of:
 - a) tape measures
 - b) squares, scribes
 - c) centre punches
 - d) trammels
 - e) chalk lines
7. Describe and demonstrate the correct use of levelling instruments.
8. Describe and demonstrate the correct use of a transit level.
9. List the advantages of a transit level.
10. Define and describe a spirit level and laser levels.

C. Safety 4 Hours

Outcome: Use general safe work practices.

1. Recognize and correct the common causes of accidents in the work environment:
 - a) inattention to work
 - b) alcohol and drugs
 - c) prescription drugs
 - d) ineffective guarding
 - e) inadequate housekeeping
 - f) attitude
 - g) improper use of tools
 - h) unsuitable clothing
 - i) excessive haste
 - j) fire
 - k) horse play
 - l) lack of instruction
2. Identify the safety regulations as they apply to safe work practices in the trade on:
 - a) general safety precautions
 - b) house keeping, personal protective equipment and clothing
 - c) guards
 - d) grinding
 - e) rigging
3. Describe and apply safety regulations on:
 - a) use of safeguards
 - b) ladders
 - c) protection from fallings materials
 - d) fall protection systems
 - e) scaffolds, bracket, rolling, and power lifts
 - f) floor and roof openings, perimeter guardrails
 - g) temporary floors, temporary supporting structures

D. Lab Practices24 Hours

Outcome: **Demonstrate the ability to do the following.**

1. Demonstrate the ability to cope and punch holes using the ironworker machine.
2. Demonstrate the ability to start and finish a project from an approved drawing by:
 - a) laying out a fabrication project
 - b) cutting steel with oxy-fuel cutting equipment and ironworker to suit layout
 - c) tack welding components together without distortion
 - d) grinding welds on frame and clean up project

E. Emergency First and CPR6 Hours

Outcome: **Demonstrate the ability to administer immediate on-the-spot first aid to persons with minor injuries and administer temporary emergency first aid to the more seriously injured, as deemed adequate until qualified medical personnel is available.**

1. Explain the responsibilities and duties of the first aid person.
2. Explain the diagnoses for:
 - a) respiratory failure
 - b) burns
 - c) body injury
3. Apply artificial respiration.
4. Explain the process of freeing the victim of breathing restrictions.
5. Explain the process of applying mouth-to-mouth respiration.
6. Apply emergency treatment.
7. Describe the procedure for:
 - a) assessing injury
 - b) moving the patient
 - c) arresting bleeding
8. Explain the methods of:
 - a) quenching fire on a victim
 - b) treating various burns
9. Demonstrate basic one-rescuer CPR.
10. Explain what cardiovascular disease is and how it kills.
11. Explain the signs and symptoms of cardiovascular emergencies (severe angina, heart attack, cardiac arrest, etc.) and choking by their signs and symptoms.
12. Demonstrate an effective response to cardiovascular and choking emergencies.

SECTION TWO:..... OXY-FUEL EQUIPMENT AND TACK WELDING 30 HOURS**A. Oxy-Fuel Equipment and Cutting..... 7 Hours**

Outcome: **Demonstrate the knowledge of cutting equipment.**

1. Describe oxy-fuel equipment.
2. Describe the construction of the oxygen and acetylene cylinders.
3. Explain the procedure for handling, transporting and storing cylinders.

