



PROGRAM OUTLINE

Parts Technician

Implementation date: August 1, 2023

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PARTS TECHNICIAN PROGRAM OUTLINE

**APPROVED BY INDUSTRY
AUGUST 2022**

IMPLEMENTATION BEGINNING AUGUST 1, 2023

THIS BC PROGRAM HAS BEEN HARMONIZED AND IS BASED ON RSOS 2020

**Developed by
SkilledTradesBC
Province of British Columbia**

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Section 1

INTRODUCTION

Parts Technician

Foreword

This revised 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 2020 Red Seal Occupational Standard (RSOS). It was developed by 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.

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 in Section 4 for more details.

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 measurable and that they reflect the skills spelled out in the competency. 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.

Acknowledgements

Industry and Instructor Subject Matter Experts retained to assist in the development and review of the Program Outline:

- Cheryl Buckley – Mercer Celgar
- Chris Kuipers – Avenue Machinery
- Mary Wilton – Kwantlen Polytechnic University (KPU) instructor

Industry Subject Matter Experts retained as outline reviewers:

- Brent Mitchell – Avenue Machinery
- Darcy Matterdorfer – Teck Resource Inc.
- Malcolm Turnbull – Inland Kenworth
- Neal Davis – Lordco

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Previous Contributors

Industry and Instructor Subject Matter Experts retained to assist in the development and review of the 2009 Program Outline:

- Ken Jarvie – NAPA
- Marty Vanderwel – Fortins Auto Parts
- Richard Driver – Finning
- Rick McKoryk – Dueck GM
- Ron Killby – Automotive Industries Association of Canada

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	Illustrates the length and structure of the program	Illustrates the length and structure of the program, and pathway to completion	Illustrates the challenger pathway to Certificate of Qualification
OAC	Communicates the competencies that industry has defined as representing the scope of the occupation	Displays the competencies that an apprentice is expected to demonstrate in order to achieve certification	Displays the competencies apprentices will achieve as a result of program completion	Displays the competencies challengers 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	Shows 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	Shows 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	Shows 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, measurable 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
Assessment Guidelines	Shows the general areas of competency covered in each level of technical training, the theory and practical grading weight, and the calculation method for final percentage marks	Shows the general areas of competency covered in the technical training, the grading weight for each GAC, and the percentage of that time spent on theory versus practical application	Shows the general areas of competency covered in each level of technical training, the theory and practical grading weight, and the calculation method for final percentage marks	Shows the relative weightings of various general areas of competency within the occupation on which assessment is based

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
Appendix – Glossary of Acronyms			Defines program specific acronyms	

