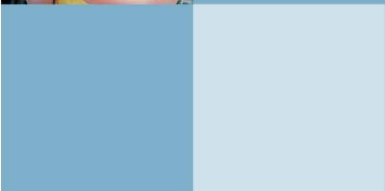
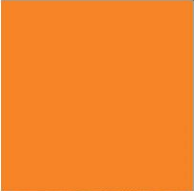
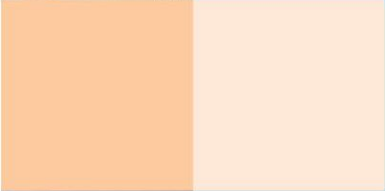
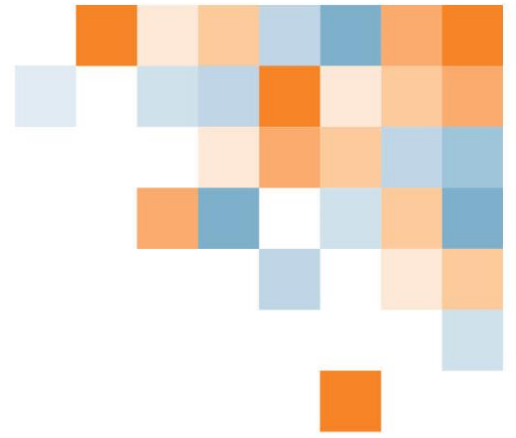


ita
YOUR TICKET.



PROGRAM OUTLINE

Appliance Service Technician



The latest version of this document is available in PDF format on the ITA website
www.itabc.ca

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APPLIANCE SERVICE TECHNICIAN PROGRAM OUTLINE

**APPROVED BY INDUSTRY
JANUARY 2012**

**BASED ON
2006 NATIONAL OCCUPATIONAL ANALYSIS (NOA)**

**Developed by
Industry Training Authority
Province of British Columbia**



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Section 1

INTRODUCTION

Appliance Service Technician



Foreword

The revised Appliance Service Technician Program Outline is intended as a guide for instructors, apprentices, and employers of apprentices, as well as for the use of industry organizations, regulatory bodies, and provincial and federal governments. It reflects updated standards based on the National Occupational Analysis for Appliance Service Technician and British Columbia industry and instructor subject matter experts.

Practical instruction by demonstration and student participation should be integrated with classroom sessions. Safe working practices, even though not always specified in each operation or topic, are an implied part of the program and should be stressed throughout the apprenticeship.

The Program Outline was prepared with the advice and assistance of the Industry Steering Committee and will form the basis for further updates of the British Columbia Appliance Service Technician and creation of the learning resources by the Automotive Training Standards Organization on behalf of the Industry Training Authority.

Each competency is to be evaluated through the use of written and/or a practical assessment in which the learner must achieve a minimum of 70% in order to receive a passing grade for that competency. The types of questions used on these exams must reflect the cognitive level indicated by the learning objectives and the learning tasks listed in the related competencies.

The performance spelled out in the Achievement Criteria is suggested performance and is not meant to stifle flexibility of delivery. Training providers are welcome to substitute other practical performances that measure similar skills and attainment of the competency. Multiple performances may also be used to replace individual performances where appropriate.

SAFETY ADVISORY

Be advised that references to the WorkSafeBC safety regulations contained within these materials do not/may not reflect the most recent Occupational Health and Safety Regulation (the current Standards and Regulation in BC can be obtained on the following website: <http://www.worksafebc.com>). Please note that it is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulation pertaining to his/her work.



Acknowledgements

The Program Outline was prepared with the advice and direction of an industry steering committee convened initially by the Automotive Training Standards Organization (ATSO). Members include:

Industry subject matter experts retained to assist in the development of Program Outline content:

- David Fengstad Appliance Servicing Instructor/Coordinator Kwantlen Polytechnic University
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- Glen Muir Appliance Division, Direct Energy- Operation Manager, Western Canada
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Facilitators:

- Lloyd Stamm CEO-ATSO
- Kevin Cudmore Program Development Coordinator-ATSO
- Lee Bouchard Assessment Coordinator-ATSO
- Taryn Wilson Administrative Assistant-ATSO

The Industry Training Authority would like to acknowledge the dedication and hard work of all the industry representatives appointed to identify the training requirements of the Appliance Service Technician occupation.



How to Use this Document

This Program Outline has been developed for the use of individuals from several different audiences. The table below describes how each section can be used by each intended audience.

Section	Training Providers	Employers/ Sponsors	Apprentices	Challengers
Program Credentialing Model	Communicate program length and structure, and all pathways to completion	Understand the length and structure of the program	Understand the length and structure of the program, and pathway to completion	Understand challenger pathway to Certificate of Qualification
Program Assessment	Communicate program completion requirements and assessment methods	Understand the various assessment requirements for the program	Understand the various assessment requirements for the program	Understand the assessment requirements they would have to fulfill in order to challenge the program
OAC	Communicate the competencies that industry has defined as representing the scope of the occupation	Understand the competencies that an apprentice is expected to demonstrate in order to achieve certification	View the competencies they will achieve as a result of program completion	Understand the competencies they must demonstrate in order to challenge the program
Training Topics and Suggested Time Allocation	Shows proportionate representation of general areas of competency (GACs) at each program level, the suggested proportion of time spent on each GAC, and percentage of time spent on theory versus practical application	Understand the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application	Understand the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application	Understand the relative weightings of various competencies of the occupation on which assessment is based
Program Content	Defines the objectives, learning tasks, high level content that must be covered for each competency, as well as defining observable, measureable achievement criteria for objectives with a practical component	Identifies detailed program content and performance expectations for competencies with a practical component; may be used as a checklist prior to signing a recommendation for certification (RFC) for an apprentice	Provides detailed information on program content and performance expectations for demonstrating competency	Allows individual to check program content areas against their own knowledge and performance expectations against their own skill levels



Section	Training Providers	Employers/ Sponsors	Apprentices	Challengers
Training Provider Standards	Defines the facility requirements, tools and equipment, reference materials (if any) and instructor requirements for the program	Identifies the tools and equipment an apprentice is expected to have access to; which are supplied by the training provider and which the student is expected to own	Provides information on the training facility, tools and equipment provided by the school and the student, reference materials they may be expected to acquire, and minimum qualification levels of program instructors	Identifies the tools and equipment a tradesperson is expected to be competent in using or operating; which may be used or provided in a practical assessment



