

PROGRAM OUTLINE

Glazier



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GLAZIER PROGRAM OUTLINE

**APPROVED BY INDUSTRY
MARCH 2017**

**BASED ON
NOA 2012**

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



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Section 1

INTRODUCTION

Glazier



Foreword

This revised Glazier 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 standards based on the 2012 National Occupational Analysis NOA as well as a provincial Occupational Analysis conducted in 2017, with input from 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.

This Program Outline includes a list of recommended reference textbooks that are available to support the learning objectives and the minimum shop requirements needed to support instruction.

The Program Outline was prepared with the advice and assistance of the Glazier Review Committee and will form the basis for further updating of the British Columbia Glazier Program by the Industry Training Authority (ITA).

Competencies are to be evaluated through written exams and practical assessments. A passing grade is achieved by getting an overall mark of 70%. See the Assessment Guidelines for more details. 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.

Achievement Criteria are included for those competencies that require a practical assessment. The intent of including Achievement Criteria in the Program Outline is to ensure consistency in training across the many training institutions in British Columbia. Their purpose is to reinforce the theory and to provide a mechanism for evaluation of the learner's ability to apply the theory to practice. It is important that these performances be observable and measureable and that they reflect the skills spelled out in the competency as those required of a competent journey person. The conditions under which these performances will be observed and measured must be clear to the learner as well as the criteria by which the learner will be evaluated. The learner must also be given the evaluation criteria.

The performance spelled out in the Achievement Criteria is a 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.



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The Industry Training Authority would like to acknowledge the dedication and hard work of all the industry and training provider representatives appointed to identify the training requirements of the Glazier 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	Communicates 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
OAC	Communicates 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

Glazier

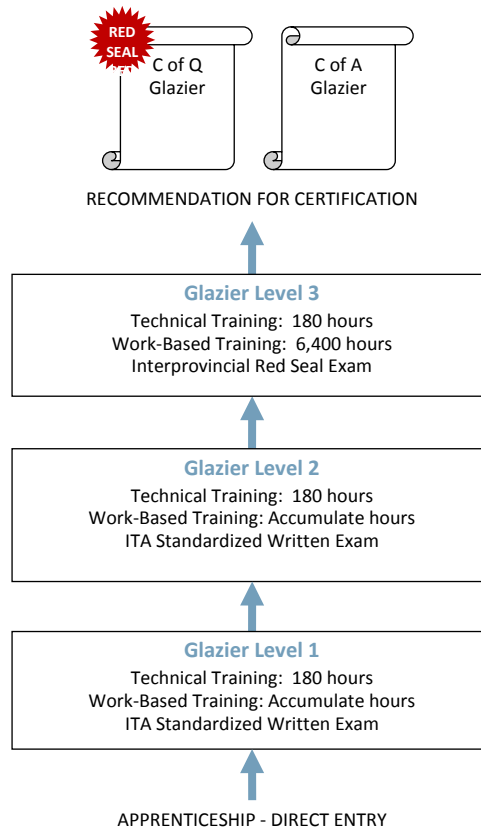


Program Credentialing Model

Apprenticeship Pathway

This graphic provides an overview of the Glazier apprenticeship pathway.

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



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

GLAZIER

Occupation Description: Glaziers measure, handle, cut, prepare, fit, install, replace and repair all types of glass and glass substitutes, typically in commercial, residential and transportation applications. In commercial applications, they fabricate and install curtain wall framing, aluminium storefront frames and entrances, structural silicone glazing (SSG), skylights and sloped glazing. In residential applications, they install doors and windows. In transportation applications, glaziers repair and replace glass products. Glaziers also install specialty glass products such as glass railings, smoke baffles, shower enclosures, and glass and mirror walls. Other duties include layout, preparation, fabrication and replacement of architectural metal components in systems such as entranceways, windows, skylights and curtain walls.

USE SAFE WORK PRACTICES A	Control workplace hazards A1	Apply OHS regulations and WCB standards A2	Use Global Harmonized System 2015 (WHIMIS) Certification A3	Use personal protective equipment A4	Practice fire prevention A5	Apply Level 1 First Aid practices A6	
	1	1	1	1	1	1	
	Use fall protection systems A7						
	1						
	ORGANIZE WORK B	Interpret drawings and specifications B1	Use codes, regulations, and standards B2	Apply manufacturer and supplier documentation B3	Apply trade math B4	Plan sequence of work B5	Handle materials B6
		1 2 3	3	3	1 2 3	1 3	1
		Communicate with others B7					
1 3							



USE TOOLS AND EQUIPMENT
C

Use hand tools				
C1				
1				

Use portable power tools				
C2				
1				

Use stationary power tools				
C3				
1				

Use layout and measuring equipment				
C4				
1		3		

Use ladders and scaffolds				
C5				
1				

Use rigging and hoisting equipment				
C6				
1		3		

Operate mobile access equipment				
C7				
1				

FABRICATE COMMERCIAL SYSTEMS
D

Fabricate storefront systems				
D1				
1	2			

Fabricate window systems				
D2				
	2			

Fabricate curtain walls				
D3				
1	2			

Fabricate skylights and sloped glazing systems				
D4				
		3		

Fabricate commercial entrance systems				
D5				
		3		

Fabricate guardrail, handrail and balustrade systems				
D6				
		3		

Perform glass cutting and edge treatment				
D7				
1	2	3		

INSTALL COMMERCIAL SYSTEMS
E

Install storefront systems				
E1				
1	2			

Install window systems				
E2				
	2			

Install curtain walls				
E3				
1	2			

Install skylights and sloped glazing systems				
E4				
	2	3		

Install commercial entrance systems				
E5				
		3		

Install guardrail, handrail and balustrade systems				
E6				
		3		

Install building envelope membranes				
E7				
1				

Install flashing				
E8				
	2			

Use caulking and sealants				
E9				
1	2	3		



INSTALL RESIDENTIAL SYSTEMS F	Lay out residential window and door systems F1 [] [] 3 [] []	Glaze residential window and doors F2 [] [] 3 [] []	Install residential skylights and solariums F3 [] 2 [] [] []	Install shower enclosures, mirrors and back painted glass F4 [] 2 3 [] []	Install guardrail, handrail and balustrade systems F5 [] [] 3 [] []	Install residential windows, doors, frames and hardware F6 [] [] 3 [] []
	INSTALL SPECIALTY GLASS AND PRODUCTS G	Lay out specialty glass and products G1 [] [] 3 [] []	Assemble specialty glass and products G2 [] [] 3 [] []	Install custom glazing systems G3 [] [] 3 [] []		
SERVICE GLAZING SYSTEMS H	Service commercial window and door systems H1 [] [] 3 [] []	Service residential window and door systems H2 [] [] 3 [] []				



Training Topics and Suggested Time Allocation: Level 1

Glazier – Level 1

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line A	USE SAFE WORK PRACTICES	22%	80%	20%	100%
A1	Control workplace hazards		✓		
A2	Apply OHS regulations and WorkSafeBC standards		✓		
A3	Use Global Harmonized System 2015 (WHMIS) Certification		✓		
A4	Use personal protective equipment		✓	✓	
A5	Practice fire prevention		✓	✓	
A6	Apply Level 1 First Aid practices		✓	✓	
A7	Use fall protection systems		✓	✓	
Line B	ORGANIZE WORK	13%	90%	10%	100%
B1	Interpret drawings and specifications		✓		
B4	Apply trade math		✓	✓	
B5	Plan sequence of work		✓	✓	
B6	Handle materials		✓	✓	
B7	Communicate with others		✓		
Line C	USE TOOLS AND EQUIPMENT	25%	60%	40%	100%
C1	Use hand tools		✓	✓	
C2	Use portable power tools		✓	✓	
C3	Use stationary power tools		✓	✓	
C4	Use layout and measuring equipment		✓	✓	
C5	Use ladders and scaffolds		✓	✓	
C6	Use rigging and hoisting equipment		✓	✓	
C7	Operate mobile access equipment		✓	✓	
Line D	FABRICATE COMMERCIAL SYSTEMS	15%	30%	70%	100%
D1	Fabricate storefront systems		✓	✓	
D3	Fabricate curtain walls		✓	✓	
D7	Perform glass cutting and edge treatment		✓	✓	
Line E	INSTALL COMMERCIAL SYSTEMS	25%	25%	75%	100%
E1	Install storefront systems		✓	✓	
E3	Install curtain walls		✓	✓	
E7	Install building envelope membranes		✓	✓	
E9	Use caulking and sealants		✓	✓	
Total Percentage for Glazier Level 1		100%			



Training Topics and Suggested Time Allocation: Level 2

Glazier – Level 2

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line B	ORGANIZE WORK	20%	80%	20%	100%
B1	Interpret drawings and specifications		✓	✓	
B4	Apply trade math		✓	✓	
Line D	FABRICATE COMMERCIAL SYSTEMS	30%	30%	70%	100%
D1	Fabricate storefront systems		✓	✓	
D2	Fabricate window systems		✓	✓	
D3	Fabricate curtain walls			✓	
D7	Perform glass cutting and edge treatment		✓	✓	
Line E	INSTALL COMMERCIAL SYSTEMS	40%	30%	70%	100%
E1	Install storefront systems			✓	
E2	Install window systems			✓	
E3	Install curtain walls			✓	
E4	Install skylights and sloped glazing systems			✓	
E8	Install flashing		✓	✓	
E9	Use caulking and sealants		✓	✓	
Line F	INSTALL RESIDENTIAL SYSTEMS	10%	30%	70%	100%
F3	Install residential skylights and solariums		✓	✓	
F4	Install shower enclosures, mirrors and backpainted glass		✓	✓	
Total Percentage for Glazier Level 2		100%			