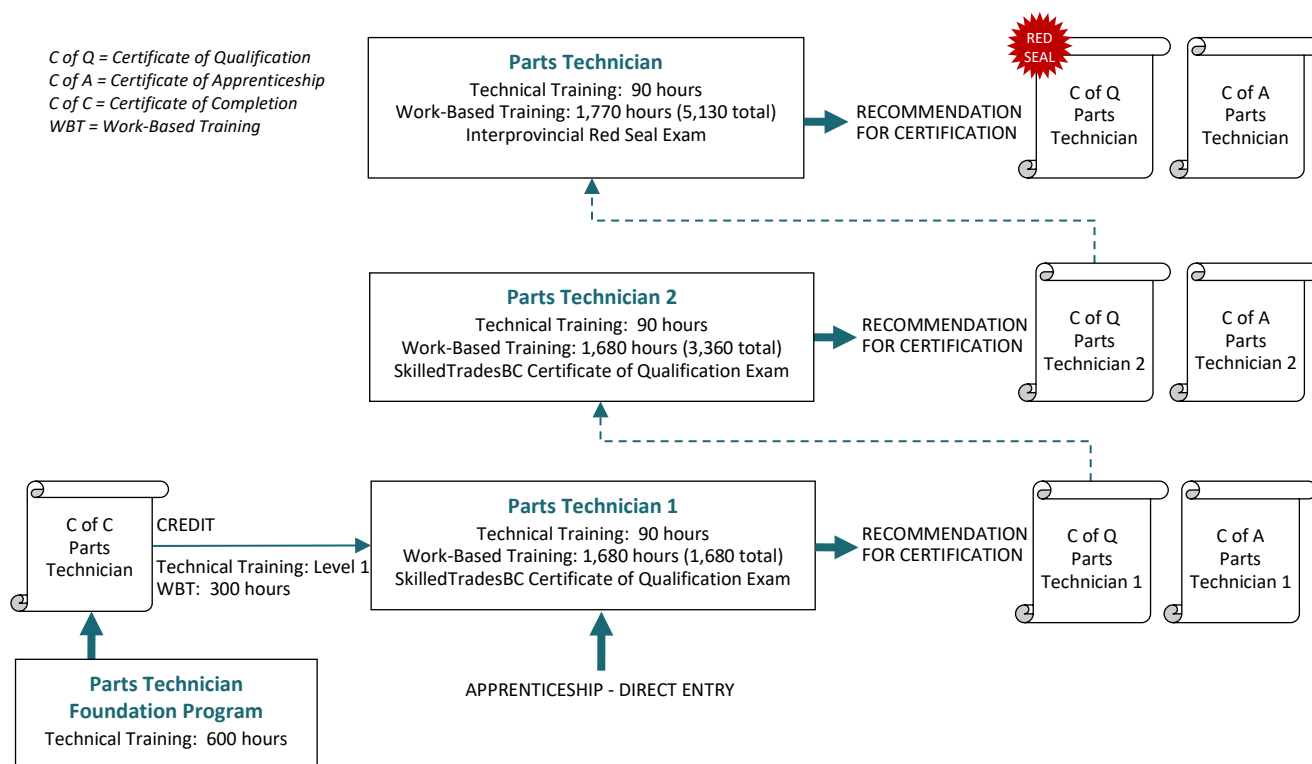
Section 2

PROGRAM OVERVIEW

Parts Technician

Program Credentialing Model

This graphic provides an overview of the Parts Technician apprenticeship pathway.



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

PARTS TECHNICIAN

Occupation Description: A Parts Technician is involved in ordering, warehousing, maintaining inventory control and sales of parts. They are responsible for identifying parts and equipment, searching for parts, shipping and receiving parts, providing customer service and advice, and maintaining records. A Parts Technician works in various industries such as automotive service, commercial transport, heavy duty equipment, small engine repair, aeronautics, agricultural equipment, marine equipment, the mining sector, and the forestry sector. The work environment for Parts Technicians is generally indoors in a warehouse and/or at a service counter. Some parts people may perform deliveries of parts to their customers. Parts Technicians generally work in teams that include retail service staff, sales staff, and service technicians.

OVERVIEW OF WAREHOUSE OPERATIONS A	Use ethical behaviour in a warehouse environment A1 1	Interpret the human rights statutes in British Columbia A2 1	Apply basic warehouse terminology and operations A3 1	Apply warehouse skill requirements A4 1	Use warehouse technology A5 1	Maintain the relationship of the warehouse to other divisions within an enterprise A6 1
	COMMUNICATION AND COMPREHENSION SKILLS B	Use effective verbal communication skills B1 1	Use basic written communication skills B2 1	Use various warehouse calculations B3 1		
WAREHOUSE SAFETY SKILLS C	Define basic first aid C1 1	Maintain a safe work environment C2 1	Apply regulations and procedures for the transporting of dangerous goods C3 1	Apply WHMIS C4 1	Use safe lifting, carrying and, repetitive strain injury control prevention C5 1	Employ applicable environmental protection for the recycling of waste materials C6 1
	Apply fire and emergency response procedures C7 1	Use the components of a safety meeting C8 1				