Section 2

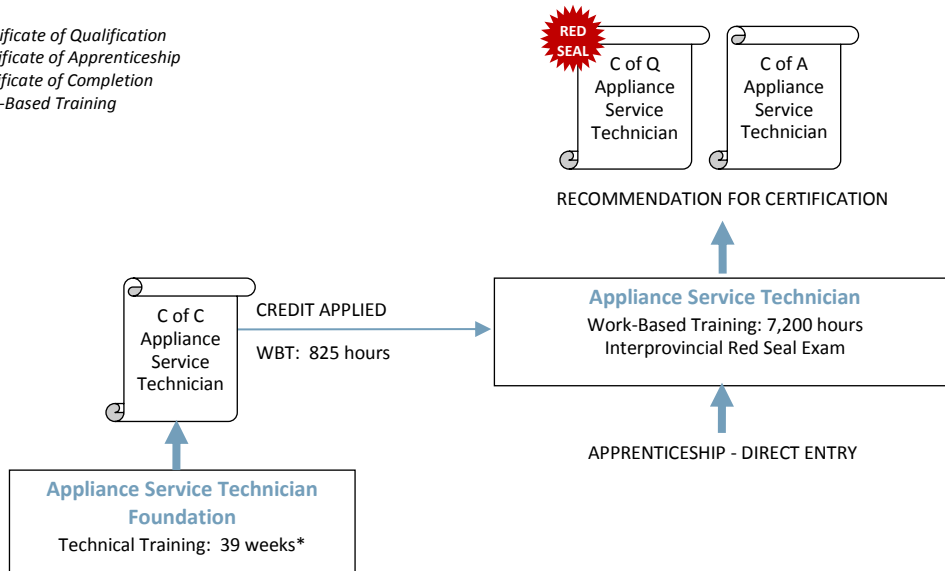
PROGRAM OVERVIEW

Appliance Service Technician



Program Credentialing Model

C of Q = Certificate of Qualification
 C of A = Certificate of Apprenticeship
 C of C = Certificate of Completion
 WBT = Work-Based Training



**Suggested duration based on 30-hour week*

CROSS-PROGRAM CREDITS

Individuals who hold the credentials listed below are entitled to receive partial credit toward the completion requirements of this program

None



Occupational Analysis Chart

APPLIANCE SERVICE TECHNICIAN

Occupation Description: Appliance Service Technicians identify appliance concerns by performing diagnostic procedures with testing equipment. Based on their assessment, they provide work and cost estimates to the customer. They may provide installation and maintenance services. They disassemble appliances, repair, remove and replace components, and reassemble appliances. They recover refrigerant gases and transfer the gases into approved storage containers for disposal according to jurisdictional regulations. Appliance Service Technicians may be called to demonstrate the use and care of the appliance to the customer.

OCCUPATIONAL SKILLS A	Describe safety in appliance servicing A1	Describe customer relations A2	Identify tools A3						
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELECTRICAL B	Describe electrical principles B1	Describe household wiring B2	Utilize electrical test equipment B3	Describe the laws of electromagnetism B4	Identify electric motors B5	Demonstrate troubleshooting with wiring schematics B6			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELECTRONICS C	Describe solid state components C1	Build power supplies and electrical filter systems C2	Describe sine wave and rectification C3						
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ANCILLARY PRODUCTS D	Describe principles and operation of garbage disposals D1	Perform services on garbage disposals D2	Describe principles and operation of trash compactors D3	Perform services on trash compactors D4	Describe principles and operation of electric water heaters D5	Perform services on electric water heaters D6			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELECTRIC DRYERS E	Describe electric dryer installation E1	Service electric dryers E2	Perform electric dryer repairs E3						
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



ELECTRIC RANGES F	Describe electric range installation F1	Perform electric range services F2	Perform electric range repairs F3		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AUTOMATIC WASHERS G	Describe automatic washer installation G1	Service automatic washers G2	Repair automatic washers G3		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AUTOMATIC ELECTRIC DISHWASHERS H	Describe electric dishwasher installation H1	Service dishwashers H2	Diagnosis of wash cycles H3		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOMESTIC REFRIGERATION AND AIRCONDITIONING I	Obtain CFC refrigerant certification I1	Describe refrigeration and air conditioning principles and installation I2	Service domestic refrigeration I3	Service domestic air conditioning I4	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MICROWAVE TECHNOLOGIES J	Describe microwave installations J1	Perform microwave service J2	Perform microwave repairs J3		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BC PROVINCIAL "C" GAS CERTIFICATE K	Define the function of the Gas Safety Branch in BC K1	Define Gas Code/Regulations pertaining to permits, licence and inspections K2	Define safety practices of natural and propane gases K3	Apply regulations and safety practices K4	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GAS APPLIANCES L	Describe the operation of gas pressure regulators L1	Describe atmospheric burner operation L2	Calculate venting requirements L3	Perform gas appliance services L4	Perform gas appliance repairs L5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Training Topics and Suggested Time Allocation

APPLIANCE SERVICE TECHNICIAN- FOUNDATION

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line A	OCCUPATIONAL SKILLS	5%	70%	30%	100%
A1	Describe safety in appliance servicing		✓		
A2	Describe customer relations		✓		
A3	Identify tools		✓	✓	
Line B	ELECTRICAL	15%	70%	30%	100%
B1	Describe electrical principles		✓		
B2	Describe household wiring		✓		
B3	Utilize electrical test equipment		✓	✓	
B4	Describe the laws of electromagnetism		✓		
B5	Identify electric motors		✓	✓	
B6	Demonstrate troubleshooting with wiring schematics		✓	✓	
Line C	ELECTRONICS	10%	60%	40%	100%
C1	Describe solid state components		✓		
C2	Build power supplies and electrical filter systems			✓	
C3	Describe sine wave and rectification		✓		
Line D	ANCILLARY PRODUCTS	7%	50%	50%	100%
D1	Describe principles and operation of garbage disposals		✓		
D2	Perform services on garbage disposals			✓	
D3	Describe principles and operation of trash compactors		✓		
D4	Perform services on trash compactors			✓	
D5	Describe principles and operation of electric water heaters		✓		
D6	Perform services on electric water heaters			✓	
Line E	ELECTRIC DRYERS	8%	25%	75%	100%
E1	Describe electric dryer installation		✓		
E2	Service electric dryers		✓	✓	
E3	Perform electric dryer repairs			✓	
Line F	ELECTRIC RANGES	8%	20%	80%	100%
F1	Describe electric range installation		✓		
F2	Perform electric range services		✓	✓	
F3	Perform electric range repairs			✓	
Line G	AUTOMATIC WASHERS	10%	20%	80%	100%
G1	Describe automatic washer installation		✓		
G2	Service automatic washers		✓	✓	
G3	Repair automatic washers			✓	



% of Time Allocated to:

		% of Time	Theory	Practical	Total
Line H	AUTOMATIC ELECTRIC DISHWASHERS	5%	20%	80%	100%
H1	Describe electric dishwasher installation		✓		
H2	Service dishwashers		✓	✓	
H3	Diagnosis of wash cycles			✓	
Line I	DOMESTIC REFRIGERATION AND AIRCONDITIONING	15%	25%	75%	100%
I1	Obtain CFC refrigerant certification		✓		
I2	Describe refrigeration and air conditioning principles and installation		✓		
I3	Service domestic refrigeration		✓	✓	
I4	Service domestic air conditioning			✓	
Line J	MICROWAVE TECHNOLOGIES	5%	25%	75%	100%
J1	Describe microwave installations		✓		
J2	Perform microwave service		✓	✓	
J3	Perform microwave repairs			✓	
Line K	BC PROVINCIAL “C” GAS CERTIFICATE	5%	100%	0%	100%
K1	Define the function of the Gas Safety Branch in BC		✓		
K2	Define Gas Code/Regulations pertaining to permits, licence and inspections		✓		
K3	Define safety practices of natural and propane gases		✓		
K4	Apply regulations and safety practices		✓		
LINE L	GAS APPLIANCES	7%	25%	75%	100%
L1	Describe the operation of gas pressure regulators		✓		
L2	Describe atmospheric burner operation		✓		
L3	Calculate venting requirements		✓		
L4	Perform gas appliance services			✓	
L5	Perform gas appliance repairs			✓	
Total Percentage for Appliance Service Technician Foundation		100%			



Section 3

PROGRAM CONTENT

Appliance Service Technician



Foundation

Appliance Service Technician



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A1** **Describe safety in appliance servicing**

Objectives

To be competent in this area, the individual must be able to:

- Describe workplace safety.
- Describe electrical safety.