Training Topics and Suggested Time Allocation: Level 3

Glazier – Level 3

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line B	ORGANIZE WORK	15%	70%	30%	100%
B1	Interpret drawings and specifications		✓	✓	
B2	Use codes, regulations, and standards		✓		
B3	Apply manufacturer and supplier documentation		✓		
B4	Apply trade math			✓	
B5	Plan sequence of work		✓	✓	
B7	Communicate with others		✓		
Line C	USE TOOLS AND EQUIPMENT	10%	50%	50%	100%
C4	Use layout and measuring equipment		✓	✓	
C6	Use rigging and hoisting equipment			✓	
Line D	FABRICATE COMMERCIAL SYSTEMS	15%	30%	70%	100%
D4	Fabricate skylights and sloped glazing systems		✓	✓	
D5	Fabricate commercial entrance systems		✓	✓	
D6	Fabricate guardrail, handrail and balustrade systems		✓	✓	
D7	Perform glass cutting and edge treatment			✓	
Line E	INSTALL COMMERCIAL SYSTEMS	20%	20%	80%	
E4	Install skylights and sloped glazing systems		✓	✓	
E5	Install commercial entrance systems		✓	✓	
E6	Install guardrail, handrail and balustrade systems			✓	
E9	Use caulking and sealants			✓	
Line F	INSTALL RESIDENTIAL SYSTEMS	15%	40%	60%	
F1	Lay out residential window and door systems		✓	✓	
F2	Glaze residential windows and doors		✓	✓	
F4	Install shower enclosures, mirrors and backpainted glass		✓	✓	
F5	Install guardrail, handrail and balustrade systems			✓	
F6	Install residential windows, doors, frames and hardware			✓	
Line G	INSTALL SPECIALTY GLASS AND PRODUCTS	15%	70%	30%	
G1	Lay out specialty glass and products		✓	✓	
G2	Assemble specialty glass and products		✓	✓	
G3	Install custom glazing systems		✓	✓	
Line H	SERVICE GLAZING SYSTEMS	10%	70%	30%	
H1	Service commercial window and door systems		✓	✓	



% of Time Allocated to:

		% of Time	Theory	Practical	Total
H2	Service residential window and door systems		✓	✓	
Total Percentage for Glazier Level 3		100%			



Section 3

PROGRAM CONTENT

Glazier



Level 1

Glazier



Line (GAC): A USE SAFE WORK PRACTICES

Competency: A1 Control workplace hazards

Objectives

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

- Describe workplace hazards.
- Manage workplace hazards.
- Describe emergency procedures.
- Describe non-emergency injury reporting procedures.
- Interpret worksite safety policies.

LEARNING TASKS

1. Describe short term hazards in the glazier trade
2. Describe long term hazards in the glazier trade
3. Describe emergency procedures

CONTENT

- Sharp objects-glass and metal
- Overhead hazards
- Electrical
- Lockout procedures
- Explosive material (dust)
- Lifting techniques
- Housekeeping
- Horseplay
- Falls
- Respect for other's safety
- Constant awareness of surroundings
- Safe attitude
- Safety line inspections
- Management of hazards
- Respiratory disease
 - Volatile Organic Compounds (VOCs)
 - Silicosis
- Asbestos
- Repetitive strain injuries
- Cleaning products: solvents, chemicals
- Caulking product toxicity
- Back injuries
- Emergency shutoffs
- Fire control systems
- Eye wash facilities
- Emergency exits
- Emergency contact/phone numbers



LEARNING TASKS

4. Describe non-emergency injury reporting procedures
5. Interpret worksite safety policies

CONTENT

- Outside meeting place
- Disaster meeting place
- Emergency horn protocol
- First aid facilities
- Reports
- Reports to first aid attendant
- Site orientations
 - Risk and hazard assessment
 - Safe work procedures
 - Toolbox meetings
 - Conditions
 - Meeting requirements
 - Reporting hazards and incidents
 - Investigations
 - Committees
 - Joint Occupational Health & Safety
 - Employee orientation
 - First-aid
 - Hearing
 - Records and statistics
 - Lock-out
 - Non-compliance procedures
- Tape identification (red, yellow)
- Minimum standards
- Acts and Regulations



Line (GAC): **A USE SAFE WORK PRACTICES**
Competency: **A2 Apply OHS regulations and WCB standards**

Objectives

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

- Apply Occupational Health and Safety Regulations applicable to the workplace.

LEARNING TASKS

1. Locate the Occupational Health and Safety Regulations

2. Interpret Occupational Health and Safety information that is relevant to the workplace

CONTENT

- Occupational Health and Safety Regulations
- WorkSafeBC
- CSA Standards
- As per documentation



Line (GAC): **A** **USE SAFE WORK PRACTICES**
Competency: **A3** **Use Global Harmonized System 2015 (WHMIS) Certification**

Objectives

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

- Describe the purpose of the Global Harmonized System 2015 (GHS 2015) (WHMIS) Regulations.
- Interpret material safety data sheets (MSDS).
- Interpret GHS 2015 labels.
- Apply GHS 2015 regulations.

LEARNING TASKS

1. Describe the key elements and purpose of GHS 2015

2. Describe the responsibilities of suppliers under GHS 2015

3. Describe the responsibilities of employers under GHS 2015

4. Describe the responsibilities of employees under GHS 2015

5. Describe information to be disclosed on a MSDS

CONTENT

- Protection of workers through the provision of information
- Recognition of rights
 - Workers
 - Employers
 - Suppliers
 - Regulators
- Material safety data sheets (MSDSs)
- Labelling of containers of hazardous materials
- Worker education programs
- Provide
 - MSDSs
 - Labels
- Provide
 - MSDSs
 - Labels
 - Work education programs in the workplace
- Create workplace labels
 - Product info
 - Safe handling information
 - Reference to MSDS
- Hazardous ingredients
- Preparation information
- Product information
- Physical data
- Fire or explosion
- Reactivity data



LEARNING TASKS

6. Identify symbols found on GHS 2015 labels and describe their meaning

7. Apply GHS 2015 regulations as they apply to hazardous materials used in the shop

CONTENT

- Toxicological properties
- Preventive measures
- First-aid measures
- Compressed gases
- Flammable and combustible materials
- Oxidizing materials
- Poisonous and infectious materials
 - Materials causing immediate and serious toxic effects
 - Materials causing other toxic effects
 - Biohazardous infectious materials
- Corrosive materials
- Dangerously reactive materials
- Use, storage and disposal of chemicals



Line (GAC): A USE SAFE WORK PRACTICES

Competency: A4 Use personal protective equipment

Objectives

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

- Describe personal protective equipment requirements for glaziers.
- Use personal protective equipment.

LEARNING TASKS

CONTENT

1. Describe personal protective equipment requirements

2. Use personal protective equipment

- Safety footwear
- Eye and face protection
- Ear protection
- Head protection
- Wrist and arm protection
- Knee protection
- Hand protection
- Respiratory protection
- Fall protection
- Tool tethers
- Inspection
- Maintenance
- Storage



Line (GAC): A USE SAFE WORK PRACTICES

Competency: A5 Practice fire prevention

Objectives

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

- Identify various classes of fires.
- Apply preventative fire safety precautions.
- Describe fire safety procedures.

LEARNING TASKS

1. Describe the conditions necessary to support a fire

2. Describe the classes of fires according to the materials being burned

3. Apply fire safety precautions when working near, handling or storing flammable liquids or gases, combustible materials and electrical apparatus

4. Describe considerations and steps to be taken in case of fire

CONTENT

- Air
- Fuel
- Heat
- Chemical chain reaction
- Class A
- Class B
- Class C
- Class D
- Symbols and colours
- Fuels
 - Diesel
 - Gasoline
 - Propane
 - Natural Gas
- Ventilation
 - Purging
- Lubricants
- Oily rags
- Combustible metals
- Aerosols
- Training
- Personal method of egress
- Contacting fire department immediately
- Warning others
- Evacuation of others



LEARNING TASKS

5. Describe the procedure for using a fire extinguisher

CONTENT

- Extinguisher selection
- P.A.S.S.
 - Pull
 - Aim
 - Squeeze
 - Sweep



Line (GAC): A USE SAFE WORK PRACTICES

Competency: A6 Apply Level 1 First Aid practices

Objectives

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

- Apply Level 1 First Aid practices.

LEARNING TASKS

1. Apply Level 1 First Aid practices

CONTENT

- CPR
- Bandaging
- Airway
- Breathing
- Circulation

**Line (GAC): A USE SAFE WORK PRACTICES****Competency: A7 Use fall protection systems****Objectives**

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

- Describe fall protection equipment and systems.
- Use fall protection equipment and systems.

LEARNING TASKS

1. Describe fall protection equipment

2. Describe fall protection systems

3. Use fall protection equipment and systems

CONTENT

- Fall arrest/restraint/work positioning equipment
 - Harnesses
 - Trauma strap
 - Waist belt limitations
 - Hardware
 - Beamer
 - Lanyard
 - Carabiner
 - Shock-absorbing devices
 - Retractable devices
 - Vertical and horizontal line grab (fibre and wire)
 - Cable/nylon tie-off slings
 - Standards (CSA)
- Inspection and maintenance
- Worksite awareness
- Applicable OHS regulations
- Railings/scaffolds
- Nets
- Hardware
- Anchor points
- Assembly
- Ladder systems
- Vertical and horizontal systems
- Applicable OHS Regulations
- Daily inspection
- Assembly/disassembly
- Fall protection plan
 - Identify work area and risks
 - List and choose equipment



LEARNING TASKS

CONTENT

- Rescue procedures
- Fit test

Achievement Criteria

Performance The learner will perform a fit test.