Section 2 Program Overview

BASIC MATERIAL HANDLING OPERATIONS AND PROCEDURES D	Receive goods and complete related documentation D1 1	Perform distribution and stocking of incoming material D2 1	Store material D3 1	Fill orders from stock D4 1	Perform allocation of products D5 1	Pack goods for transportation D6 1
	Employ correct stock maintenance D7 1	Process returned items D8 1				
MATERIAL HANDLING AND PACKAGING EQUIPMENT E	Use appropriate small tools for package handling E1 1	Use manual handling equipment E2 1	Perform safe operation of a forklift E3 1	Perform safe operation of a narrow aisle forklift E4 1	Perform safe operation of cranes and required rigging E5 1	
INFORMATION TECHNOLOGY IN WAREHOUSING F	Use information technology in a warehouse environment F1 1	Use work computers ethically F2 1				
PARTS IDENTIFICATION G	Use common measuring tools G1 2	Identify engine components G2 2	Identify fuel and induction system parts G3 2	Identify common engine lubrication system components G4 2	Identify common engine cooling and heating system components G5 2	Identify common engine exhaust system components G6 2
	Identify various bearings and seals G7 2	Identify common power-train components G8 2	Identify common suspension and steering system components G9 2	Identify common braking system components G10 2	Identify common motive power industry electrical system components G11 2	Identify autobody parts and repair materials G12 2

Section 2 Program Overview

	Identify air-conditioning system components and safe handling procedures <div>G13</div> <div><div></div><div>2</div><div></div><div></div><div></div></div>	Identify hydraulic system components <div>G14</div> <div><div></div><div>2</div><div></div><div></div><div></div></div>	Interpret the implications of aftermarket accessories <div>G15</div> <div><div></div><div>2</div><div></div><div></div><div></div></div>			
STANDARD STOCK RECOGNITION <div>H</div>	Identify standard stock motive power items <div>H1</div> <div><div></div><div>2</div><div></div><div></div><div></div></div>	Apply core return procedures <div>H2</div> <div><div></div><div>2</div><div></div><div></div><div></div></div>				
CATALOGUES AND INVENTORY <div>I</div>	Use catalogue information sourcing <div>I1</div> <div><div></div><div>2</div><div></div><div></div><div></div></div>	Maintain inventory <div>I2</div> <div><div></div><div>2</div><div></div><div></div><div></div></div>	Provide cost quotation and sell related parts <div>I3</div> <div><div></div><div>2</div><div></div><div></div><div></div></div>			
COMMUNICATION AND PROFESSIONALISM <div>J</div>	Use effective oral communication skills <div>J1</div> <div><div></div><div>2</div><div></div><div></div><div></div></div>	Use effective written communication skills <div>J2</div> <div><div></div><div>2</div><div></div><div></div><div></div></div>	Employ professional appearance and conduct <div>J3</div> <div><div></div><div>2</div><div></div><div></div><div></div></div>			
SALES REPRESENTATIVE CHARACTERISTICS <div>K</div>	Apply the traits of an effective sales representative <div>K1</div> <div><div></div><div>2</div><div></div><div></div><div></div></div>	Apply methods of effective salesmanship <div>K2</div> <div><div></div><div>2</div><div></div><div></div><div></div></div>				
INVENTORY CONTROL PROCEDURES <div>L</div>	Use inventory control systems <div>L1</div> <div><div></div><div></div><div>3</div><div></div><div></div></div>	Use inventory record keeping <div>L2</div> <div><div></div><div></div><div>3</div><div></div><div></div></div>	Record entering <div>L3</div> <div><div></div><div></div><div>3</div><div></div><div></div></div>	Interpret stock classifications <div>L4</div> <div><div></div><div></div><div>3</div><div></div><div></div></div>	Perform turn-over analysis <div>L5</div> <div><div></div><div></div><div>3</div><div></div><div></div></div>	Employ effective inventory management <div>L6</div> <div><div></div><div></div><div>3</div><div></div><div></div></div>