LEARNING TASKS

1. Describe workplace safety

2. Describe electrical safety

CONTENT

- Safety in the class
 - Behaviour
 - PPE (Personal Protective Equipment)
- Safety in the shop
 - Behaviour
 - PPE
 - Tools and equipment
- Fire safety
 - Class A,B,C and D fires and extinguisher types for each
 - P.A.S.S.
 - Pull
 - Aim
 - Squeeze
 - Sweep
 - Conditions
 - Fuel
 - Oxygen
 - Heat
- Electrical safety and equipment
 - PPE
 - Instructor consultation
 - Curcuit protected outlet
 - Electical safe tools



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A2** **Describe customer relations**

Objectives

To be competent in this area, the individual must be able to:

- Describe customer relations.

LEARNING TASKS

1. Describe customer relations

CONTENT

- Communicate courteously and effectively with customers
 - Effective listening
 - Sociable and personal ethics
 - Non-verbal cues
 - Diverse background and cultural differences
 - Recognizing problems and devising and implementing a plan of action for customers
 - Handling concerns or conflicts effectively with active listening



Line (GAC): A OCCUPATIONAL SKILLS

Competency: A3 Identify tools

Objectives

To be competent in this area, the individual must be able to:

- Identify basic tools.
- Identify power tools.
- Describe tool safety.

LEARNING TASKS

1. Identify basic tools

2. Identify power tools

3. Describe tool safety

CONTENT

- Hand Tools
 - Screw drivers
 - Nut drivers
 - Hammers
 - Punches and chizzles
 - Pliers
 - Hack saw
 - Files
 - Levels
- Maintenance and Storage
- Power tools
 - Drill
 - Grinder
 - Cordless tools
 - Screw drivers
 - Drills
 - Nut drivers
 - Cut off tool
 - Buffer
 - Vaccum pumps
- Maintenance and Storage
- Proper handling
- Proper shapening
- Cut direction
- Appropriate tool for job

Achievement Criteria

Performance Utilize lab 1 for theory assessment.

Conditions In the classroom, complete sections that cover the description of electrical principles.

Criteria Achieve a minimum of 70% on the basic electrical exam #1.



Line (GAC): **B** **ELECTRICAL**
Competency: **B1** **Describe electrical principles**

Objectives

To be competent in this area, the individual must be able to:

- Describe electrical principles.

LEARNING TASKS

1. Describe electrical principles

CONTENT

- AC (Alternating Current) and DC (Direct Current) theory
 - Ohms law
 - Kirchhoffs law
- Curcuits
 - Simple
 - Series
 - Parallel
 - Series parallel (combination series)
- DC fundamentals
- AC theory
 - Motors
 - Transformers
 - Solonoids



Line (GAC): **B ELECTRICAL**
Competency: **B2 Describe household wiring**

Objectives

To be competent in this area, the individual must be able to:

- Describe household wiring and fusing.

LEARNING TASKS

1. Describe household wiring and fusing

CONTENT

- Wire sizes
- Supply aplage
- Proper recepticals
- Installation of recepticals
- Gauging of wires
- Breaker tolerance
- Circuit protection
- Connection integrity
- Fuses
 - Analysis
 - Identification and selection
- Input fazes
 - Sourse and type
 - Frequencies
 - Voltage
 - 240 208
 - 120
 - 110



Line (GAC): **A ELECTRICAL**
Competency: **B3 Utilize electrical test equipment**

Objectives

To be competent in this area, the individual must be able to:

- Identify electrical test equipment.
- Utilize electrical test equipment.

LEARNING TASKS

CONTENT

1. Identify electrical test equipment

- Meters
 - Multi meter
 - Analog
 - Digital
 - Amp prob
 - Watt meter
 - Capacitance meter
 - Mega OHM meter
 - Frequency meter
 - Pyrometer/thermometer

2. Utilize electrical test equipment

- Power applications in AC and DC circuits
- Curcuit isolation
 - Voltage
 - Continuety
 - Resistance
 - Current
- Series and parallel testing

Achievement Criteria

Performance Utilize lab 1 for theory assessment.
 Conditions In a shop setting the learner will utilize electrical test equipment on select circuits.
 Criteria Achieve a minimum of 70% on the basic electrical exam #1.



Line (GAC): **B ELECTRICAL**
Competency: **B4 Describe the laws of electromagnetism**

Objectives

To be competent in this area, the individual must be able to:

- Describe the laws of electromagnetism.
- Describe inductance in coils, transformers and relays.

LEARNING TASKS

CONTENT

- | | |
|---|---|
| <p>1. Describe the laws of electromagnetism</p> | <ul style="list-style-type: none"> • Permanent magnet <ul style="list-style-type: none"> ○ Magnetic fields of flux ○ North and south poles ○ Invisible fields of energy ○ Magnetic materials • Electro magnetism <ul style="list-style-type: none"> ○ Left hand thumb rule • Inductive magnetism • Coils |
| <p>2. Describe inductance in coils, transformers and relays</p> | <ul style="list-style-type: none"> • Induced EMF (Electro Motive Force) <ul style="list-style-type: none"> ○ Mutual induction • Capacitance • Saturation • Turns ratio • Efficiency |

Achievement Criteria

Performance Utilize lab 1 for theory assessment.
 Conditions In the classroom, complete sections that cover the description of electrical principles.
 Criteria Achieve a minimum of 70% on the basic electrical exam #2.



Line (GAC): **B** **ELECTRICAL**
Competency: **B5** **Identify electric motors**

Objectives

To be competent in this area, the individual must be able to:

- Describe theory of electric motors.
- Describe theory of electric switching.
- Identify electric motors.