4. State the procedure for handling faulty cylinders.
5. Explain the construction and purpose of a manifold.
6. Describe the purpose of regulator.
7. Describe the basic construction and pressures involved for a single stage and double stage regulator.
8. Explain the construction of hoses.
9. Identify hoses and fittings.
10. Explain the C.S.A. specifications of hoses.
11. State the procedure for the repair and maintenance of hoses.
12. Describe the design and construction of cutting tips.
13. Describe and demonstrate the care, maintenance and selection of tips.
14. Demonstrate and explain the assembly of oxy fuel equipment.
15. Explain and demonstrate the correct placement and securing of cylinders.
16. Explain and demonstrate the clearing and checking of cylinder valves.
17. Attach regulators safely and correctly.
18. Attach hoses and explain reason for cleaning new hoses.
19. Attach the barrel and tip correctly.
20. Explain the correct procedure used when checking for leaks.
21. Check to assure that the regulators were not used for any other purpose than for what they were intended.
22. Demonstrate the correct pressures and flame adjustments.
23. Explain and demonstrate the correct regulator adjustments and balancing pressures.
24. List the reasons for backfires and flashbacks.
25. Define flame propagation.
26. Ignite the torch using the recommended striker.
27. Explain and demonstrate the different types of flames and uses.
28. List and demonstrate the acceptable shutting down procedure.
29. Demonstrate the fire prevention and controls for oxy fuel equipment.
30. Identify the types of fire extinguishers available and where used.
31. Define hazardous areas in construction.
32. Describe how to prevent fires.

B. Electric Arc Welding..... 7 Hours

Outcome: Identify SMAW Equipment.

1. Explain basic electricity.
2. Define arc voltage.
3. Define alternating current and direct current.
4. Define resistance.
5. Explain duty cycle.
6. Define reverse and straight polarity.
7. Explain the heat distribution using reverse or straight polarity.

8. Explain voltage loss.
9. Demonstrate knowledge of arc welding machines.
10. Describe the basic components and operation of various types of welding machines.
11. Describe the basic components and operation of an A.C. - D.C. rectifier.
12. List the advantages and disadvantages of the various types of welding machines.
13. Explain the selecting, installing and maintenance of welding machines.
14. Explain the reasons for selecting a welding machine for a specific task.
15. Explain the consideration to be taken when installing a welding machine in a shop environment.
16. Explain the day-to-day maintenance required for welding machines.
17. Describe the accessories for welding machines.
18. Describe cable construction.
19. Explain cable sizing.
20. Describe the various types of electrode holders and explain the maintenance required.
21. Describe cable lugs, quick connectors and ground clamps.
22. Describe the controls on arc welding equipment.
23. Describe the controls on a welding machine.
24. Explain the arc characteristics in relation to the different voltage and amperage settings.
25. Identify mild steel welding electrodes.
26. Explain the numerical definitions of electrodes.
27. Explain the manufacturing specification control.
28. List the functions of the coating.
29. List the functions of the slag.
30. Explain the effects of alloy additions to the coating.
31. Explain static and dynamic loading.
32. Identify the types of welds:
 - a) fillet
 - b) groove
 - c) plug or slot
33. Identify the types of joints:
 - a) butt
 - b) lap
 - c) edge
 - d) tee
 - e) corner
34. Identify basic weld and welding symbols:
 - a) weld symbols
 - b) parts of the welding symbol
 - c) define arrow side and other side
35. Identify the types of basic weld faults.
36. Describe and define dimensional defects like warp age and wrong measurements.
37. Describe and define notch effect.

38. Describe and define surface and internal defects like slag inclusions, porosity and lack of fusion.
39. Describe and define GMAW, FCAW, GTAW, SAW, PAW, CAC-A and stud welding equipment.
40. Describe welding safety.
41. Describe and wear proper welding apparel.
42. Describe and wear proper welding goggles.
43. Describe the process for fireproofing materials.
44. State the use of protective screens.
45. Describe a welding helmet and illustrate the proper placement of lenses.
46. Describe and illustrate safe housekeeping practices.
47. List the rays involved with welding and the effects associated with these rays.
48. Describe the procedures to protect oneself and the general public from harmful rays.
49. List the reasons for grounding of electrical equipment.

C. Basic Welding Lab Practices..... 16 Hours

Outcome: Demonstrate the ability to safely operate a hand held oxy fuel cutting torch and SMAW equipment.