Conditions The learner will be given:

- Harness
- Lanyard
- Line grab
- Safety lifeline

Criteria The learner will score 70% or better on a rating sheet that reflects the following criteria:

- D-ring position (between shoulders)
- Snugness of fit
- Alignment
- Coordination of shock absorber
- Coordination of line grab



Line (GAC): **B ORGANIZE WORK**
Competency: **B1 Interpret drawings and specifications**

Objectives

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

- Describe architectural, shop, and fabrication drawings.

LEARNING TASKS

1. Describe purpose of drawings

2. Describe components of drawings

CONTENT

- Uses
- Types
 - Architectural, shop, fabrication
- Floor plan
- Cross section
- Elevation
- Details
- Scale
- Schedules
- Symbols



Line (GAC): B ORGANIZE WORK

Competency: B4 Apply trade math

Objectives

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

- Apply mathematical principals to solve problems.

LEARNING TASKS

1. Use fractions to solve problems

2. Use decimal fractions to solve problems

3. Solve problems of ratio

4. Use metric and imperial measurement

CONTENT

- Add, subtract, multiply divide
- Express in higher terms
- Simplify fractions

- Add, subtract, multiply divide
- Convert between decimals and fractions
- Decimal notation
- Ratio
 - Equivalent
 - Percentage

- Convert between metric and imperial
 - Feet, inches/metres, millimetres
 - Pounds, kilos, tons



Line (GAC): **B** **ORGANIZE WORK**
Competency: **B5** **Plan sequence of work**

Objectives

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

- Describe inspection of the worksite.
- Prepare the worksite.

LEARNING TASKS

1. Describe inspection of the worksite

2. Prepare the worksite

CONTENT

- Site orientation
- Safety requirements
- Equipment requirements
 - Storage for tools and materials
 - Set up areas for equipment and scaffolding
 - Lifting and hoisting equipment
- Problem areas
- Access considerations
- Utilities
- Site trailer
- Blueprint review
 - Layout of job materials required for the job
 - Utilities
 - Preparation of storage and work areas
- Delivery and unloading building materials
 - Controlled site access



Line (GAC): B ORGANIZE WORK

Competency: B6 Handle materials

Objectives

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

- Handle and store glass and aluminum manually.
- Use equipment to move glass, sealed units, and aluminum.
- Ship and receive glass products and aluminum.
- Handle and store flashings manually.
- Communicate with others to lift, transport and install glass and other materials.

LEARNING TASKS

1. Handle glass, sealed units and aluminum manually
2. Use equipment to move glass, sealed units and aluminum
3. Crate glass
4. Un-crate glass
5. Store glass, aluminum and flashings on the jobsite
6. Store glass and glass units in a shop

CONTENT

- Lifting techniques
- Carrying glass and sealed units
- Ergonomics
- Hazards associated with lifting glass
- Lifting tools
 - Suction cups
 - Gloves
 - Slings
- Glass dollies
- Glass trucks
- Slings and webs
- Suction cups
- Skeleton crate
- Cardboard
- Squash board
- Metal strapping
- Proper lean
- Wedged safely
- Opening correct side
- Checking for broken glass
- Temporary racks
- Bearing walls
- Envelope racks
- Glass racks
- Glass cases
- Protecting the public
- Cut off racks



LEARNING TASKS

7. Ship and receive glass products
8. Communicate with others to lift, transport and install glass and other materials

CONTENT

- Securing loose glass on dollies
- Detecting flaws in glass products
- Communication protocols
- Lifting limitations
- Emergency procedures
- Developing a safety backup plan for transporting glass

Achievement Criteria

Performance The learner will transport glass with a partner by using a plate dolly.

Conditions The learner will be given:

- Equipment (dolly, glass, suction cups)
- Instructions

Criteria The learner will score 70% or better on a rating sheet that reflects the following criteria:

- Safe lifting technique and transportation of glass
- Communication
- Use of cups



Line (GAC): **B ORGANIZE WORK**
Competency: **B7 Communicate with others**

Objectives

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

- Participate in toolbox meetings.
- Communicate with supervisors.
- Convey possible hazards.

LEARNING TASKS

1. Use basic trade terminology

2. Participate in toolbox meetings

3. Communicate with supervisors

4. Convey possible hazards

CONTENT

- Systems
- Materials
- Tools
- Techniques
- Roles and responsibilities
- Topics
- Safety updates
- Roles and responsibilities
- Site and shop
- Reporting procedure
- Right to refuse
- Corrective actions



Line (GAC): C USE TOOLS AND EQUIPMENT

Competency: C1 Use hand tools

Objectives

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

- Use hand tools.
- Inspect and maintain hand tools.

LEARNING TASKS

1. Describe hand tools

CONTENT

- Hammers and mallets
- Saws
- Clamps
- Chisels
- Knives
 - Bent putty knife
- Drills and drill bits
- Punch
- Glass cutting tools
- Caulking gun
- Wrenches
- Snips
- Pliers
- Duck bill pliers
- Rivet gun
- Sanders
- Files
- Scoring tool
- Metal-cutting tools
- Hand-pump suction cups
- Tap and dies
- Vinyl roller

*Refer to the tool list at the end of the document for complete listing.

2. Inspect and maintain hand tools

- Storage
- Safety
- Maintenance procedures
- Manufacturer specifications



LEARNING TASKS

3. Use hand tools

CONTENT

- Purpose
- Types and sizes
- Parts
- Operation
- Accessories
- Safety
- Adjustments



Line (GAC): C USE TOOLS AND EQUIPMENT

Competency: C2 Use portable power tools

Objectives

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

- Use portable power tools.
- Inspect and maintain portable power tools.

LEARNING TASKS

CONTENT

1. Describe portable power tools

- Sanders
- Saws
- Drill gun
- Screw gun
- Caulking gun
- Nibbler
- Shears
- Router
- Grinders

*Refer to the tool list at the end of the document for complete listing

2. Use portable power tools

- Purpose
- Types and sizes
- Parts
- Operation
- Accessories
- Safety
- Adjustments

3. Inspect and maintain portable power tools

- Storage
- Safety
- Maintenance procedures
- Manufacturer specifications

Achievement Criteria

Performance The learner will demonstrate safe operating procedures for power tools.

Conditions The learner will be given:

- Power tools
- Safety and operation instructions
- Materials to work with



Criteria

The learner will score 70% or better on a rating sheet that reflects the following criteria:

- Proper set-up
- Handling equipment
- According to safety instructions
- Proper lubrications
- Cut quality and accuracy



Line (GAC): C USE TOOLS AND EQUIPMENT

Competency: C3 Use stationary power tools

Objectives

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

- Use stationary power tools.
- Inspect and maintain stationary power tools.

LEARNING TASKS

1. Describe stationary power tools

CONTENT

- Sanders
- Saws
- Router
- Grinders
- Hand brake
- Polishing machine
- Milling machine
- Press
 - Punch
 - Drill

*Refer to the tool list at the end of the document for complete listing

2. Use stationary power tools

- Purpose
- Safety
- Types and sizes
- Parts
- Operation
- Accessories
- Adjustments
- Lubricants

3. Inspect and maintain stationary power tools

- Storage
- Safety
- Maintenance procedures
- Manufacturer specifications

Achievement Criteria

Performance The learner will demonstrate safe operating procedures for stationary power tools.

Conditions The learner will be given:

- Power tools
- Guidelines and safety protocols
- Materials to work with



- Criteria The learner will score 70% or better on a rating sheet that reflects the following criteria:
- Proper set-up
 - Handling equipment
 - According to safety instructions
 - Proper lubrications
 - Cut quality and accuracy



Line (GAC): C USE TOOLS AND EQUIPMENT
Competency: C4 Use layout and measuring equipment

Objectives

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

- Describe layout and measuring equipment.
- Use layout and measuring equipment.
- Maintain layout and measuring equipment.

LEARNING TASKS

1. Describe layout and measuring equipment

CONTENT

- Levels
 - Torpedo
 - Hand
 - Builder's
 - Laser
 - Transit/Theodolite
- Measurement and Alignment Tools
 - Tape measure
 - Metre stick
 - Plumb bob
 - Chalk/string line
 - Straight edges and squares
 - Protractor
 - Squares
 - T bevel square

2. Use layout and measuring equipment

- Purpose
- Types and sizes
- Parts
- Operation
- Accessories
- Laser safety
 - Adjustments

3. Maintain layout and measuring equipment

- Storage
- Inspection
- Maintenance procedures
- Manufacturer's specifications

Achievement Criteria

Performance The learner will use layout and measuring equipment to determine, communicate and draft accurate flashing, glass and metal profiles.



- | | |
|------------|---|
| Conditions | The learner will be given: <ul style="list-style-type: none">• Layout and measuring equipment• Instructions• Safety protocols• Materials |
| Criteria | The learner will be evaluated on: <ul style="list-style-type: none">• Proper set-up• Handling equipment• Measurement accuracy• Understanding and following instructions• Transfer of accurate measurements and angles |



Line (GAC): C USE TOOLS AND EQUIPMENT

Competency: C5 Use ladders and scaffolds

Objectives

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

- Use ladders and scaffolds.