LEARNING TASKS

CONTENT

- | | |
|---|---|
| <p>1. Describe theory of electric motors</p> | <ul style="list-style-type: none"> • Induce fields of energy <ul style="list-style-type: none"> ○ Electrical energy to mechanical energy • AC motors • DC motors • Motor poles • Capacitor start |
| <p>2. Describe theory of electric switching</p> | <ul style="list-style-type: none"> • Motor switches • Centrifical switches • Electronic switches • Relay switching |
| <p>3. Identify electric motors</p> | <ul style="list-style-type: none"> • AC motors <ul style="list-style-type: none"> ○ Shaded pole ○ Permanent magnet motors ○ Induction motors • DC motors <ul style="list-style-type: none"> ○ Universal motors ○ Brushes • Motor poles • Capacitor start |

Achievement Criteria

Performance Utilize lab 2 for theory assessment.
 Conditions In the classroom, complete sections that cover the description of electrical principles.
 Criteria Achieve a minimum of 70% on the basic electrical exam #2.



Line (GAC): C **ELECTRONICS**
Competency: C1 **Describe solid state components**

Objectives

To be competent in this area, the individual must be able to:

- Describe solid state components.

LEARNING TASKS

1. Describe solid state components

CONTENT

- Electron and electronic flow
- Diodes
- Silicone controlled rectifiers
- Triacs
- Diacs
- Resistors
- Capacitors



Line (GAC): **C ELECTRONICS**
Competency: **C3 Describe sine wave and rectification**

Objectives

To be competent in this area, the individual must be able to:

- Identify sine wave and applications in alternating current.
- Identify sine wave with an oscilloscope.
- Describe silicone controlled rectifiers for AC and DC circuits.
- Identify diode and silicon controlled rectifiers.
- Explain full and half wave rectification.

LEARNING TASKS

CONTENT

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Identify sine wave and applications in alternating current
 2. Identify sine wave with an oscilloscope
 3. Describe silicon controlled rectifiers for AC and DC circuits | <ul style="list-style-type: none"> • Square wave • Full wave • Half wave
 • Adjust settings • AC full wave • DC half wave • Square wave • EFI filtering
 • Rectification <ul style="list-style-type: none"> ○ DC silicon controlled rectifiers • Switching <ul style="list-style-type: none"> ○ AC triacs ○ Diacs • Doping agents • PN junctions • Holes • Acceptors • Silicones • Molecules • Insulators • Conductors • Semy conductors |
|---|--|



4. Identify diode and silicone controlled rectifiers
 - PN junctions
 - DC device
 - Rectifies full sign wave
 - Diodes
 - Zener
 - Silicon

5. Explain full and half wave rectification
 - Voltage splitting
 - Full wave
 - DC circuit
 - Full voltage
 - Half (pulse) wave
 - Half wave voltage doubling



Line (GAC): **D ANCILLARY PRODUCTS**
Competency: **D1 Describe principles and operation of garbage disposals**

Objectives

To be competent in this area, the individual must be able to:

- Describe principles and operation of garbage disposals.
- Describe garbage disposal installation.
- Describe the theory of garbage disposer functions.

LEARNING TASKS

CONTENT

- | | |
|--|---|
| <p>1. Describe principles and operation of garbage disposals</p> | <ul style="list-style-type: none"> • Benefits and environmental principles • Efficient disposal of waste products • Loading procedures • Continuous feed • Batch feed • Reversible and non-reversible |
| <p>2. Describe garbage disposal installation</p> | <ul style="list-style-type: none"> • Requirements <ul style="list-style-type: none"> ○ Plumbing ○ Electrical ○ Municipal code |
| <p>3. Describe the theory of garbage disposer functions</p> | <ul style="list-style-type: none"> • Disposer functions • Safety device • Theory of operation |



Line (GAC): **D ANCILLARY PRODUCTS**
Competency: **D2 Perform services on garbage disposals**

Objectives

To be competent in this area, the individual must be able to:

- Perform motor test of garbage disposal.
- Perform motor switch and safety device repairs of garbage disposals.

LEARNING TASKS

CONTENT

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Perform services on garbage disposal
 2. Perform motor switch and safety device repairs of garbage disposals. | <ul style="list-style-type: none"> • Testing of switches • Un-jamming • Current testing
 • Hook up motor test cord • Motor switch testing • Test with meter • Over load protector • Test windings and meter |
|--|--|

Achievement Criteria

Performance Utilize waste disposal and trash compactor labs for theory and practical assessment.
Conditions In the classroom, complete sections that cover the description of garbage disposal and trash compactors.
Criteria Achieve a minimum of 70% on the ancillary products exam.



Line (GAC): **D ANCILLARY PRODUCTS**
Competency: **D3 Describe principles and operation of trash compactors**

Objectives

To be competent in this area, the individual must be able to:

- Describe installation and power requirements of trash compactors
- Describe principles and operation of trash compactors.
- Describe line diagrams of various cycles.

LEARNING TASKS

CONTENT

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Describe installation and power requirements of trash compactors 2. Describe principles and operation of trash compactors 3. Describe line diagrams of various cycle | <ul style="list-style-type: none"> • Location consideration • Electrical connections • Level • Reduce size of garbage • Electrical mechanical ram operation • Limit swich controlled • Cycles <ul style="list-style-type: none"> ○ Downward stroke ○ Upward stroke |
|---|--|



Line (GAC): **D ANCILLARY PRODUCTS**
Competency: **D4 Perform services on trash compactors**

Objectives

To be competent in this area, the individual must be able to:

- Perform testing on all switches for trash compactors.
- Perform motor and relay replacement on trash compactors.
- Demonstrate motor cycling for forward and reverse motion.
- Perform diagnosis of compactor faults.

LEARNING TASKS

CONTENT

1. Perform testing on all switches for trash compactors	• Mechanical and electrical testing
2. Perform motor and relay replacement on trash compactors	• Accessing and removal techniques
3. Demonstrate motor cycling for forward and reverse motion	• Mechanical drive system • Electrical component operation
4. Perform diagnosis of compactor faults	• Common faults • Specific component failure • Circuit analysis

Achievement Criteria

Performance	Utilize waste disposal and trash compactor labs for theory and practical assessment.
Conditions	In the classroom, complete sections that cover the description of garbage disposal and trash compactors.
Criteria	Achieve a minimum of 70% on the ancillary products exam.



Line (GAC): **D ANCILLARY PRODUCTS**
Competency: **D5 Describe principles and operation of electric water heaters**

Objectives

To be competent in this area, the individual must be able to:

- Describe installation and operation of electric water heater.
- Describe safety procedures for water heaters.
- Describe the operation of safety thermostats.

LEARNING TASKS

CONTENT

- | | |
|--|--|
| <p>1. Describe installation and operation of electric water heater</p> | <ul style="list-style-type: none"> • Local installation codes for power and water supply of water heaters • Voltages • Polarity and grounding • Power and plumbing requirements <ul style="list-style-type: none"> ○ Drainage • Locations |
| <p>2. Describe safety procedures for water heaters</p> | <ul style="list-style-type: none"> • Power off • Draining water • Full tank of water before water is turned on • Not working on water side while power on • Not energizing power while there is water • Monitor power • Temperature and pressure valves |
| <p>3. Describe the operation of safety thermostats</p> | <ul style="list-style-type: none"> • Temperature and pressure releaf valve <ul style="list-style-type: none"> ○ High temp high pressure control • High temperature limit protection • Bi-metal high temperature limit |



Line (GAC): **D ANCILLARY PRODUCTS**
Competency: **D6 Perform services on electric water heaters**

Objectives

To be competent in this area, the individual must be able to:

- Perform heater element test and repair.
- Perform a systematic fault diagnosis and repair of water heater.