1. Demonstrate the ability to safely operate a hand held oxy fuel cutting torch on available plate and structural shapes.
2. Perform safe set-up procedures.
3. Perform correct regulator adjustments and balancing pressures.
4. Perform straight line and bevel cutting on plate steel.
5. Perform cuts on various structural steel shapes.
6. Perform cutting of bolt holes in structural shapes.
7. Perform coping and fitting of various structural shapes into each other.
8. Demonstrate the ability to tack weld.
9. Demonstrate the ability to weld surface welds (stringer beads) in the flat position on available mild steel using E7018 (E4918) filler material.
10. Demonstrate the ability to weld fillet welds in the 2F position using E7018 (E4918) filler material on available steel.

SECTION THREE:DRAWING INTERPRETATION AND MATHEMATICS 40 HOURS**A. Introduction to Drawings 16 Hours**

Outcome: *Identify types of drawings.*

1. Identify the types of drawings:
 - a) perspective drawings
 - b) isometric drawings
 - c) oblique drawings
 - d) orthographic drawings
2. Demonstrate the ability to sketch objects in the orthographic projection.
3. Identify the parts of a drawing:
 - a) lines
 - b) dimensions
 - c) elevation and plan views
 - d) sections
 - e) notes
4. Explain the relationship of drawings.
5. Explain the requirements for architectural drawings.
6. Reasons for structural, mechanical, electrical, pre-engineered, fabrication and erection and placing drawings.
7. Identify and demonstrate the use of drawing standards:
 - a) tile block
 - b) drawing number
 - c) contract numbers
 - d) scale
 - e) revisions
 - f) engineer's stamp
8. Identify symbols and abbreviations:
 - a) abbreviations used on drawings
 - b) symbols used on drawings
 - c) structural steel shapes
 - d) structural steel connections
 - e) basic welding symbols
9. Demonstrate the ability to free hand sketch:
 - a) structural shapes
 - b) a beam showing dimensions
10. Demonstrate the ability to interpret basic drawings.

B. Trade Mathematics24 Hours

Outcome: Solve problems involving fractions, decimals, percentage, metric and imperial measurements, and geometric formulas.

1. Identify key terms and concepts used in working with fractions.
2. Change fractions to a common denominator.
3. Solve problems using whole numbers and fractions.
4. Solve problems using whole numbers and fractions in practical applications.
5. Read and write decimal fractions.
6. Round decimal fractions to specified place values.
7. Convert decimal inches to a fraction with a practical denominator.
8. Convert decimal feet to feet and inches with a practical denominator.
9. Convert fractions to decimals.
10. Add and subtract decimal fractions.
11. Multiply and divide decimal fractions.
12. Convert between fractions and percents.
13. Convert between decimals and percents.
14. Calculate ratio problems: two quantities in the form of a ratio and two ratios in the form of a proportion.
15. Solve percent problems.
16. Identify commonly used metric units of measurement.
17. Convert between units of measurement.
18. Convert imperial units: feet to inches, square inches to square feet, and cubic measures to gallons.
19. Identify key terms and concepts used in working with formulas.
20. Identify common formulas for perimeter, area and volume.
21. Solve problems using common formulas for perimeter, area and volume.
22. Calculate the capacity of a container in gallons.
23. Calculate the weight of a solid.

SECTION FOUR:LEVEL ONE RIGGING 58 HOURS**A. Ropes and Fittings12 Hours**

Outcome: Apply safe work practices and procedures when rigging.

1. Identify and define wire ropes.
2. List the types of steel for wire rope.
3. List and explain:
 - a) basic types of lays
 - b) advantages of lays
 - c) available type of core
 - d) where cores are used
4. Describe the four basic classifications of wire rope.