LEARNING TASKS

1. Describe ladders and scaffolds

CONTENT

- Ladders
 - Extension
 - Step
 - Ladder jacks
- Scaffolds
 - Tower
 - Outriggers
 - Baker
 - Frame
 - Sectional
 - Tubular
 - Hung
- Uses
- Parts
- Safety
- Fall arrest equipment
- Hazard recognition
- Government regulations
- Selection
- Operating procedures
- Limitations
- Securing
- Inspection
- Maintenance
- Storage

2. Use ladders and scaffolds

Achievement Criteria

Performance The learner will erect tower scaffold.

Conditions The learner will be given:

- Scaffolding components
- Fall protection if required



Criteria

The learner will score 70% or better on a rating sheet that reflects the following criteria:

- Inspection procedure followed
- Ladders aligned
- Safety pins installed
- Cross brace properly installed
- Locked wheels
- Layout according to site conditions and public safety (control zone)



Line (GAC): C USE TOOLS AND EQUIPMENT

Competency: C6 Use rigging and hoisting equipment

Objectives

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

- Describe hoisting, rigging, and lifting principles and equipment.
- Tie knots, bends and hitches.

LEARNING TASKS

CONTENT

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Describe the principles of lifting and hoisting
 2. Describe hoisting, lifting and rigging equipment
 3. Describe, lifting and hoisting communication
 4. Tie knots, bends and hitches | <ul style="list-style-type: none"> • Mechanical advantage • Balance point • Lifting and Hoisting <ul style="list-style-type: none"> ○ Power cups ○ Cranes ○ Boom trucks ○ Engine hoist (Cherry Pick) ○ Loaders ○ Turfers ○ Come-alongs ○ Tuggers ○ Chain falls • Accessories • Purpose of proper communication • Types <ul style="list-style-type: none"> ○ Hand signals ○ Communication with the operator ○ Communication with others • Types <ul style="list-style-type: none"> ○ Half hitch ○ Clove hitch ○ Figure of eight ○ Bowline ○ Trucker's hitch • Purposes • Limitations |
|---|--|



Achievement Criteria

- Performance The learner will tie the appropriate knot for a given application:
- Half hitch
 - Clove hitch
 - Figure of eight
 - Bowline
 - Trucker's hitch
- Conditions The learner will be given:
- Rope
 - Instructions
- Criteria The learner will be evaluated on:
- Properly tied knots
 - Appropriate knot for given application



Line (GAC): C USE TOOLS AND EQUIPMENT

Competency: C7 Operate mobile access equipment

Objectives

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

- Operate mobile access equipment.

LEARNING TASKS

1. Describe mobile access equipment

CONTENT

- Aerial work platforms
 - Boom and scissor lifts
- Swing stage
- Permanent
- Portable
- Engineered
- Hydromobile work platform
- Man basket
- Bosun's chair
- Uses
- Parts
- Safety
- Fall arrest equipment
- Hazard recognition
- Government regulations
- Manufacturers' specifications
- *Some of the above equipment requires certification to operate.

2. Operate mobile access equipment

- Selection
- Operating procedures
- Limitations
- Securing
- Inspection
- Maintenance
- Storage



Achievement Criteria

Performance The learner will screw assemble a small frame.

Conditions The learner will be given:

- Instructions
- Materials
- Tools

Criteria The learner will score 70% or better on a rating sheet that reflects the following criteria:

- Overall size
- Installation of interior vinyl.
- Proper joints
- Overall aesthetics



Line (GAC): D FABRICATE COMMERCIAL SYSTEMS

Competency: D3 Fabricate curtain walls

Objectives

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

- Describe curtain wall types and components.
- Describe curtain wall fabrication.
- Describe anchor systems.

LEARNING TASKS

1. Describe curtain wall

2. Describe curtain wall fabrication

3. Describe anchor systems

CONTENT

- Curtain wall components
 - Pressure plate
 - SSG
 - Vertical and horizontal mullion
 - Slip brackets
 - Static and non-static anchors
 - Beauty caps
 - Corner mullions
 - Two part screw spline curtain wall

- Taping and vinyling pressure plate and curtain wall
- Drilling or punching vent and drain holes
- Installing pressure plates
- Back pans
- Thermal requirements

- Aluminum angles
- Slip brackets
- Static anchors
- Dynamic anchors
- Embeds



- 4. Apply basic glass cutting theory
 - Measuring
 - Straight edges and squares
 - Cutters (sharp and dull)
 - Completing cuts
 - Pressure points
 - Running
 - Snapping
 - Storage and disposal of cut offs

- 5. Perform basic glass edge treatment procedures
 - Arrissing
 - Grinding and polishing
 - Bevels
 - Corners

Achievement Criteria

Performance The learner will cut glass to a specified size.

Conditions The learner will be given:

- Materials
- Tools
- Instruction

Criteria The learner will be evaluated on :

- Correct size (+/- 1/16")
- Hand arriss



Line (GAC): **E** **INSTALL COMMERCIAL SYSTEMS**
Competency: **E1** **Install storefront systems**

Objectives

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

- Install basic storefront.

LEARNING TASKS

CONTENT

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Prep rough opening
 2. Install flashing
 3. Install framing
 4. Glaze frames
 5. Finish frames | <ul style="list-style-type: none"> • Plumb level square • Membranes • L-angle installation • End dams • Drips • High performance • Sealants • Fasteners • Shims • Fasteners • Backing plates • Gaskets • Setting block • Glass • Stops • Backer rod • Insulation • Sealant |
|---|--|

Achievement Criteria

Performance The learner will install and glaze a small frame.

Conditions The learner will be given:

- Instructions
- Materials
- Tools



Criteria

The learner will be evaluated on:

- Plumb
- Level
- Setting block procedures
- Overall aesthetics
- Caulking joints
- Exterior vinyl installation



Line (GAC): E INSTALL COMMERCIAL SYSTEMS

Competency: E3 Install curtain walls

Objectives

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

- Describe curtain wall installation.
- Prep curtain wall.
- Glaze curtain wall.
- Finish curtain wall.

LEARNING TASKS

1. Describe curtain wall installation

2. Prep curtain wall

3. Glaze curtain wall

4. Finish curtain wall

CONTENT

- Two and Four sided SSG
- Stick built
- Unitized
- Split mullion
- Fastening Systems
- Toggle system

- Tapes
- Gaskets
- Toe beads
- Angles
- Flashing and Membranes
- Corner blocking and sealants

- Glass installation
- Setting blocks
- Temporaries (Dutchmen)

- Vertical pressure plate installation
- Horizontal pressure plate installation (clearance tolerances)
- Sealants
- Beauty cap
- Anti-Rotation



Line (GAC): E INSTALL COMMERCIAL SYSTEMS

Competency: E7 Install building envelope membranes

Objectives

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

- Describe preparation of materials for installation.
- Describe procedures for installing building envelope membranes.
- Install building envelope membranes.

LEARNING TASKS

1. Describe the purpose of membranes
2. Describe preparation of materials for installation

3. Describe compatibilities of membranes and sealants

4. Describe types of substrates

5. Describe rain screen principles

CONTENT

- Water and air seal
- Types of materials
- Application of materials
- Selection and use of appropriate tools and equipment
- Preparation methods for specific materials
- General preparation of materials
 - Cleaning
 - Measuring
 - Priming
 - Corner sealing and lapping
 - Sizes
- Peel and stick
- Specifications of compatibility of adjoining membranes and sealants
- Metal
- Concrete
- Wood
- Fibre board
- Airtight seal to the interior
- Rain barrier weeped to the exterior
- Pressure equalization
- Pressure differential



LEARNING TASKS

6. Install building envelope membranes

CONTENT

- Tools and equipment
- Materials
 - Fasteners, sealants and primers
 - Product compatibility
 - Manufacturer recommendations
- Installation sequencing of membranes for watershed
- Laying down of membrane
- Install building envelope membranes according to job specifications

Achievement Criteria

Performance The learner will measure and apply primer and membrane to specifications.

Conditions The learner will be given:

- Instructions
- Materials
- Tools

Criteria The learner will be evaluated on:

- Priming
- Lapping coordination (3" minimum)
- Shingling
- Adhesion
- Neatness of finish/ aesthetics



Line (GAC): E INSTALL COMMERCIAL SYSTEMS

Competency: E9 Use caulking and sealants

Objectives

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

- Describe types of sealants and shims.

LEARNING TASKS

1. Describe types of sealants

2. Describe tapes and shims

3. Describe backup materials

CONTENT

- Classification
 - High performance
 - Medium performance
 - Low performance
 - Structural
- Types
 - Silicone
 - Oil base
 - Butyl
 - Polysulfide
 - Urethane
 - One part
 - Two part
- Primer
- Tapes
- Caulking
- Gaskets
- Butyl tape
- Pre-shim tape
- Foam tape
- Sponge gaskets
- Dense wedge gaskets
- Shims
- Types
 - Closed-cell polyethylene rod
 - Open-cell polyethylene rod
 - Bond breakers
- Procedures for application
 - Size
 - Parallel joint faces
 - Width to depth ratio



Level 2

Glazier



Line (GAC): B **ORGANIZE WORK**
Competency: B1 **Interpret drawings and specifications**

Objectives

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

- Identify symbols and abbreviations.
- Interpret shop, and fabrication drawings.
- Describe door and window schedules.
- Use a drawing to prepare a material list.

LEARNING TASKS

1. Identify symbols and abbreviations
2. Interpret shop, and fabrication drawings
3. Describe door and window schedules
4. Use a drawing to prepare a simple material list

CONTENT

- Legend
- Symbols
- Abbreviations
- Cross Sections
- Details
- Language of Lines
- Grid Lines
- Specifications
- Glazing-specific
- Sizes and dimensions
- Flashings and fasteners
- Metal type and finish
- Handing
- Hardware
- Glass type and use
- Quantities (caulking, vinyls, metal)
- Overall dimensions
- Optimizing
- Glass sizes



Achievement Criteria

Performance The learner will interpret a table of contents and convey information on a blueprint.