LEARNING TASKS

CONTENT

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Perform heater element test and repair
 2. Perform a systematic fault diagnosis and repair of water heater | <ul style="list-style-type: none"> • Multi meter test on element • Replacement procedures
 • Meter usage • Scymatic diagnosis • Component removal |
|---|---|

Achievement Criteria

- | | |
|--|---|
| <p>Performance</p> <p>Conditions</p> <p>Criteria</p> | <p>Utilize hot water heaters, electric & gas troubleshooting lab for theory and practical assessment.</p> <p>In the shop, complete sections that cover the performance of electric water heaters.</p> <p>Achieve a minimum of 70% on the ancillary products exam.</p> |
|--|---|



Line (GAC): **E** **ELECTRIC DRYERS**
Competency: **E2** **Service electric dryers**

Objectives

To be competent in this area, the individual must be able to:

- Describe safety rules of service and repair.
- Demonstrate the disassembly of dryers.
- Demonstrate timer identification and testing.
- Service timer.
- Demonstrate line isolation from schematics for diagnostic purposes.

LEARNING TASKS

CONTENT

1. Describe safety rules of service and repair	<ul style="list-style-type: none"> • Disconnect power • Connection of vent <ul style="list-style-type: none"> ○ Mold and mildew prevention
2. Demonstrate the disassembly of dryers	<ul style="list-style-type: none"> • Manufacture specifics • Pannel removal • Component removal
3. Demonstrate timer identification and testing	<ul style="list-style-type: none"> • Mechanical analog timer • Electronic timers
4. Service timer	<ul style="list-style-type: none"> • Cycle chart (cam chart) • Function charts
5. Demonstrate line isolation from schematics for diagnostic purposes	<ul style="list-style-type: none"> • Fault identification • Line isolation from schematic • Line transposing to non-functioning component

Achievement Criteria

Performance Utilize the Whirlpool, Performa, Amana, Maytag, Bosch, Euro-tech, GE, Frigidaire/Electrolux dryer labs for theory and practical assessment.

Conditions In the shop, complete sections that cover the service of electric dryers.

Criteria Achieve a minimum of 70% on the dryer exam #1 and #2.



Line (GAC): F **ELECTRIC RANGES**
Competency: F2 **Perform electric range services**

Objectives

To be competent in this area, the individual must be able to:

- Describe safety rules of service and repair.
- Demonstrate the disassembly of electric ranges.
- Demonstrate electronic control and testing.
- Service self cleaning ovens.
- Demonstrate line isolation from schematics for diagnostic purposes.

LEARNING TASKS

CONTENT

<ol style="list-style-type: none"> 1. Describe safety rules of service and repair 2. Demonstrate the disassembly of electric ranges 3. Demonstrate electronic control and testing 4. Service self cleaning ovens 5. Demonstrate line isolation from schematics for diagnostic purposes 	<ul style="list-style-type: none"> • Disconnect power • Apply standard safe practices • Manufacture specifics • Pannel removal • Component removal • Monitor of supervisory circuit • Monitor oven performance <ul style="list-style-type: none"> ○ Temperature test • Calibration of oven controls • System identification <ul style="list-style-type: none"> ○ Self cleaning ○ Continuous cleaning ○ Standard • Fault identification • Line isolation from schematic • Line transposing to non-functioning component
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Achievement Criteria

Performance Utilize the electric ranges labs for theory and practical assessment.
Conditions In the shop, complete sections that cover the service of electric ranges.
Criteria Achieve a minimum of 70% on the basic range and self clean exam.



Line (GAC): **G** **AUTOMATIC WASHERS**
Competency: **G2** **Service automatic washers**

Objectives

To be competent in this area, the individual must be able to:

- Describe safety rules of service and repair.
- Demonstrate the disassembly of washers.
- Demonstrate timer identification and testing.
- Demonstrate electronic control and testing.
- Demonstrate line isolation from schematics for diagnostic purposes.

LEARNING TASKS

CONTENT

1. Describe safety rules of service and repair	<ul style="list-style-type: none"> • Disconnect power • Apply standard safe practices • Floor type <ul style="list-style-type: none"> ○ Cabinetry and floor protection
2. Demonstrate the disassembly of washers	<ul style="list-style-type: none"> • Manufacture specifics • Pannel removal • Component removal
3. Demonstrate timer identification and testing	<ul style="list-style-type: none"> • Mechanical analog timer • Electronic timers
4. Demonstrate electronic control and testing	<ul style="list-style-type: none"> • Monitor of supervisory circuit and washer performance
5. Demonstrate line isolation from schematics for diagnostic purposes	<ul style="list-style-type: none"> • Fault identification • Line isolation from schematic • Line transposing to non-functioning component

Achievement Criteria

Performance Utilize the automatic washer lab 1 for theory and practical assessment.
Conditions In the shop, complete sections that cover the service of automatic washers.
Criteria Achieve a minimum of 70% on exam #1 and the top load washer exam.



- Leveling legs
- Washer base
- Snubbers
- Flood switches
- Spin basket
- Outer tank
- Fill spout
- Flume-spout

Achievement Criteria

Performance	Utilize the schematics/cam chart troubleshooting lab for theory and practical assessment.
Conditions	In the shop, complete sections that cover the performance of automatic washer repairs.
Criteria	Achieve a minimum of 70% on exam #1 and the top load washer exam.



Line (GAC): **H AUTOMATIC ELECTRIC DISHWASHERS**
Competency: **H2 Service dishwashers**

Objectives

To be competent in this area, the individual must be able to:

- Describe safety rules of service and repair.
- Demonstrate the disassembly of dishwashers.
- Demonstrate timer identification and testing.
- Demonstrate electronic control and testing.
- Demonstrate line isolation from schematics for diagnostic purposes.

LEARNING TASKS

CONTENT

1. Describe safety rules of service and repair	<ul style="list-style-type: none"> • Disconnect power • Apply standard safe practices • Floor type <ul style="list-style-type: none"> ○ Cabinetry and floor protection
2. Demonstrate the disassembly of dishwashers	<ul style="list-style-type: none"> • Manufacture specifics • Pannel removal • Component removal
3. Demonstrate timer identification and testing	<ul style="list-style-type: none"> • Mechanical analog timer • Electronic timers
4. Demonstrate electronic control and testing	<ul style="list-style-type: none"> • Monitor of supervisory circuit and washer performance
5. Demonstrate line isolation from schematics for diagnostic purposes	<ul style="list-style-type: none"> • Fault identification • Line isolation from schematic • Line transposing to non-functioning component

Achievement Criteria

Performance Utilize the dishwasher review lab exercise sheets for theory and practical assessment.
Conditions In the shop, complete sections that cover the service of dishwashers.
Criteria Achieve a minimum of 70% on exam #1.