5. Explain W.L.L. (working load limits) and when a wire rope is unsafe.
6. Identify and define fibre ropes.
7. Define lays of fibre rope.
8. Describe why a certain fibre would be used.
9. List factors and formulas for natural and synthetic fibre ropes.
10. Describe types of synthetic ropes why and when used.
11. Identify and list the use of various knots and hitches.
12. Identify and define synthetic slings.
13. Explain formulas for different types of synthetic slings.
14. Explain proper methods of care and handling of slings.
15. List and describe wire rope fittings.
16. List and describe uses of the following fittings:
 - a) clips
 - b) sockets
 - c) thimbles
 - d) rings
 - e) shackles
 - f) hooks
17. Describe how proof loading works.
18. List and describe formula and their uses for:
 - a) slings
 - b) guys
 - c) chains
 - d) clips
19. Identify and describe rigging aids.
20. Identify and describe the uses for:
 - a) spreader bar
 - b) balance beam
 - c) equalizing beam

B. Hoisting Devices.....6 Hours

Outcome: Identify and describe hoisting devices.

1. List and describe manual and power assisted hoisting devices.
2. List and describe cranes:
 - a) types of mobile cranes
 - b) parts of a mobile crane
 - c) parts of a crawler crane
 - d) safe operating and working practices

C. Introduction to Load Charts 2 Hours**Outcome: Demonstrate the ability to identify parts of load charts.**

1. List and describe the following parts of a load chart:
 - a) type of crane base
 - b) type of crane configuration
 - c) areas of operation
 - d) length of boom
 - e) angle of boom
 - f) load radius

D. Signals 2 Hours**Outcome: Identify and demonstrate the use of signals.**

1. List and demonstrate signals used for:
 - a) moving equipment
 - b) hoisting
2. Describe methods and precautions in using hand signals.
3. Describe and demonstrate the use of voice communications:
 - a) radio (2 way and walkie talkie)
 - b) intercom (station to station)
4. Describe precautions used in voice communication.

E. Level One Rigging Lab Practices 18 Hours**Outcome: Demonstrate the safe use of hoisting equipment.**

1. Demonstrate slings and hitches used for preparing and lifting materials.
2. Demonstrate the ability to tie knots and hitches and awareness of load limits:
 - a) bowline
 - b) clove hitch
 - c) sheet bend
 - d) scaffold hitch and self-centering bowline
 - e) bowline on a bight
3. Demonstrate the proper use of slings and tag lines.
4. Demonstrate proper use and location of slings for lifting:
 - a) smooth heavy loads
 - b) long flexible loads
 - c) off balance loads
 - d) fragile loads
5. Identify Working Load Limits (W.L.L.).
6. Test knots and splices.

F. Scaffolding 3 Hours

Outcome: *Apply safe work practices when using scaffolding.*

1. Identify scaffold systems and structures:
 - a) scaffold components and materials
 - b) scaffold safety and access
 - c) tying and bracing scaffolds
 - d) base conditions for scaffolds
 - e) erection and dismantling procedures
 - f) needle beam platform
2. List and describe safety rules for access structures.

G. Swing Stage and Aerial Work Platforms 3 Hours

Outcome: *Apply safe work practices when using swing stage and aerial work platforms.*

1. Describe and explain:
 - a) conventional swing stage
 - b) platform components
 - c) thrust outs and support hooks
 - d) wall rollers and tie offs
 - e) manual winches
 - f) power swing stage hoists
 - g) fall arrest equipment
 - h) wire rope and fittings
 - i) swing stage safety rules and regulations
 - j) accident awareness
 - k) check list, precautions, inspections, and maintenance
2. Describe the safe use of aerial work platforms and forklifts.
3. Describe common types of material and personnel lifts and their components.
4. Describe acceptable safety precautions to be used when operating material and personal lifts.
5. Describe manufactures specifications and recommendations for aerial work platforms and forklifts.

H. Fall Protection 2 Hours

Outcome: *Identify and describe the safe use of fall protection systems.*

1. Identify and describe the safe use of fall protection systems.
2. Identify situations where fall protection systems are required.
3. Identify the procedure for correctly fitting a harness.
4. Identify the components for vertical and horizontal lifelines.
5. Describe the procedures for equipment inspections.