**Section 2
Program Overview**

	Analyze the factors that affect inventory <div>L7</div> <div><div></div><div></div><div>3</div><div></div><div></div></div>	Analyze pricing structures <div>L8</div> <div><div></div><div></div><div>3</div><div></div><div></div></div>			
MERCHANDISING <div>M</div>	Apply merchandising <div>M1</div> <div><div></div><div></div><div>3</div><div></div><div></div></div>	Plan an efficient parts department <div>M2</div> <div><div></div><div></div><div>3</div><div></div><div></div></div>			
COMMUNICATION AND CUSTOMER CARE <div>N</div>	Use effective written communication skills <div>N1</div> <div><div></div><div></div><div>3</div><div></div><div></div></div>	Use effective oral communication skills <div>N2</div> <div><div></div><div></div><div>3</div><div></div><div></div></div>			
INTRODUCTION TO PARTS BUSINESS MANAGEMENT <div>O</div>	Identify business types <div>O1</div> <div><div></div><div></div><div>3</div><div></div><div></div></div>	Describe the responsibilities of a department manager <div>O2</div> <div><div></div><div></div><div>3</div><div></div><div></div></div>			
FINANCIAL MANAGEMENT <div>P</div>	Interpret the terms and functions of budgeting <div>P1</div> <div><div></div><div></div><div>3</div><div></div><div></div></div>	Describe the accounting cycle <div>P2</div> <div><div></div><div></div><div>3</div><div></div><div></div></div>	Analyze profitability data <div>P3</div> <div><div></div><div></div><div>3</div><div></div><div></div></div>	Describe cash flow needs and forecasting <div>P4</div> <div><div></div><div></div><div>3</div><div></div><div></div></div>	Apply risk management and security procedures <div>P5</div> <div><div></div><div></div><div>3</div><div></div><div></div></div>

Training Topics and Suggested Time Allocation

PARTS TECHNICIAN – LEVEL 1

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line A	OVERVIEW OF WAREHOUSE OPERATIONS	19%	95%	5%	100%
A1	Use ethical behaviour in a warehouse environment		✓	✓	
A2	Interpret the human rights statutes in British Columbia		✓		
A3	Apply basic warehouse terminology and operations		✓		
A4	Apply warehouse skill requirements		✓		
A5	Use warehouse technology		✓		
A6	Maintain the relationship of the warehouse to other divisions within an enterprise		✓		
Line B	COMMUNICATION AND COMPREHENSION SKILLS	14%	67%	33%	100%
B1	Use effective verbal communication skills		✓		
B2	Use basic written communication skills		✓	✓	
B3	Use various warehouse calculations		✓	✓	
Line C	WAREHOUSE SAFETY SKILLS	23%	90%	10%	100%
C1	Define basic first aid		✓		
C2	Maintain a safe work environment		✓		
C3	Apply regulations and procedures for the transporting of dangerous goods		✓		
C4	Apply WHMIS		✓	✓	
C5	Use safe lifting, carrying, and repetitive strain injury control prevention		✓		
C6	Employ applicable environmental protection for the recycling of waste materials		✓		
C7	Apply fire and emergency response procedures		✓		
C8	Use the components of a safety meeting		✓		
Line D	BASIC MATERIAL HANDLING OPERATIONS AND PROCEDURES	27%	92%	8%	100%
D1	Receive goods and complete related documentation		✓		
D2	Perform distribution and stocking of incoming materials		✓		
D3	Store material		✓		
D4	Fill orders from stock		✓		
D5	Perform allocation of products		✓		
D6	Pack goods for transportation		✓		
D7	Employ correct stock maintenance		✓		
D8	Process returned items		✓	✓	
Line E	MATERIAL HANDLING AND PACKAGING EQUIPMENT	13%	100%	0%	100%
E1	Use appropriate small tools for package handling		✓		
E2	Use manual handling equipment		✓		
E3	Perform safe operation of a forklift		✓		
E4	Perform safe operation of a narrow aisle forklift		✓		

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
E5	Perform safe operation of cranes and required rigging		✓		
Line F	INFORMATION TECHNOLOGY IN WAREHOUSING	4%	100%	0%	100%
F1	Use information technology in a warehouse environment		✓		
F2	Use work computers ethically		✓		
Total Percentage for Parts Technician Level 1		100%			