Line (GAC): **H** **AUTOMATIC ELECTRIC DISHWASHERS**
Competency: **H3** **Diagnosis of wash cycles**

Objectives

To be competent in this area, the individual must be able to:

- Identify dishwasher wash cycles.
- Diagnose wash cycles.

LEARNING TASKS

1. Identify dishwasher wash cycles

2. Diagnose wash cycles

CONTENT

- Washing
- Drying
- Sanitizing
- Cleaning

- Timed wash
- Delayed wash
- Drain cycle
- Heating elements
- Electrical supply
- Solenoids
- Floats
- Turbo jets

Achievement Criteria

Performance Utilize the dishwasher schematics and diagnostics lab exercise sheets for theory and practical assessment.

Conditions In the shop, complete sections that cover diagnosing wash cycles.

Criteria Achieve a minimum of 70% on exam #1.



Line (GAC): I **DOMESTIC REFRIGERATION AND AIR CONDITIONING**
Competency: I1 **Obtain CFC Refrigerant certification**

Objectives

To be competent in this area, the individual must be able to:

- Describe the effects of ozone depleting substance on the environment.
- Apply legislated procedures when dealing with systems containing refrigerant.
- Describe procedures to be followed when dealing with systems containing refrigerant.

LEARNING TASKS

CONTENT

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Describe the effects of ozone depleting substance of the environment 2. Apply legislated procedures when dealing with systems containing refrigerant 3. Describe procedures to be followed when dealing with systems containing refrigerant | <ul style="list-style-type: none"> • Ozone depletion • CFC effect • International <ul style="list-style-type: none"> ○ Montreal protocol on substances that deplete the ozone layer ○ Kyoto protocol to the United Nations framework convention on climate change • Canadian Environmental Protection Agency • Provincial regulations <ul style="list-style-type: none"> ○ Ozone depleting substances and other halocarbons regulation ○ Waste management act • Training requirements <ul style="list-style-type: none"> ○ Environmental awareness training course on ozone depleting substances control ○ Certification • Conservation objectives • Code of practice for the reduction of chlorofluorocarbon emissions from refrigeration and air conditioning systems • Service handouts • Inventory assessment and record keeping • Design and general practices • Equipment • Refrigerant <ul style="list-style-type: none"> ○ Recovery ○ Reuse ○ Disposal • Leak testing procedures • Flushing and cleaning • Purging equipment containers |
|--|--|



Achievement Criteria

- Performance** Utilize the cutting and swaging lab 1, braising techniques lab 2, heat exchanger fabrication lab 3 and system construction lab 4 for theory and practical assessment.
- Conditions** In the classroom, complete sections that cover CFC refrigerant certification.
- Criteria** Achieve a minimum of 70% on the CFC recovery exam.



Line (GAC): I **DOMESTIC REFRIGERATION AND AIR CONDITIONING**
Competency: I2 **Describe refrigeration and air conditioning principles and installation**

Objectives

To be competent in this area, the individual must be able to:

- Describe principles of domestic refrigeration.
- Describe principles of domestic air conditioning.
- Describe uncrating and installation procedures for domestic refrigeration and air conditioning.

LEARNING TASKS

CONTENT

- | | |
|--|---|
| <p>1. Describe principles of domestic refrigeration</p> | <ul style="list-style-type: none"> • Laws of thermal dynamics • Seal system principals • Removal of heat • Self defrost • Circulation refrigerant <ul style="list-style-type: none"> ○ High pressure ○ Low pressure • Leak testing • Capillary tube • Internal air flow |
| <p>2. Describe principles of domestic air conditioning</p> | <ul style="list-style-type: none"> • Laws of thermal dynamics • Seal system principals • Output to area • Removal of moisture • Circulation refrigerant <ul style="list-style-type: none"> ○ High pressure ○ Low pressure • Capillary tube • Room internal air flow • Temperature generation |
| <p>3. Describe uncrating and installation procedures for domestic refrigeration and air conditioning</p> | <ul style="list-style-type: none"> • Manufacture specific uncrating procedure • Local plumbing and electrical codes • Location • Cabinet cut out • Flooring <ul style="list-style-type: none"> ○ Safety ○ Structure • Leveling |



Line (GAC): I **REFRIGERATION AND AIRCONDITIONING**
Competency: I3 **Service domestic refrigeration**

Objectives

To be competent in this area, the individual must be able to:

- Describe safety rules of service and repair.
- Demonstrate the disassembly of domestic refrigeration.
- Demonstrate timer identification and testing.
- Demonstrate electronic control and testing.
- Demonstrate line isolation from schematics for diagnostic purposes.

LEARNING TASKS

CONTENT

1. Describe safety rules of service and repair	<ul style="list-style-type: none"> • Disconnect power • Disconnect water • Apply standard safe practices • Phosgene hazard • Refrigerant identification • High pressured gas hazard • Floor protection
2. Demonstrate the disassembly of domestic refrigeration	<ul style="list-style-type: none"> • Manufacture specifics • Pannel removal • Component removal • Evacuation and recharge
3. Demonstrate timer identification and testing	<ul style="list-style-type: none"> • Mechanical timers • Electronic timers
4. Demonstrate electronic control and testing	<ul style="list-style-type: none"> • Monitor of supervisory circuit and refrigeration performance • Temperature testing <ul style="list-style-type: none"> ○ External ○ Internal • Pressure testing of sealed system
5. Demonstrate line isolation from schematics for diagnostic purposes	<ul style="list-style-type: none"> • Fault identification • Line isolation from schematic • Line transposing to non-functioning component



Achievement Criteria

- Performance** Utilize the cutting and swaging lab 1, braising techniques lab 2, heat exchanger fabrication lab 3 and system construction lab 4 for theory and practical assessment.
- Conditions** In the shop, complete sections that cover the service of domestic refrigeration.
- Criteria** Achieve a minimum of 70% on the refrigeration exam #1, #2 and #3.



Line (GAC): I **REFRIGERATION AND AIRCONDITIONING**
Competency: I4 **Service domestic air conditioning**

Objectives

To be competent in this area, the individual must be able to:

- Describe safety rules of service and repair.
- Demonstrate the disassembly of domestic air conditioning.
- Demonstrate electronic control and testing.
- Demonstrate line isolation from schematics for diagnostic purposes.

LEARNING TASKS

CONTENT

- | | |
|---|---|
| 1. Describe safety rules of service and repair | <ul style="list-style-type: none"> • Disconnect power • Connect drain • Apply standard safe practices • Phosgene hazard • High pressured gas hazard • Floor protection • PPE |
| 2. Demonstrate the disassembly of domestic air conditioning | <ul style="list-style-type: none"> • Manufacture specifics • Pannel removal • Component removal • Mounting • Outlet venting • Source power |
| 3. Demonstrate electronic control and testing | <ul style="list-style-type: none"> • Monitor of supervisory circuit and air conditioning performance • Temperature testing <ul style="list-style-type: none"> ○ Output ○ Input |
| 4. Demonstrate line isolation from schematics for diagnostic purposes | <ul style="list-style-type: none"> • Fault identification • Line isolation from schematic • Line transposing to non-functioning component |



Achievement Criteria

- Performance** Utilize the cutting and swaging lab 1, braising techniques lab 2, heat exchanger fabrication lab 3 and system construction lab 4 for theory and practical assessment.
- Conditions** In the shop, complete sections that cover the service of domestic air conditioning.
- Criteria** Achieve a minimum of 70% on the air conditioning exam.