I. Scaffolding, Swing Stage and Fall Protection Lab Practical 10 Hours

Outcome: *Demonstrate the ability to safely use scaffolding, swing-stage, aerial work platforms and fall protection systems.*

1. Demonstrate the ability to erect the following scaffold systems:
 - a) frame (metal)
 - b) modular
 - c) tube and clamp
2. Demonstrate the ability to use swing stage and aerial work platforms.
3. Demonstrate the ability to use fall protection systems.

**SECOND PERIOD TECHNICAL TRAINING
IRONWORKER – METAL BUILDING SYSTEM ERECTOR TRADE
COURSE OUTLINE**

UPON SUCCESSFUL COMPLETION OF THIS PROGRAM THE APPRENTICE SHOULD BE ABLE TO PERFORM THE FOLLOWING OUTCOMES AND OBJECTIVES.

SECTION ONE:.....DRAWING INTERPRETATION AND MATHEMATICS 48 HOURS

A. Drawings..... 14 Hours

Outcome: *Identify structural steel components.*

1. Identify and list structural steel components:
 - a) girts
 - b) purlins
 - c) bracing
 - d) bays and bents
 - e) columns
 - f) trusses
 - g) girders
 - h) beams

2. Identify anchor bolt setting:
 - a) orientation
 - b) grid lines
 - c) anchor bolt patterns
 - d) anchor bolt projection
 - e) shims and grouting
 - f) base plate elevations
 - g) anchor bolt plan

3. Identify single frame structures:
 - a) single frame buildings
 - b) beams and columns
 - c) multi frame buildings
 - d) bracing

4. Identify fabrication drawings:
 - a) fabrication drawings
 - b) gauge, pitch and edge distances
 - c) running dimensions
 - d) fabrication practices

5. Identify erection drawings:
 - a) erection drawings
 - b) marking system
 - c) erection pre-planning
 - d) erection tolerances
 - e) leveling and plumbing

6. Identify trusses and portal frames:
 - a) components
 - b) spacing
 - c) bracing and bridging
 - d) decking

B. Structural Steel Drawings 4 Hours

Outcome: *Demonstrate the ability to read and understand structural steel drawings.*

1. Identify:
 - a) structural steel placing drawings
 - b) anchor bolt layouts
 - c) structural steel components from a drawing
 - d) components from open web steel joists
 - e) various types of bracing and its use
 - f) structural steel fabrication details
2. Calculate the weights and prepare material take-offs of structural steel drawings.

C. Material Designations 10 Hours

Outcome: *Identify and describe various structural steel shapes, types and fasteners.*

1. Identify structural steel shapes:
 - a) dimensioning of shapes
 - b) types of connections
 - c) mill tolerances
 - d) material specifications
2. Identify structural plates.
3. Identify various plate dimensions.
4. Calculate weight of plates.
5. Identify:
 - a) gauge plate
 - b) expanded metal
 - c) bar grating
 - d) checker plate (4 way safety)
6. Identify structural pipe and tubing:
 - a) pipe and tubing
 - b) sizing and dimensioning
 - c) scheduling of pipe
 - d) illustrations of tubing
7. Identify fasteners:
 - a) types of bolts
 - b) bolt diameters
 - c) bolt grip and length
 - d) methods of installation
 - e) precautions for use
 - f) fasteners to other types of materials

D. Mathematics and Estimating 20 Hours

Due to the nature of application in the trade of Ironworker, the mathematics given under this section shall be flexible and applied to the work where feasible.