Training Topics and Suggested Time Allocation

PARTS TECHNICIAN – LEVEL 2

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line G	PARTS IDENTIFICATION	30%	90%	10%	100%
G1	Use common measuring tools		✓	✓	
G2	Identify engine components		✓		
G3	Identify fuel and induction system parts		✓		
G4	Identify common engine lubrication system components		✓		
G5	Identify common engine cooling and heating system components		✓		
G6	Identify common engine exhaust system components		✓		
G7	Identify various bearings and seals		✓		
G8	Identify common power-train components		✓		
G9	Identify common suspension and steering system components		✓		
G10	Identify common braking system components		✓		
G11	Identify common motive power industry electrical system components		✓		
G12	Identify autobody parts and repair materials		✓		
G13	Identify air-conditioning system components and safe handling procedures		✓		
G14	Identify hydraulic system components		✓		
G15	Interpret the implications of aftermarket accessories		✓		
Line H	STANDARD STOCK RECOGNITION	15%	95%	5%	100%
H1	Identify standard stock motive power items		✓	✓	
H2	Apply core return procedures		✓		
Line I	CATALOGUES AND INVENTORY	15%	95%	5%	100%
I1	Use catalogue information sourcing		✓	✓	
I2	Maintain inventory		✓		
I3	Provide cost quotation and sell related parts		✓		
Line J	COMMUNICATION AND PROFESSIONALISM	20%	75%	25%	100%
J1	Use effective oral communication skills		✓	✓	
J2	Use effective written communication skills		✓	✓	
J3	Employ professional appearance and conduct		✓	✓	
Line K	SALES REPRESENTATIVE CHARACTERISTICS	20%	100%	0%	100%
K1	Apply the traits of an effective sales representative		✓		
K2	Apply methods of effective salesmanship		✓		
Total Percentage for Parts Technician Level 2		100%			

Training Topics and Suggested Time Allocation

PARTS TECHNICIAN – LEVEL 3

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line L	INVENTORY CONTROL PROCEDURES	25%	89%	11%	100%
L1	Use inventory control systems		✓		
L2	Use inventory record keeping		✓		
L3	Record entering		✓		
L4	Interpret stock classifications		✓		
L5	Perform turn-over analysis		✓		
L6	Employ effective inventory management		✓		
L7	Analyze the factors that affect inventory		✓	✓	
L8	Analyze pricing structures		✓	✓	
Line M	MERCHANDISING	30%	30%	70%	100%
M1	Apply merchandising		✓		
M2	Plan an efficient parts department		✓	✓	
Line N	COMMUNICATION AND CUSTOMER CARE	20%	85%	15%	100%
N1	Use effective written communication skills		✓	✓	
N2	Use effective oral communication skills		✓		
Line O	INTRODUCTION TO PARTS BUSINESS MANAGEMENT	13%	100%	0%	100%
O1	Identify business types		✓		
O2	Describe the responsibilities of a department manager		✓		
Line P	FINANCIAL MANAGEMENT	12%	90%	10%	100%
P1	Interpret the terms and functions of budgeting		✓		
P2	Describe the accounting cycle		✓		
P3	Analyze profitability data		✓	✓	
P4	Describe cash flow needs and forecasting		✓		
P5	Apply risk management and security procedures		✓		
Total Percentage for Parts Technician Level 3		100%			

Section 3

PROGRAM CONTENT

Parts Technician

Level 1

Parts Technician

Line (GAC): **A OVERVIEW OF WAREHOUSE OPERATIONS**
Competency: **A1 Use ethical behaviour in a warehouse environment**

Objectives

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

- Describe ethical behaviour in a warehouse environment

LEARNING TASKS

1. Describe factors affecting ethical behaviour in a warehouse environment

CONTENT

- Ethics
- Public image
- Corporate goals and objectives
- Mission statement
- Policies and procedures as provided by employers
- “Free lunch”
- “Gratuitous” gifts
- “Back-dooring”

Achievement Criteria

Performance The learner will be able to prepare an analysis document on a Mission Statement