Conditions The learner will be given:

- Blueprint(s) (shop or architectural)
- Instructions and tasks
- Tools

Criteria The learner will be evaluated on:

- Gridlines
- Quantities
- Locations
- Details
- Sizes and Dimensions
- Specifications



Achievement Criteria

Performance The learner will determine frame sizes, glass sizes and site dimensions.

Conditions The learner will be given:

- Calculator
- Instructions and tasks
- Framing specifications
- Tools

Criteria The learner will be evaluated on:

- Glass sizes
- Framing sizes
- Calculations



Line (GAC): D FABRICATE COMMERCIAL SYSTEMS

Competency: D1 Fabricate storefront systems

Objectives

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

- Fabricate door frame and sidelites.
- Prepare frame for closers, butt hinges and hardware.
- Perform routing and lock cut-outs.
- Fabricate jigs.
- Fabricate headers for concealed overhead closers.
- Install panic hardware.

LEARNING TASKS

1. Fabricate door frame and sidelites

2. Prepare frame for closers, butt hinges and hardware

3. Perform routing and lock cut-outs

4. Describe jigs
5. Fabricate jigs

6. Fabricate headers for concealed overhead closers

7. Install panic hardware

CONTENT

- Screw spline assembling
- Setting block applications
- Glazing and vinyling
- Presses and jigs
- Assembly of storefront frame
- Installation of offset pivot
- Surface mounted closers
- Butt hinge cutouts
- Layout and installation of cut-outs
- Installation of backing plates
- Installation of butt hinges
- Installation of doors and adjustments
- Router safety and lubrication
- Lock layout
- Lock cut-outs using routers
- Types
- Screw spline and shear block
- Concealed overhead closer
- Butt hinge
- Choice of metal
- Layout and installation of cut-out
- Installation of closer
- Layout and installation of panics
- Adjustment of panics and flush bolt

Achievement Criteria



- Performance The learner will perform door and sidelite fabrication.
- Conditions The learner will be given:
- Tools
 - Instructions and drawings
 - Materials
- Criteria The learner will be evaluated on:
- Accuracy of frame and door opening size, lock cut-out
 - Overall aesthetics (no scratches)
 - Hardware preparation
 - Door stop installation



LEARNING TASKS

3. Fabricate commercial window systems and vent installations

CONTENT

- Types of sealants
- Types of finish
- Types of fasteners
- Air seals/rainscreen
- Glazing thickness
- Thermal breaks
- Part and component fabrication
 - Proper milling and stops
- Assembly techniques for window systems
- Assembly of components
 - Jambs, headers and sills
 - Sealing joints at head and sill and intermediate horizontals
 - Tapes and gaskets
 - Setting blocks
 - Material protection

Achievement Criteria

Performance The learner will fabricate a strip window assembly.

Conditions The learner will be given:

- Tools
- Instructions and drawings
- Materials

Criteria The learner will be evaluated on:

- Fabricate to industry standards (1/16")
- Proper joint sealing
- Proper taping, vinyling and heel and toe bead procedures
- Air seal
- Weep holes
- Fabricate for rain screen



Line (GAC): D FABRICATE COMMERCIAL SYSTEMS

Competency: D3 Fabricate curtain walls

Objectives

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

- Fabricate curtain walls.

LEARNING TASKS

1. Plan fabrication requirements

2. Fabricate curtain walls

CONTENT

- Fabrication sheets
- Manufacturer's specifications related to expansion and contraction
- As built drawings
- Tool selection
- Sequence
- Organize work area
- Material quantity determination and optimization
- Quality control
- Steel and fastening requirements
- Isolation of dissimilar metals
- Cutting and milling
- Labelling material for framing positioning
- Layout and spigot drilling
- Fabrication process
 - Cutting curtain wall parts and components from stock length and prefabricated materials.
 - Spigot application
 - Assembling and sealing components
 - Squaring frames
 - Prepare components for wind load/ dead load anchors
 - Notching head and sill nosings for blue skin application
 - Thermal breaks
 - Types of sealants, gaskets and tapes



Achievement Criteria

Performance The learner will fabricate a curtain wall frame.

Conditions The learner will be given:

- Tools
- Instructions and drawings
- Materials

Criteria The learner will be evaluated on:

- Fabricate to industry standards (1/16")
- Proper joint sealing
- Proper taping, vinyling procedures
- Thermal breaks
- Preparation of pressure plate and cover cap



LEARNING TASKS

CONTENT

- Grinding
- Polishing

Achievement Criteria

Performance The learner will cut glass to specifications.

Conditions The learner will be given:

- Instructions
- Material
- Tools and PPE

Criteria The learner will be evaluated on:

- Accuracy to 1/32 “
- Proper edge treatment



Line (GAC): E INSTALL COMMERCIAL SYSTEMS

Competency: E1 Install storefront systems

Objectives

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

- Install door and sidelite framing.
- Install door and glazing.
- Perform door adjustment.
- Finish frame.

LEARNING TASKS

1. Install door and sidelite framing

2. Install glazing to sidelite

3. Perform door adjustment

4. Finish frames

CONTENT

- Flashing
- Glaze door (letter slot)
- Hardware installation
- Plumbing, levelling and squaring
- Load door
- Gaskets
- Setting blocks
- Glass
- stops
- Door clearance adjustment
- Closure adjustment
- Lock and key adjustment
- Backer rod
- Insulation
- Sealant



Achievement Criteria

Performance The learner will door and sidelite installation.

Conditions The learner will be given:

- Tools and PPE
- Materials
- Instructions and drawings

Criteria The learner will be evaluated on:

- Plumb
- Level
- Square
- Lock installation and function
- Overall aesthetics (no scratches)
- Hardware adjustment and installation



Achievement Criteria

Performance The learner will describe, mill, assemble and glaze a window frame.

Conditions The learner will be given:

- Tools and PPE
- Materials
- Instructions and drawings

Criteria The learner will be evaluated on:

- Install, plumb, level, square to (1/16")
- Stop installation
- Air seal
- Taping, vinyling and heel and toe bead procedures



Line (GAC): E INSTALL COMMERCIAL SYSTEMS

Competency: E3 Install curtain walls

Objectives

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

- Install curtain walls.
- Glaze curtain walls.

LEARNING TASKS

1. Install curtain walls

CONTENT

- Shop and architectural drawings
- Layout
- Installation of anchors at proper locations
- Expansion joints
- Installation process
 - Starter track and welded anchors according to layouts
 - Level and plumb and align frames
 - Corner blocks for stick built systems
 - Blue skin applications
 - Air and vapour barriers
 - Metal back pans, glazing adapters, insulation corner blocks and glazing gaskets
 - Bulb vinyl for ventilation escape
 - Pressure plate equalizing adaptors
 - Secondary sealing of corner blocks at vertical pressure plate
- Operable windows



LEARNING TASKS

2. Glaze curtain walls

CONTENT

- Glazing process
 - Setting blocks
 - Heel bead corners
 - Install glass
 - Temporary Dutchman
 - Secondary flashings
 - Vertical pressure plate
 - Horizontal pressure plate
 - Horizontal pressure plate after applying vertical caps
- Frames, glass, caps and sealants
- SSG requirements

Achievement Criteria

Performance The learner will install and glaze a curtain wall frame.

Conditions The learner will be given:

- Tools and PPE
- Instructions and drawings
- Materials

Criteria The learner will be evaluated on:

- Install, plumb, level, square to (1/16")
- Joint sealing
- L Angle installation
- Corner block installation
- Membrane installation
- Taping, vinyling procedures
- Toe bead
- Install and seal pressure plate
- Install cover cap
- Glass installation
- Setting block installation



Line (GAC): E **INSTALL COMMERCIAL SYSTEMS**
Competency: E4 **Install skylights and sloped glazing systems**

Objectives

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

- Install skylights.
- Install sloped glazing systems.

LEARNING TASKS

1. Install skylights

2. Install sloped glazing systems

CONTENT

- Preparing skylights and glazing systems for flashings and roof membrane tie-ins
- Types of sealant applications
- Placement of purlins
- Location and placement of anchors for skylights
- Securing anchors
- Placement and assembly of condensation gutters and frame members
- Squaring skylights
- Confirming measurements for skylights
- Modifying skylights in final location
- Securing anchors using fasteners
- Installing insulation between primary and secondary flashing
- Installing on-sight glazing, pressure plates and caps
- Location and placement of anchors for sloped glazing systems.
- Sloped glazing construction techniques
- Squaring sloped glazing systems.
- Confirming measurements for sloped glazing systems.
- Installation techniques
- Install self-supporting sloped glazing system into structural opening using the grid system



Achievement Criteria

Performance The learner will install and glaze skylights and flashings.

Conditions The learner will be given:

- Tools and PPE
- Materials
- Instructions and drawings

Criteria The learner will be evaluated on:

- Square and alignment
- Weatherproofing
- Membrane
- Stops
- Flashing
- Glass considerations
- Appearance



Line (GAC): E INSTALL COMMERCIAL SYSTEMS

Competency: E8 Install flashing

Objectives

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

- Describe types of flashing.
- Describe shear and break flashing.
- Describe the purpose of flashing.
- Describe installation considerations.
- Install flashing.