Outcome: *Demonstrate the ability to solve mathematical problems.*

1. Solve problems using:
 - a) fractions
 - b) decimals
 - c) dimensions (metric and imperial)
2. Describe and layout slopes.
3. Solve problems between distance and angles using:
 - a) sin functions
 - b) cos functions
 - c) tan functions
4. Demonstrate ability to use suitable formulas to solve given problems related to:
 - a) perimeters
 - b) areas
 - c) volumes
 - d) triangulation

SECTION TWO: LEVEL TWO RIGGING 50 HOURS

A. Rigging Theory 18 Hours

Outcome: *Describe types of rigging procedures.*

1. List and describe formulas.
2. Perform calculations with rigging formulas:
 - a) deadman
 - b) drum capacities
 - c) sheaves
 - d) stress formulas
3. List and describe the following for pre-cast erection:
 - a) sling configurations
 - b) methods of transferring loads
 - c) safety rules for handling pre-cast objects
4. Apply the S.W.F. into various load and sling configurations.
5. Use slings and general rope hardware tables and charts.
6. Determine the safe working load that can be lifted with a given rigging arrangement.
7. Describe mechanical advantage of reeving.
8. Define friction.
9. List and describe:
 - a) types of reeving
 - b) methods of reeving
 - c) advantages and disadvantages of reeving

10. Calculate the mechanical advantage of block and tackle systems.
11. Determine the lead line pull when the number of parts and load weight including rope size are known.
12. Identify the factors that determine the amount of wire rope needed for a reeving system.
13. Identify types of sheaves, friction bearings and the coefficient of friction expressed in percent.

B. Rigging Practices 32 Hours

Outcome: Demonstrate the ability to do basic rigging.

1. Demonstrate or describe safe work practices of block and tackle involving reeving techniques:
 - a) square
 - b) skip
 - c) tandem
 - d) equalizer sheaves
 - e) lacing
 - f) reeving of simple and multi-blocks up to 24 parts
2. Calculate the mechanical advantage of block and tackle systems.
3. Define the lead pull and explain the method of calculating for the lead line.
4. Using slings, determine the center of gravity for different types of loads such as:
 - a) structural members of different designations
 - b) regular plates
 - c) pre-cast
 - d) components
 - e) machinery
5. Demonstrate the use of sling stress formulas.
6. Perform rigging, hoisting and jacking operations in a safe and responsible manner in accordance with the Health and Safety Act and any other applicable regulations.
7. Rig loads safely and correctly for:
 - a) straight lifts
 - b) drifting
 - c) turning

SECTION THREE: STRUCTURAL STEEL AND METAL BUILDING SYSTEMS 82 HOURS

A. Wall Systems..... 16 Hours

Outcome: Describe metal building walls.

1. Describe the terminology of wall systems.
2. Explain panel profile, gage number and panel coatings.
3. Describe and differentiate between exposed fastener panels and concealed fastener panels.
4. Discuss the field storage and handling of wall panels.
5. Describe types of factory-assembled wall panels.
6. Describe layout and installation of walls.
7. Describe sheeting safety considerations.
8. Install a base angle using masonry fasteners.
9. List and describe tools required for installing wall coverings.

10. Describe the shakeout, rigging, and handling of wall coverings.
11. Describe the process used to align grits with blocking.
12. Lay out modularity prior to installing wall coverings.
13. Describe how the direction of sheeting is determined.
14. Describe the procedure used to pre-drill a stack of wall panels.
15. Discuss the procedures used to install exposed wall fastener wall panels.
16. Describe and demonstrate correct scaffolding practices common to wall installation practices.
17. Describe and demonstrate how to cut an opening in an exposed fastener wall panel including:
 - a) framing
 - b) flashing
18. Discuss considerations when sheeting end walls.
19. Describe the cutting and installation of factory-assembled wall panels.
20. Describe sandwich panel systems.

B. Roof Systems 12 Hours

Outcome: Describe metal building roof systems.