Conditions The learner will be given:

- Time to research a company and their Mission Statement, and how it relates to the learner’s experience with that company
- Time to prepare a document for assessment

Criteria The learner will be evaluated on:

- Analysis of Mission Statement
 - Company’s alignment or misalignment to Mission Statement based on the learner’s experience
 - Recognition of what a value statement is
- Ability to prepare a document
- Ability to follow instructions

Line (GAC): **A** **OVERVIEW OF WAREHOUSE OPERATIONS**
Competency: **A2** **Interpret the human rights statutes in British Columbia**

Objectives

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

- Identify human rights statutes in British Columbia

LEARNING TASKS

1. Describe corporate policies according to the BC human rights statute
2. Describe types of discrimination according to the BC human rights statute
3. Describe types of harassment according to the BC human rights statute
4. Describe diversity and how it is protected according to the BC human rights statute

CONTENT

- Human resources policies and procedures
- Business policies and procedures
- Posted policies and standards
- Race
- Gender
- Religion
- Age
- Other
- Sexual
- Physical
- Verbal
- Mental
- Other
- Race
- Gender
- Religion
- Age
- Human Rights Act
- Other laws

Line (GAC): **A OVERVIEW OF WAREHOUSE OPERATIONS**
Competency: **A3 Apply basic warehouse terminology and operations**

Objectives

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

- Identify types of warehouses
- Define terminology used in the warehouse
- Identify common warehouse operations and their interrelationships

LEARNING TASKS

1. Identify types of warehouses

CONTENT

- Security
- Production
- Distribution
- Customs
 - Private
 - Public

2. Define basic warehouse terms

- Back orders
- Pre-paid
- Collect
- Consignee
- Consignor
- Bill of lading
- Short shipments
- Cash on delivery (COD)
- Free on board (FOB)

3. Identify warehouse operations and departmental interrelationships

- Shipping
- Receiving
- Storage
- Material handling
- Transportation
- Local delivery and documentation
- Counting
- Record verification

Line (GAC): **A OVERVIEW OF WAREHOUSE OPERATIONS**
Competency: **A4 Apply warehouse skill requirements**

Objectives

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

- Identify the skill requirements to work in a warehouse environment

LEARNING TASKS

1. Describe the skill requirements to work in a warehouse environment

CONTENT

- Physical materials handling
- Interpreting documentation
- Maintaining safe work environment
- Comprehension skills
- Organizational skills
- Interpersonal and communication skills
- Accuracy and attention to detail
- Basic computer skills
- Customer relations
- Other

Line (GAC): **A OVERVIEW OF WAREHOUSE OPERATIONS**
Competency: **A5 Use warehouse technology**

Objectives

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

- Identify current and emerging technologies in warehouse operations

LEARNING TASKS

CONTENT

- | | |
|---|--|
| 1. Describe current and emerging technologies | <ul style="list-style-type: none"> • Bar codes • Carousels • RF systems • Pick to light • Voice picking • Tagging robotics |
| 2. Describe precautions and preparations specific to new warehousing technologies | <ul style="list-style-type: none"> • Legibility • Contamination control • Other |

Line (GAC):	A	OVERVIEW OF WAREHOUSE OPERATIONS
Competency:	A6	Maintain the relationship of the warehouse to other divisions within an enterprise

Objectives

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

- Identify the relationship of the warehouse to other divisions within an enterprise

LEARNING TASKS

1. Describe the relationship of the warehouse to other divisions within an enterprise

CONTENT

- Purchasing
- Sales/Marketing
- Transportation
- Maintenance
- Manufacturing and production
- Accounting
- Customer service
- Financial impact as applicable

Line (GAC): **B** **COMMUNICATION AND COMPREHENSION SKILLS**
Competency: **B1** **Use effective verbal communication skills**

Objectives

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

- Identify effective communication skills

LEARNING TASKS

1. Describe verbal communication skills in order to reduce barriers during communication

CONTENT

- Effective verbal communication
- Communication process
- Direction of communication flow
- Barriers to effective verbal communication
- Active listening skills
- Effects of language
- Tone
- Relationship of verbal communications skills to effective customer relations