LEARNING TASKS

1. Describe types of flashing material

2. Select types of flashing

3. Describe purpose of flashing

4. Describe installation considerations

CONTENT

- Types
 - Aluminum
 - Galvanized steel
 - Bituminous
 - Painted steel
- Thicknesses
- Types
 - Head
 - Sill and parapet
 - Corner
 - Column
 - Splice
 - Counter
- Prevention of water entry
- Protection for membrane
- Continuity of framing
- Finishing
- Overlap requirements
- Seam requirements
- Expansion and contraction allowances
- Sealant location
- Slope and drainage requirements
- Plumbing and levelling
- Heel beading
- Bedding bead
- Fastener selection



LEARNING TASKS

5. Install flashing

CONTENT

- Tool selection
 - Snips
 - Rivet gun
 - Combination square
 - Duck bill pliers
 - Power shears
- Procedures
 - Measurement
 - Layout
 - Shear and break
 - Dry fit
 - Fastening
- Install flashing according to job specifications

Achievement Criteria

Performance The learner will form and install flashing.

Conditions The learner will be given:

- Instructions and drawings
- Material
- Tools and PPE

Criteria The learner will be evaluated on:

- Accuracy
- Aesthetics
- Functionality
- Positive slope
- Angles
- End dams
- End caps
- Splice joints



LEARNING TASKS

4. Apply sealant

CONTENT

- Surface preparation
 - Priming and cleaning
- Substrate considerations
 - Wood
 - Concrete
 - Metal
 - Glass
- Structural silicone joints
- Joint design/dimensions
 - Joint preparation
- Personal protection
 - Gloves
 - Respirator
 - Eye protection
- Tools
- Loading the bulk gun
 - Applying
 - Cleaning

Achievement Criteria

Performance The learner will caulk a vertical caulking bead and a silicone butt joint.

Conditions The learner will be given:

- Tools and PPE
- Material
- Instructions and drawings

Criteria The learner will be evaluated on:

- Joint configuration and preparation
- Backer rod or bond breaker installation
- Tooling
- Masking off
- Caulking application
- Aesthetics and clean-up



Line (GAC): F **INSTALL RESIDENTIAL SYSTEMS**
Competency: F3 **Install residential skylights and solariums**

Objectives

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

- Measure for solariums.
- Install solariums.

LEARNING TASKS

1. Measure for solariums

2. Describe installation of solariums

3. Install solarium

CONTENT

- Review opening
- Clearance tolerances
- Residential codes
- Sealants and adhesives
- U-channels
- Measuring
- Caulking
- Flashing
- Fasteners
- Anchoring
- Glazing
- Finishing



Line (GAC): F INSTALL RESIDENTIAL SYSTEMS
Competency: F4 Install shower enclosures, mirrors and backpainted glass

Objectives

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

- Measure for mirrors and backpainted glass.
- Install mirrors and backpainted glass.

LEARNING TASKS

CONTENT

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Prep wall for mirrors and backpainted glass
 2. Describe installation of mirrors and backpainted glass
 3. Install mirror and backpainted glass | <ul style="list-style-type: none"> • Measuring wall • Measuring out of square • Clearance tolerances • Wall plane • Confirmation of surface prep
 • Sealants and adhesives • Vancouver clips • Mirror trims • Cut-outs • Edge grips • Standoffs
 • Adhesive and sealant compatibility • Safety backing • Butt joint blackout/shadowline • Fasteners • Attachment to wall |
|--|--|

Achievement Criteria

Performance The learner will create a drawing and cut and install a mirror.

- Conditions The learner will be given:
- Tools and PPE
 - Material
 - Instructions and drawings

- Criteria The learner will be evaluated on:
- Layout
 - Size
 - Cut out
 - Edgework
 - Position of clips or anchors
 - Drawing



Level 3

Glazier



Line (GAC): **B ORGANIZE WORK**
Competency: **B1 Interpret drawings and specifications**

Objectives

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

- Interpret architectural drawings and specifications.
- Use door and window schedules.
- Use a drawing to prepare a complex material list.

LEARNING TASKS

1. Interpret architectural drawings and specifications to confirm shop and fabrication drawings
2. Use door and window schedules
3. Use a drawing to prepare a complex material list

CONTENT

- Glazing specifications
- Sizes and dimensions
- Metal type and finish
- Handing
- Hardware
- Glass type and use
- Quantities (caulking, vinyls, metal)
- Overall dimensions
- Optimizing
- Glass sizes

Achievement Criteria

- Performance** The learner will use architectural drawings to create quantity lists, shop drawings, and solve installation problems.
- Conditions** The learner will be given:
- Instructions and drawings
 - Tools
- Criteria** The learner will be evaluated on:
- Accuracy of quantity lists
 - Material requirements
 - Find locations in relation to grids and benchmarks
 - Interpret details
 - Confirm information



Line (GAC): **B ORGANIZE WORK**
Competency: **B2 Use codes, regulations and standards**

Objectives

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

- Identify organizations responsible for codes, regulations and standards.
- Apply codes, regulations, standards and engineering requirements.

LEARNING TASKS

1. Identify organizations responsible for codes, regulations and standards

2. Describe how codes, regulations and standards affect the Glazier trade

3. Interpret and apply codes, regulations, standards and engineering requirements

CONTENT

- National Fire Protection Association (NFPA)
- National Building Code and British Columbia Building Code (NBC and BCBC)
- Municipal Bylaws
- Canadian Standards Association (CSA)
- Underwriters Laboratories of Canada (ULC)

- Material selection
- Construction and installation methods
- Design characteristics

- Door lights
- Skylights and canopies
- Side lights
- Guardrails and balustrade
- Office divisional to floor
- Fire-rated glass
- Smoke baffles



Line (GAC): **B ORGANIZE WORK**
Competency: **B3 Apply manufacturer and supplier documentation**

Objectives

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

- Apply manufacturer and supplier documentation.

LEARNING TASKS

1. Interpret manufacturer and supplier documentation

2. Apply manufacturer and supplier documentation for installation purposes

CONTENT

- Tool and equipment documentation
- System component documentation
- Proprietary product documentation
- Certification agencies
- Installation instructions and requirements
- Operation and maintenance manuals
- Product specifications
- Warranty information

- Hardware
- Windows
- Doors
- Skylights
- Curtain walls
- Point fixed
- Guard rails, hand rails and balustrade
- Specialty glazing
- Operable vents
- Automotive



Line (GAC): B ORGANIZE WORK

Competency: B4 Apply trade math

Objectives

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

- Calculate material quantities.
- Use math to optimize materials for entire project.

LEARNING TASKS

1. Calculate material quantities
2. Use math to optimize materials for entire project

CONTENT

- Material list
- Glass
- Metal
- Miscellaneous related materials
 - Tapes
 - Gaskets
 - Sealants



Line (GAC): **B** **ORGANIZE WORK**
Competency: **B5** **Plan sequence of work**

Objectives

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

- Assess specific job requirements.
- Prepare tool and material list.
- Determine building envelope specifications.
- Copy a fabrication list.
- Determine installation priorities.

LEARNING TASKS

1. Assess specific job requirements

2. Prepare tool and material list

3. Determine building envelope specifications

4. Coordinate with the fabricating department

5. Determine installation priorities

CONTENT

- Blueprints detail analysis
- Safety requirements
- Primers, membranes
- Caulking and cleaners
- Fastener specifications
- Flashing specifications
- Ladders and elevated platforms
- Job-specific tools
- Personal tools

- Drawing details
- Coordination with general contractor
 - Coordinate with building envelop specialist
- Copy a fabrication list
 - Acquire fabrication drawings and cutting lists
 - Identify available pre-fabricated materials
 - Jigs and fabricating screws
- Coordination with general contractor
- Review installation details
- Review shop drawing
- Coordinate access of job site
- Confirm rough openings and frame sizes



Line (GAC): **B ORGANIZE WORK**
Competency: **B7 Communicate with others**

Objectives

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

- Lead toolbox meeting.
- Coordinate work with other trades.
- Participate in site-specific JOHS meeting.
- Communicate with engineers and architects.
- Communicate with clients.
- Describe mentorship.

LEARNING TASKS

1. Use advanced trade terminology

2. Lead toolbox meetings

3. Participate in site-specific JOHS meeting
4. Communicate with engineers and architects

5. Communicate with clients

6. Describe mentorship

CONTENT

- Systems
- Materials
- Tools
- Techniques

- Roles and responsibilities
- Topics
- Safety updates

- Roles and responsibilities
- Roles and responsibilities
- Understanding audience
- Generational differences
- Applying discretion
- Specifications

- Understanding audience
- Generational differences
- Applying discretion
- Company representation

- Roles and responsibilities



Line (GAC): C USE TOOLS AND EQUIPMENT
Competency: C4 Use layout and measuring equipment

Objectives

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

- Perform on site measuring off gridlines and benchmarks.
- Layout of radius frame.
- Transpose rough openings (ROs), frame sizes and flashing to drawings.

LEARNING TASKS

1. Describe advanced layout tools
2. Perform on site measuring off gridlines and benchmarks
3. Layout of radius frame
4. Transpose RO's, frame sizes and flashing to drawings

CONTENT

- Total station and data collectors
- 3D scanners
- Interpretation of architectural drawings
 - Frame locations
- Laser and level equipment
- Interpretation of shop drawings
- Application of geometry and trigonometry
- Mathematical proficiency
- Clearance tolerances

Achievement Criteria

- Performance** The learner will perform:
- Differential levelling
 - Layout of angles
 - Setting up of instrumentation
- Conditions** The learner will be given:
- Instructions and drawings
 - Tools and PPE
 - Materials
- Criteria** The learner will be evaluated on the accuracy of:
- Measurement
 - Layout
 - Trigonometry



Line (GAC): C USE TOOLS AND EQUIPMENT

Competency: C6 Use rigging and hoisting equipment

Objectives

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

- Use, rigging, hoisting and lifting equipment.