Line (GAC): **J MICROWAVE TECHNOLOGIES**
Competency: **J2 Perform microwave service**

Objectives

To be competent in this area, the individual must be able to:

- Describe safety rules of service and repair.
- Demonstrate the disassembly of microwaves.
- Demonstrate electronic control and testing.
- Demonstrate line isolation from schematics for diagnostic purposes.

LEARNING TASKS

CONTENT

1. Describe safety rules of service and repair	<ul style="list-style-type: none"> • Disconnect power • Apply standard safe practices • PPE
2. Demonstrate the disassembly of microwaves	<ul style="list-style-type: none"> • Manufacture specifics • Pannel removal • Component removal • Dismount
3. Demonstrate electronic control and testing	<ul style="list-style-type: none"> • Monitor of supervisory circuit • Monitor microwave performance <ul style="list-style-type: none"> ○ Temperature test • Test megnetron
4. Demonstrate line isolation from schematics for diagnostic purposes	<ul style="list-style-type: none"> • Fault identification • Line isolation from schematic • Line transposing to non-functioning component

Achievement Criteria

Performance	Utilize the components, schematics, output test of microwave tear down lab project for theory and practical assessment.
Conditions	In the shop, complete sections that cover the service of microwave repairs.
Criteria	Achieve a minimum of 70% on the microwave exam.



Achievement Criteria

- | | |
|-------------|---|
| Performance | Utilize the components, schematics, output test of microwave tear down lab project for theory and practical assessment. |
| Conditions | In the shop, complete sections that cover the performance of microwave repairs. |
| Criteria | Achieve a minimum of 70% on the microwave exam. |



Line (GAC): **K BC PROVINCIAL “C” GAS CERTIFICATE**
Competency: **K1 Define the function of the Gas Safety Branch in BC**

Objectives

To be competent in this area, the individual must be able to:

- Define the function of the Gas Safety Branch in BC.

LEARNING TASKS

1. Define the function of the Gas Safety Branch in BC

CONTENT

- Gas Safety Regulation
- Safety orders
- Safety Standards Act
- Regulations Part 1-(General Qualification and Licensing Provisions)



Line (GAC): **K BC PROVINCIAL “C” GAS CERTIFICATE**
Competency: **K2 Define Gas Code/Regulations pertaining to permits, licence and inspections**

Objectives

To be competent in this area, the individual must be able to:

- Define Gas Code/Regulations pertaining to permits, licence and inspections.

LEARNING TASKS

1. Define Gas Code/Regulations pertaining to permits, license and inspections

CONTENT

- Directives
- Safety orders
- Safety Standards Act
- Regulations
- Maximum KW input (82KW)
- Gas Appliance Service-Certificate of Qualification
- Requirements for permits
- Duties



Line (GAC): **K BC PROVINCIAL “C” GAS CERTIFICATE**
Competency: **K3 Define safety practices of natural and propane gases**

Objectives

To be competent in this area, the individual must be able to:

- Define safety practices of natural and propane gases.

LEARNING TASKS

1. Define safety practices of natural and propane gases

CONTENT

- Properties of NG (Natural Gas)
- Properties of LPG (Propane)
- Storage requirements
- Transportation requirements
- LPG stored and transferred in liquid state
- Exposed ignition sources



Line (GAC): **K BC PROVINCIAL “C” GAS CERTIFICATE**
Competency: **K4 Apply regulations and safety practices**

Objectives

To be competent in this area, the individual must be able to:

- Apply regulations and safety practices.

LEARNING TASKS

1. Apply regulations and safety practices

CONTENT

- Locate gas shut-off switch
- 80% fill rule for storage containers
- Regulator size to BTU output



Line (GAC): L **GAS APPLIANCES**
Competency: L1 **Describe the operation of gas pressure regulators**

Objectives

To be competent in this area, the individual must be able to:

- Describe the operation of gas pressure regulators.

LEARNING TASKS

1. Describe the operation of gas pressure regulators

CONTENT

- Bellow type (diaphragm)
- Load
- Downstream pressure
- Inlet pressure
- Water column pressure
- Loading and unloading
- Hunting
- Shut-off on upstream
- Safety release



Line (GAC): L **GAS APPLIANCES**
Competency: L2 **Describe atmospheric burner operation**

Objectives

To be competent in this area, the individual must be able to:

- Describe atmospheric burner operation.

LEARNING TASKS

1. Describe atmospheric burner operation

CONTENT

- 30-50% primary air
- Mono port
- Multi port
- Infrared radiant burner
- Components
 - Air shutter
 - Orifice
 - Fixed
 - Adjustable
 - Cap (universal)
 - Venturi
 - Burner port
- Flame retention
- Primary air
- Secondary air



Line (GAC): L **GAS APPLIANCES**
Competency: L4 **Perform gas appliance services**

Objectives

To be competent in this area, the individual must be able to:

- Perform gas appliance services.

LEARNING TASKS

1. Perform gas appliance services

CONTENT

- Identify source
- Identify type of gas
- Flame analysis
- Diagnosis
 - Soot build-up
 - Flashback
 - Extinction pop
 - Floating flames
 - Dust in flames
- Disassembly
- Cleaning
- Leak detection
- Gas valve operation

Achievement Criteria

Performance Apply standards and code requirements as required by BC Gas Safety Branch.

Conditions In the shop, complete sections that cover the service of gas appliances.

Criteria Achieve a minimum of 70% on the gas appliance exam.



Line (GAC): L **GAS APPLIANCES**
Competency: L5 **Perform gas appliance repairs**

Objectives

To be competent in this area, the individual must be able to:

- Perform gas appliance repairs.

LEARNING TASKS

1. Perform gas appliance repairs

CONTENT

- Pilot light maintenance
- Burner replacement
- Flute replacement
- Auto-start replacement and adjustment
- Leak repair
- Vent installment
- Conversions
- Component replacement
- Gas leak repair

Achievement Criteria

Performance Apply standards and code requirements as required by BC Gas Safety Branch.
Conditions In the shop, complete sections that cover the performance of gas appliance repairs.
Criteria Achieve a minimum of 70% on the gas appliance exam.