Line (GAC): **B** **COMMUNICATION AND COMPREHENSION SKILLS**
Competency: **B2** **Use basic written communication skills**

Objectives

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

- Identify basic written communication

LEARNING TASKS

CONTENT

- | | |
|--|--|
| 1. Describe common methods of sending and receiving written communication | <ul style="list-style-type: none"> • External mail • Internal mail • Faxes • Email • Other |
| 2. Describe when and why the various methods of sending and receiving written communication are used | <ul style="list-style-type: none"> • External mail • Internal mail • Faxes • Email • Other |
| 3. Describe basic written communication rules | <ul style="list-style-type: none"> • Date • Signature (if required) • Organized information • Spelling • Grammar • Punctuation • Paragraph structure • Clarity • Conciseness • Proof read before sending |

Achievement Criteria

- | | |
|-------------|--|
| Performance | The learner will be able to construct a response letter to a supplier |
| Conditions | The learner will be given: <ul style="list-style-type: none"> • Provided with a scenario in which a response is required in a letter form • Time to construct a Word document to be assessed |
| Criteria | The learner will be evaluated on: <ul style="list-style-type: none"> • Clear understanding of scenario as outlined • Ability to include all necessary requirements of a formal letter |

Line (GAC): **B** **COMMUNICATION AND COMPREHENSION SKILLS**
Competency: **B3** **Use various warehouse calculations**

Objectives

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

- Apply the appropriate measurements and units for warehouse operations

LEARNING TASKS

CONTENT

- | | |
|---|---|
| 1. Identify the appropriate measurements and units for warehouse operations | <ul style="list-style-type: none"> • Imperial units • Metric units • Industry specific units <ul style="list-style-type: none"> ○ Barrels ○ Volume • Pack quantities |
| 2. Introduce common measuring tools | <ul style="list-style-type: none"> • Micrometers <ul style="list-style-type: none"> ○ Metric ○ Imperial ○ Numerous sizes • Rulers <ul style="list-style-type: none"> ○ Tape ○ Steel • Calipers <ul style="list-style-type: none"> ○ Metric ○ Imperial <ul style="list-style-type: none"> ▪ Vernier ▪ Dial ▪ Digital • Calculators <ul style="list-style-type: none"> ○ Hand • Palm printer |
| 3. Use common mathematical procedures | <ul style="list-style-type: none"> • Fractions • Decimals • Percentages • Area • Volume |
| 4. Apply measurement conversions | <ul style="list-style-type: none"> • Imperial to metric • Metric to Imperial |

Achievement Criteria

Performance	The learner will be able to determine perimeter area and volume of various shapes, add, subtract, multiply, and divide fractions, convert between decimals and fractions, and convert between metric and Imperial
Conditions	The learner will be given: <ul style="list-style-type: none"> • Time to complete the warehouse calculations practical assessment in the module
Criteria	The learner will be evaluated on: <ul style="list-style-type: none"> • Correct calculations

Competency: C1 Define basic First Aid

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

- Define basic First Aid skills

CONTENT

- | | | |
|----|---|---|
| 1. | Identify basic First Aid skills | <ul style="list-style-type: none"> • St. John's Ambulance emergency First Aid skills • Emergency CPR skills |
| 2. | Describe importance of quick response to an injury accident | <ul style="list-style-type: none"> • Emergency Scene Management |

Line (GAC): C **WAREHOUSE SAFETY SKILLS**
Competency: C2 **Maintain a safe work environment**

Objectives

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

- Describe WorkSafeBC regulations

LEARNING TASKS

1. Describe the application of WorkSafeBC regulations
2. Describe and explain the application and legal implications of due diligence

CONTENT

- Workers
- Employers
- Suppliers
- Equipment
- Employers
- Employees
- Prime contractors
- Directing safe work practices in the warehouse

Line (GAC):	C	WAREHOUSE SAFETY SKILLS
Competency:	C3	Apply regulations and procedures for the transporting of dangerous goods