1. Describe panel types and systems design.
2. Describe the various loads to which a metal roof is subjected.
3. List and describe the components of lap seam metal roofs.
4. State common characteristics shared by standing seam metal roof systems.
5. Discuss and describe the:
 - a) advantages and limitations of standing and lap seam metal roofs
 - b) types of coatings used on standing and lap seam metal roof panels
 - c) sealant requirements for standing and lap seam systems
6. Describe the safety involved in working on roofs.
7. Discuss safety considerations when working off the ground.
8. Describe the potential panel dangers during metal roofing:
 - a) collapse
 - b) slippery
 - c) loose panels
 - d) wind
9. Discuss material handling dangers.
10. Describe installation of metal roofs with lap seams, standing seams and sandwich systems.
11. State the factors considered in pre-erection planning.
12. Describe the general sequence of erection for standing seam roof systems.
13. Discuss eave conditions, ridge conditions and rake conditions.
14. Discuss skylights, curbs and walkway systems.
15. Describe the procedures used to block purlins according to manufacture's specifications.
16. Describe insulation placement in conformance with the requirements of the specified roof system.
17. Describe procedure used to lay out panel modularity.
18. Describe the installation of roof and ridge panels in conformance with f the roof system.

19. Describe proper splicing of gutter sections.

C. Pre-Engineered Building Erection 30 Hours

Outcome: **Apply safe work practices when erecting a pre-engineered metal building.**

1. Demonstrate the ability to do the pre-planning for a pre-engineered building.
2. Determine size and weight of building materials.
3. Determine the sequence for erecting the structural steel.
4. Determine the size of the mobile crane needed and the location of crane on site.
5. Check levels of the base and anchor bolt patterns.
6. Ensure that all materials are on site.
7. Apply safe work practices and procedures for use of mobile cranes:
 - a) locate and level mobile crane on site
 - b) rig up the mobile crane using the correct slings
 - c) use correct hand signals for hoisting material
 - d) follow safe hoisting procedures
8. Demonstrate the ability to erect a pre-engineered metal building:
 - a) hoist and locate the columns in the correct location
 - b) level and square columns on the bases
 - c) install temporary guys
 - d) plumb and square the structural frame using guy lines, bracing, leveling shims and transit
 - e) hoist, erect and bolt all secondary structural and bracing in the correct position
 - f) torque bolts to proper specifications
 - i) impact
 - ii) turn of nut method
 - g) install wall and roof systems
 - h) use recognized safety procedures
9. Demonstrate the ability to dismantle a metal building:
 - a) loosen all bolts in correct sequence
 - b) dismantle and lower all structural steel and metal building components in the correct sequence
 - c) place in storage all structural steel and metal building components using correct and safe methods
 - d) de-rig the mobile crane using appropriate safety procedures
 - e) clean up site

D. Windows Doors and Air Barrier 6 Hours

Outcome: *Describe proper installation of windows, doors and air barrier.*

1. Describe and discuss insulation backings used as vapour barriers.
2. Describe other types of air barriers:
 - a) polyurethane
 - b) liner panels (caulked and sealed)
3. Describe cutting rough openings for windows and doors:
 - a) while sheeting
 - b) after building is sheeted
4. Explain finishing of openings:
 - a) sealants required
 - b) flashings
 - c) insulation

E. Structural Steel Lab Practices..... 18 Hours

Outcome: *Apply safe work practices when erecting structural steel.*

1. Demonstrate the ability to do the pre-planning for a building.
2. Determine size and weight of building materials.
3. Determine the sequence for erecting the structural steel.
4. Determine the size of the mobile crane needed and the location of crane on site.
5. Check levels of the base and anchor bolt patterns.
6. Ensure that all materials are on site.
7. Apply safe work practices and procedures for use of mobile cranes.
8. Locate and level mobile crane on site.
9. Rig up the mobile using the correct slings.
10. Use correct hand signals for hoisting material.
11. Follow safe hoisting procedures.
12. Demonstrate the ability to erect a building.
13. Hoist and locate the columns in the correct location.
14. Level and square columns on the bases.
15. Install temporary guys.
16. Plumb and square the structural frame using guy lines, bracing, levelling shims and transit.
17. Hoist, erect and bolt all secondary structural and bracing in the correct position.
18. Torque bolts to proper specifications:
 - a) impact
 - b) turn of nut method



Excellence through training and experience

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