Section 4

TRAINING PROVIDER STANDARDS



Facility Requirements

Classroom Area

- Comfortable seating and tables suitable for training, teaching, lecturing
- Compliance with all local and national fire code and occupational safety requirements
- Lighting controls to allow easy visibility of projection screen while also allowing students to take notes
- Windows must have shades or blinds to adjust sunlight
- Heating/Air conditioning for comfort all year round
- In-room temperature regulation to ensure comfortable room temperature
- In-room ventilation sufficient to control training room temperature
- Acoustics in the room must allow audibility of the instructor
- White marking board with pens and eraser (optional: flipchart in similar size)
- Projection screen or projection area at front of classroom
- Overhead projector and/or multi-media projector

Shop Area

- Ceiling shall be a minimum height of sixteen feet or as varied by good engineering practices and code
- Suitable demonstration area
- Lighting appropriate for good vision in ambient light
- Compliance with all local and national fire code and occupational safety requirements
- Must meet Municipal and Provincial bylaws in regards to waste water management and environmental laws

Lab Requirements

- Does not apply

Student Facilities

- Does not apply

Instructor's Office Space

- Does not apply

Other

- Does not apply



Tools and Equipment

Shop Equipment

Required

- 2 pound hammer
- air sleds
- Allen wrenches
- cold chisels
- combination wrenches
- crimping pliers
- dead blow hammer
- drifts
- drill bits
- drills
- electrostatic discharge (ESD) strap
- files (round, half-round, triangular, flat)
- flashlight
- hacksaws
- hammer
- heat guns
- knife
- ladders
- line splitter
- lineman's pliers
- locking pliers
- needle nose pliers
- nut drivers
- pipe wrench
- pullers
- punches
- ratchet/socket wrenches
- scrapers
- screwdrivers
- side cutter pliers
- sliders
- slip joint pliers
- snap ring pliers
- tamper proof/security bit set
- tin snips
- trouble light
- water pump pliers
- wire stripper



Shop (Facility) Tools

Standard Tools

- air compressor
- anti-static sheet
- appliance carts
- computer
- dollies
- grinder/wire wheel
- impact tools
- moving straps
- power lift
- saws
- shop vacuum
- tape machine
- taps and dies
- torque wrench
- truck lifts
- vices

Specialty Tools

Common Measuring/Testing Equipment

- ammeter
- calculator
- capacitor tester
- measuring tape
- microwave leak detector
- multimeter
- oven temperature tester
- temperature recorders
- test harnesses
- thermometer
- volt pen
- water hardness test kit
- watt meter/recorder

Specialty Dishwasher, Washer and Dryer Tools

- agitator removers
- bearing installer
- brake and clutch tools
- hose clamp pliers
- pinch-off pliers
- spanner wrenches
- spring tools
- tub nut wrenches

Specialty Refrigeration Tools



- charging cylinder
- compound gauges
- condenser brush
- electronic scale
- fin comb
- micron gauge
- nitrogen pressure gauge
- nitrogen tank
- pinch-off pliers
- process tube adapter set
- reamers
- recovery/recycling equipment
- refrigerant leak detector
- wedging and flaring tools
- temporary piercing valves
- tube benders
- tubing cutters
- ultra-violet light
- vacuum pump

Specialty Gas Tools

- carbon monoxide detector
- gas leak detector
- manometer

Soldering and Brazing Tools

- flame arrester
- gauges
- heat proof work mats
- heat shield
- oxy-acetylene, propane and acetylene torches and tips
- soldering gun



Student Tools (supplied by student)

Required

- boot slip covers
- drop sheets
- face shield
- fire extinguisher
- first aid kit
- gloves
- hard hats
- hearing protection
- knee pads
- reflective gear
- respiratory mask
- safety boots
- safety glasses



Reference Materials

Required Reference Materials

- APPL 1110- Basic Electricity -**SKU 10342466**
- BC Gas Safety Code -**SKU 10308905**
- Canadian Natural Gas & Propane Installation Code Book- **SKU 10333136**
- Dutton Fundamentals Gas Utilization- **SKU 10074619**
- APPL 1115 Solid State Electronics –**SKU 10043929**
- APPL 1230 Microwave Ovens and Ancillary Products-**SKU 10044049**
- APPL 1125 Electric Dryers-**SKU 10043882**
- APPL 1130 Electric Range Standard and Self Cleaning-**SKU 10043891**
- APPL 1215 Electric Dishwasher-**SKU 10044001**
- Whitman Refrigeration & Air Conditioning Tech-**SKU 10278369**
- Carrier Canada General Training Heating 2- **SKU 10074596**

Recommended Resources

- <http://www.itabc.ca/>
- <http://www.red-seal.ca/>



Suggested Texts

- Video on Fire Extinguishers (Province of BC Ministry Of Skills and Labor –PS1008.VS)
- Video Fighting Fires with Portable Extinguishers (TH9362 F54 C.1 NFPA)
- Video Ladder safety (Workers Compensation Board T55 L344 1995)
- Video Safe and Effective Grinding (Safety Care Inc. no number assigned)
- DVD Safety Awareness (Vocam publishing T55 S344 2009 C.1)
- Video Safety Common Core Tools (T55 T66 1977 Kwantlen Video)
- Understanding Eye Safety at Work (Vocam Publishing T55.3 E98 U64 2008 C.1)
- DVD Resistors, Batteries and Switches (McIntyre Media Inc. TK 452E64 2006 PT.1 C.1)
- DVD Electrical Principles (McIntyre Media Inc. TK454 E472 2007 C.1)
- DVD Semiconductors, Transistors, and Diodes (McIntyre Media Inc. TK7870 E64 2007 PT.1 C.1)
- DVD Capacitors, Fuses and coils (McIntyre Media Inc. TK452 E64 2006 PT.2 C.1)
- DVD Transformers, Relays and Motors (McIntyre Media Inc.)
- DVD Thyristors and Piezo (McIntyre Media Inc. TK7870 E64 2007 PT.3 C.1)
- Video Gas Trouble shooting (TH7466 G3 G46 NO.10 GTH2-10V)
- Video Installation Practices (TH 7466 G3 G46 NO.8)
- Video Introduction to Electricity (GTE2-1V TK4035 A35 G43 NO.1)
- Video Wiring Diagrams (GTE2-3V TK4035 G43 NO.3)
- DVD Electrical Trouble Shooting (McIntyre Media Inc. TK452 E643 2006 C.1)
- DVD Electrical Safety (McIntyre Media Inc. TK152 E432 2004 C.1)
- DVD Electrical Circuits Ohm's Law (McIntyre Media Inc. TK454 E47 2007 C.1)

NOTE:

This list of Reference Materials is for training providers. Apprentices should contact their preferred training provider for a list of recommended or required texts for this program.



Instructor Requirements

Occupational Qualifications

The instructor must possess:

- A British Columbia Appliance Service Technician Inter-Provincial Certificate of Qualification, or
- Certificate of Qualification from another Canadian jurisdiction complete with Red Seal Endorsement

Work Experience

A minimum of 5 years experience working in the industry as a journeyperson with a diverse background in the Appliance industry.

Instructional Experience and Education

It is preferred that the instructor also possesses one of the following:

- Instructors Certificate (minimum 30 hr course)
- Instructors must have or be registered in an Instructor's Diploma Program, to be completed within a five year period or hold a Bachelors or Masters Degree in Education