LEARNING TASKS

1. Use hoisting, rigging and lifting equipment

CONTENT

- Equipment
 - Power cups
 - Engine hoist (Cherry Pick)
 - Turfers
 - Come-alongs
 - Chain falls
- Accessories
- Safety
- Certification requirements
- Estimation of weights
- Equipment capacities
- Equipment selection
- Lifting location
- Operating procedures
- Securing of loads
- Equipment inspection
- Equipment maintenance
- Equipment storage
- Removal from service



Line (GAC): D **FABRICATE COMMERCIAL SYSTEMS**
Competency: D4 **Fabricate skylights and sloped glazing systems**

Objectives

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

- Describe the purpose, function and components of complex skylights.
- Fabricate complex skylights.

LEARNING TASKS

1. Describe the purpose, function and components of complex skylights

CONTENT

- Types of skylights
 - Ridge
 - Hip
 - Pyramid
 - Barrel vault
 - T Bar
 - Pressure cap
- Components
 - Rafters
 - Purlins
 - Spigots
 - Splice plates
 - Pressure plates
 - Gutters
 - Sleeve anchors
- Weather seal materials
 - Tapes
 - Sealants
 - Flashings
 - Rubber gaskets
- Types of anchors
- Types of flashings
 - Primary, secondary
- Types of membranes
 - EPDM rubber, peel-and-stick
- Glazing, safety and performance



LEARNING TASKS

2. Fabricate complex skylights

CONTENT

- Assembly
 - Notching, cutting and assembling components
- Steel-aluminum separation requirements
- Determining the degree of required slope

Achievement Criteria

Performance The learner will measure and fabricate skylights and flashings.

Conditions The learner will be given:

- Tools
- Material
- Instructions and drawings

Criteria The learner will be evaluated on:

- Appearance
- Rafter notching
- Rafter size
- Flashing size



Line (GAC): D FABRICATE COMMERCIAL SYSTEMS

Competency: D5 Fabricate commercial entrance systems

Objectives

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

- Describe the types and applications of different commercial entrance systems.
- Describe the parts required for fabricating commercial entrance systems.
- Fabricate entrance systems.

LEARNING TASKS

1. Describe the types and applications of different commercial entrance systems

2. Describe the parts required for fabricating commercial entrance systems

CONTENT

- Types of entrance systems
 - Swing
 - Bifold
 - Revolving
 - Sliding
 - Portals
 - Vestibule
 - Total Vision System
- Types of automatic operators
 - Mag locks
 - Handicap panels
 - Card readers
 - Key pad operators
 - Automatic mats
 - Auto sensors
- Auto headers
- Sliding doors
 - Pocket doors
 - Bypass doors
- Parts
 - Types of hardware
 - Types of framing material
 - Flush glaze
 - Curtain wall with door adaptor
- Compatibility and performance for types of specified hardware for aluminum doors
- Creating and using templates to prepare doors for hardware
- Assembly of components
 - Handles



LEARNING TASKS

CONTENT

3. Fabricate entrance systems

- Closures
- Thresholds
- Flush
- Bolts
- Locksets
- Electric strikes
- Panic hardware
- Assembly of entrances
 - Fastening entrance system components
- Running feed wires and pass holes
- Finger guards
- Toe guards
- Thresholds
- Astragals and coordinators
- Fabrication and preparation of frames
- Concealed overhead closers
- Floor closers
- Lock preparation
- Panic hardware
- Floor mounted pivots
- Walking beam pivot
- Power gear hinges
- Power transfer hinges
- Overhead door stops
- Custom hardware
- Single and multi-track slider hardware

Achievement Criteria

Performance The learner will build jigs and will ensure that the door closer panic and butts work.

Conditions The learner will be given:

- Tools
- Material
- Instructions (and divided into groups)

Criteria The learner will be evaluated on:

- Accuracy of fit to 1/16"



Line (GAC): **D FABRICATE COMMERCIAL SYSTEMS**
Competency: **D6 Fabricate guardrail, handrail and balustrade systems**

Objectives

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

- Layout for fabrication of guardrail, hand rail and balustrade systems.
- Fabricate guardrail, handrail and balustrade systems.

LEARNING TASKS

CONTENT

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Describe guardrail, handrail and balustrade systems
 2. Layout for fabrication of guardrail, handrail and balustrade systems
 3. Fabricate guardrail, handrail and balustrade systems | <ul style="list-style-type: none"> • Channel / Base Shoe • Stanchions • Face Mount
 • Confirm finished floor elevations, sizes according to site conditions and drawings • Layout for fabrication • Material Optimization • Templates if required • Interpretation of drawings • Minimum depth into U-channel • Height and Spacing (refer to BCBC code)
 • Channel / Base Shoe • Stanchions • Face Mount |
|--|---|



Line (GAC): **E** **INSTALL COMMERCIAL SYSTEMS**
Competency: **E6** **Install guardrail, handrail and balustrade systems**

Objectives

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

- Layout for installation of guardrail, handrail and balustrade systems.
- Install guardrail, handrail and balustrade systems.

LEARNING TASKS

1. Layout for installation of guardrail, handrail and balustrade systems

2. Install guardrail, handrail and balustrade systems

CONTENT

- Channel / Base Shoe
- Stanchions
- Face Mount

- Confirm finished floor elevations, sizes according to site conditions and drawings
- Installing Glass Support Systems
- Verify size and shape of glass
- Setting and alignment of glass
- Apply final finishes



Line (GAC): E INSTALL COMMERCIAL SYSTEMS

Competency: E9 Use caulking and sealants

Objectives

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

- Apply structural silicone glazing (SSG).

LEARNING TASKS

1. Prepare surface

2. Apply silicone

CONTENT

- Clean and prep surface
- Priming
- Protection of adjacent surfaces
- Taping
- Freehand
- Tooling
- Backer rod
- Bond breaker
- Finish bead
- Structural bead



Line (GAC): F INSTALL RESIDENTIAL SYSTEMS

Competency: F2 Glaze residential windows and doors

Objectives

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

- Replace broken glass.
- Measure and order residential windows and doors.
- Upgrade existing windows.

LEARNING TASKS

1. Describe the different types of residential windows and doors

2. Describe measurement of residential windows

3. Replace broken glass

4. Describe upgrading of existing windows

CONTENT

- Nail-on flange
- Equal leg
- Rebate
 - Tilt and turn
- Aluminum, PVC, wood and fibreglass
- Doors
 - French, sliding, double
 - Mouldings and trim
- Heel dimension (interior flange)
- Exterior rebate
 - ¾ and 2"
- Shimming and clearance tolerances
- Hinging, sliding and fixed abbreviations
- Removal of broken glass
- Measuring of replacement glass
- Glass thicknesses
- Types of residential stops
- Removing window systems
- Installation of new window systems
- Installation of trims and mouldings
- Sealants and vapour barrier considerations
- Caulkings and flashings



Achievement Criteria

Performance The learner will install a residential nail-on flange window.

Conditions The learner will be given:

- Tools
- Material
- Instructions

Criteria The learner will be evaluated on:

- Accuracy of fit to industry standards (1/16")
- Plumb
- Level
- Square
- Proper shimming
- Proper membrane and building-paper overlap



Line (GAC): F INSTALL RESIDENTIAL SYSTEMS
Competency: F4 Install shower enclosures, mirrors and backpainted glass

Objectives

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

- Measure for shower enclosures.
- Install shower enclosures.

LEARNING TASKS

1. Measure for shower enclosures

2. Describe installation of shower enclosures

3. Install shower enclosures

CONTENT

- Layout and measurement
- Clearance tolerances
- Sealants and adhesives
- Hinges and hardware
- U-channels
- Cut-outs
- Measuring
- Fasteners
- Attachment to wall
- Drilling substrate
- Masking and caulking
- Door adjustment
- Mildew/lime resistance coating
- Cleaning



Line (GAC): F **INSTALL RESIDENTIAL SYSTEMS**
Competency: F5 **Install guardrail, handrail and balustrade systems**

Objectives

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

- Layout guardrail, handrail and balustrade systems for installation
- Install guardrail, handrail and balustrade systems.

LEARNING TASKS

1. Layout guardrail, handrail and balustrade systems for installation
2. Install guardrail, handrail and balustrade systems

CONTENT

- Channel / Base Shoe
- Stanchions
- Face Mount
- Confirm finished floor elevations, sizes according to site conditions and drawings
- Installing Glass Support Systems
- Verify size and shape of glass
- Setting and alignment of glass
- Apply final finishes



Line (GAC): **F** **INSTALL RESIDENTIAL SYSTEMS**
Competency: **F6** **Install residential windows, doors, frames and hardware**

Objectives

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

- Layout residential windows, doors, frames and hardware for installation.
- Install residential windows, doors, frames and hardware.

LEARNING TASKS

1. Layout residential windows, doors, frames and hardware for installation
2. Install residential windows, doors, frames and hardware

CONTENT

- Confirm opening sizes
- Fastening requirements
- Windows / Doors
 - Primary Membrane
 - Install window
 - Shingle secondary membrane
 - Flashing
 - Insulate interior cavity
 - Interior liners and casings
 - Caulking



Line (GAC): G INSTALL SPECIALTY GLASS AND PRODUCTS

Competency: G3 Install custom glazing systems

Objectives

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

- Install Spider glazing, smoke baffles, canopies, sunshades, auto headers, automotive and commercial machinery glass.

LEARNING TASKS

CONTENT

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Describe Spider glazing installation process 2. Install Spider glazing 3. Install smoke baffles 4. Install canopies 5. Install sunshades 6. Describe auto header installation | <ul style="list-style-type: none"> • Physical properties • Components • Layout and measurement procedures • Structural steel relative to brackets • Layout brackets • Glass measurement • Tools for installation • Glass installation • Structural silicon joints • Describe the purpose • Apply fastening hardware • Measuring and templating • Installing and siliconing • Measuring and templating • Fasteners and structural tape • Hoisting and placement • Glass and steel separation • Description and purpose of application • Fabrication of sunshade arms • Alignment of installation • Installation and fastening • Purposes and applications • Electrical accesses • Positioning of access panels • Fastening procedures • Components of door installation |
|---|--|



LEARNING TASKS

7. Install auto headers

8. Install automotive and commercial machinery glass

CONTENT

- Specifications and clearances
- Fabrication
- Electrical pass holes
- Feed wires
- Access panel operation
- auto door specialists coordination
- Building interfacing
- Floor pivoting installations

- Specialty tools
- Vehicle type and model
- Manufacturer specifications and procedures
- Templates
- Removal of existing glass
- Cleaning and preparation of opening
- Mouldings, trims and vinyls
- Protective covering and clean up



LEARNING TASKS

5. Service closers

6. Service or replace damaged framing components

CONTENT

- Lubrication and clearances
- Door adjustments
- Adjustment and verification of function with the customer

- Identification of problem with customer
- Re-tapping, drilling and mounting
- Adjustment of door and closure, verification of function with the customer

- Confirmation of damage and the extent of the repair necessary with the customer
- Identification part manufacturer and colour
- Duplicate flashing profiles and colour
- Tools, jigs, metal, and fasteners
- Public access control
- Glass removal and storage
- Removal, repair, flash, and caulk
- Fastening to existing (spigots and fasteners)
- Glass installation and clean up
- Verification of repair with the customer
- Recording repair time



LEARNING TASKS

5. Replace damaged components

CONTENT

- Confirmation of damage and the extent of the repair necessary with the customer
- Identification part manufacturer and colour
- Duplicate flashing profiles and colour
- tools, jigs, metal, and fasteners
- Removal, repair, flash, and caulk
- Fastening to existing substrate
- Glass installation and clean up
- Verification of repair with the customer



Section 4

ASSESSMENT GUIDELINES



Assessment Guidelines – Level 1

Level 1 Grading Sheet: Subject Competency and Weightings

PROGRAM: IN-SCHOOL TRAINING:		GLAZIER LEVEL 1	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
A	Use Safe Work Practices	25%	10%
B	Organize Work	20%	15%
C	Use Tools and Equipment	20%	15%
D	Fabricate Commercial Systems	18%	30%
E	Install Commercial Systems	17%	30%
	Total	100%	100%
In-school theory / practical subject competency weighting		70%	30%
Final in-school mark Apprentices must achieve a minimum 70% for the final in-school mark to be eligible to write the Glazier Standardized Level exam		IN-SCHOOL %	

In-school Mark Combined theory and practical subject competency multiplied by	80%
Standard Level Exam Mark The exam score is multiplied by	20%
Final Level Mark	FINAL%



Assessment Guidelines – Level 2

Level 2 Grading Sheet: Subject Competency and Weightings

PROGRAM: IN-SCHOOL TRAINING:		GLAZIER LEVEL 2	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
B	Organize Work	15%	20%
D	Fabricate Commercial Systems	30%	35%
E	Install Commercial Systems	30%	35%
F	Install Residential Systems	25%	10%
	Total	100%	100%
In-school theory / practical subject competency weighting		50%	50%
Final in-school mark Apprentices must achieve a minimum 70% for the final in-school mark to be eligible to write the Glazier Standardized Level exam		IN-SCHOOL %	

In-school Mark Combined theory and practical subject competency multiplied by	80%
Standard Level Exam Mark The exam score is multiplied by	20%
Final Level Mark	FINAL%



Assessment Guidelines – Level 3

Level 3 Grading Sheet: Subject Competency and Weightings

PROGRAM: IN-SCHOOL TRAINING:		GLAZIER LEVEL 3	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
B	Organize Work	10%	15%
C	Use Tools and Equipment	10%	10%
D	Fabricate Commercial Systems	22%	30%
E	Install Commercial Systems	20%	30%
F	Install Residential Systems	10%	15%
G	Install Specialty Glass and Products	20%	0%
H	Service Glazing Systems	8%	0%
	Total	100%	100%
In-school theory / practical subject competency weighting		50%	50%
Final in-school mark Apprentices must achieve a minimum 70% for the final in-school mark to be eligible to write the Interprovincial Red Seal exam		IN-SCHOOL %	

All apprentices who complete Level 3 of the Glazier program with a FINAL level percentage score of 70% or greater will write the Interprovincial Red Seal examination as their final assessment.

ITA will enter the apprentices' Glazier Interprovincial Red Seal examination percentage score into ITA Direct Access.

A minimum percentage score of 70% on the examination is required for a pass.



Section 5

TRAINING PROVIDER STANDARDS



Facility Requirements

Classroom Areas

- Comfortable seating and tables suitable for learning
- Compliance with the local and national fire code and occupational safety requirements
- Overhead and multimedia projectors with a projection screen
- Whiteboard with marking pens and erasers
- Lighting controls to allow easy visibility of the projection screen while 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 control to ensure comfortable room temperature
- Acoustics in the room must allow audibility of the instructor
- Classroom space with internet access
- Library with reference material and installation manuals for student and instructor use

Shop Areas

- 10000 square foot mock-up/storage area which includes:
 - 20 feet high workshop
 - Classroom: 25 sq.ft. per student, based on 16 students
 - Tool crib
 - Lockers
- Adequate lighting and lighting control
- Ventilation as per WorkSafeBC standards
- Refuse and recycling bins for used shop materials
- First-aid facilities as per WorkSafeBC regulations
- Hand and eye wash stations as per WorkSafeBC regulations
- Fire prevention equipment as per WorkSafeBC regulations

Student Facilities

- Adequate lunch room as per WorkSafeBC requirements
- Adequate washroom facilities as per WorkSafeBC requirements
- Personal Storage lockers

Instructor's Office Space

- Desk and filing space
- Computer



Tools and Equipment

Hand Tools

- Allen keys
- angle finder
- bulk caulking gun
- caulking gun
- C-clamp
- centre punch
- chalk line
- chisel – cold
- chisel – wood
- combination square
- core tool
- countersinks (# 8, 10, 12)
- dead-blow hammer
- drill bits – high speed steel
- fibre stick
- files – bastard
- files – half moon
- files – round
- glass cup
- glass cutter
- glass pliers
- glass wedge
- hand cutters
- glazing bar
- hack-out knife
- hacksaw
- hammer – claw
- levels
- levels
- locking pliers
- locking pliers – duck-billed
- nail set
- nut driver set (imperial and metric)
- ofal knife
- open end wrenches (imperial and metric)
- paint brush
- pens, pencils, markers
- pouch/apron
- protractor (degree finder)
- pry bars
- putty knife – bent, straight
- ratchet set
- rivet tool
- mallet (plastic, rubber)
- running glass pliers
- scoring tool
- screwdrivers – flat
- screwdrivers – Philips
- screwdrivers – Robertson
- side cutters
- standard pliers
- string line
- taps and dies
- tin snips – straight, left, right
- tool box
- utility knife
- vinyl glazing roller
- wrench – adjustable

**Portable Power Tools**

- belt sander
- chop saw
- circular saw
- cordless drill
- electric drill
- electric nibbler (shears)
- glass drilling machine and drill bits
- grinders
- hammer drill
- hole drill
- tube drill
- jig saw
- notch saw
- portable glass notching saw
- portable mitre saw
- reciprocating saw
- router
- screw gun
- wet sander

Stationary Power Tools

- cutting table
- production cutter
- band saw
- bench grinder
- drill press
- flashing brake
- flashing shear
- glass cutting table
- radial arm saw
- table saw
- upright belt sanders

Measuring and Layout Equipment

- builder's level
- calculator
- laser distance measurer
- laser level
- measuring tape
- plumb bob
- sliding T bevel
- squares – combination
- squares – steel

Specialty Tools

- calipers
- glass clamp
- offset drill
- offset hook tool
- plate running pliers
- point driver
- Circle cutter
- Riv-nut tool
- Step drill

Scaffolding and Access Equipment

- Boom lift (rental)
- ladder jacks
- ladders (extension and step)
- scaffolding (baker, frame, sectional, tubular)
- Swing Scissor lift (rental)
- stage (rental)



Rigging, Hoisting and Lifting Equipment

- block and tackle
- gator dolly
- glass dolly
- ropes (fibre and synthetic)
- winches

Personal Protective Equipment

- ear protection
- fall arrest equipment
- gloves
- hard hat
- respirator (particulate mask)
- rubber gloves
- safety footwear
- safety glasses
- safety vest



Reference Materials

Required Reference Materials

- None

Recommended Resources

- BC Campus Open Education website – online resources for common core skills found in many trades:
 - <https://open.bccampus.ca/2015/11/04/new-open-textbooks-common-core-trades/>
 - Recommend reviewing *D-1 Solve Trades Mathematical Problems*

Suggested Texts

- None



Instructor Requirements

Occupation Qualification

The instructor must possess:

- A BC Certificate of Qualification with a Red Seal Endorsement, or Certificate of Qualification from another Canadian jurisdiction complete with Red Seal Endorsement only.
- A minimum of 5 years of experience working in the industry as a journeyman.

Instructional Experience and Education

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

- An Instructor's Diploma or equivalent, or a Bachelor's Degree in Education