Objectives

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

- Identify the Transportation of Dangerous Goods Act
- Describe all applicable requirements for transporting dangerous goods

LEARNING TASKS

CONTENT

1. Identify the Transportation of Dangerous Goods Act	<ul style="list-style-type: none"> • Purpose • Interpretation • Compliance
2. Describe regulatory requirements for the transporting of dangerous goods	<ul style="list-style-type: none"> • Classification of goods • Packaging • Documenting • Safe handling
3. Describe the correct loading and unloading	<ul style="list-style-type: none"> • Railcars • Air • Ground <ul style="list-style-type: none"> ○ Regulations ○ Safety issues

Line (GAC): C **WAREHOUSE SAFETY SKILLS**
Competency: C4 **Apply WHMIS**

Objectives

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

- Apply WHMIS as it applies to a warehouse environment

LEARNING TASKS

1. Identify WHMIS

CONTENT

- Labelling of materials
- Handling procedures
- Spill recovery information
- First aid information
- Restricted and controlled products
- Supplier and workplace labels
- Classification and safe handling of materials
- Material safety data sheets

2. Describe the selection and care for personal protection equipment and clothing

- Hand and footwear
- Head and eye protection
- Respiratory protection
- Hearing protection
- Various types of protective clothing
- Fall protection gear

Achievement Criteria

Performance The learner will be able to complete an online WHMIS orientation and quiz

Conditions The learner will be given:

- Access to a WHMIS orientation/training website

Criteria The learner will be evaluated on:

- The mark received from the WHMIS training-evaluation website

Line (GAC):	C	WAREHOUSE SAFETY SKILLS
Competency:	C5	Use safe lifting, carrying, and repetitive strain injury control and prevention

Objectives

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

- Define proper posture
- Describe safe lifting, carrying, and repetitive strain injury prevention

LEARNING TASKS

CONTENT

- | | |
|---|--|
| 1. Define the importance of posture and stance | <ul style="list-style-type: none"> • Principles of ergonomics <ul style="list-style-type: none"> ○ Posture ○ Straight ○ Support ○ Bending ○ Tilting ○ Arching ○ Kneeling ○ Slouching ○ Crouching ○ Sitting ○ Standing |
| 2. Discuss safe lifting and carrying practices | <ul style="list-style-type: none"> • Weight limits • Bending knees • Back straight • Stance • Reaching • Bending • Repetition • Cold temperatures • Workplace design • Clutter |
| 3. Identify repetitive strain injury situations | <ul style="list-style-type: none"> • Definition of repetitive strain injury • Lifting and carrying precautions <ul style="list-style-type: none"> ○ Back support • Activity analysis for improved ergonomics |

Line (GAC):	C	WAREHOUSE SAFETY SKILLS
Competency:	C6	Employ applicable environmental protection for the recycling of waste materials

Objectives

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

- Describe British Columbia's Environmental legislation and recycling procedures

LEARNING TASKS

CONTENT

1. Define the terms of B.C. environmental legislation	<ul style="list-style-type: none"> • Environment protection • Hazardous waste management regulations • Application to warehousing • Compliance
2. Describe company policies regarding environmental issues	<ul style="list-style-type: none"> • Corporate policies and procedures <ul style="list-style-type: none"> ○ Warehouse operations • Environmentally friendly warehouse materials
3. Describe spill containment and remedial materials and procedures	<ul style="list-style-type: none"> • WHMIS application • Corporate policies and procedures
4. Describe warehouse recycling procedures	<ul style="list-style-type: none"> • Corporate policies and procedures

Line (GAC): C WAREHOUSE SAFETY SKILLS
Competency: C7 Apply fire and emergency response procedures

Objectives

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

- Describe fire and emergency response procedures

LEARNING TASKS

1. Describe safety procedures when dealing with a fire or emergency response situation

CONTENT

- Corporate emergency response policies and procedures
- Fire safety
- Evacuation
- Internal and external emergency response resources

Line (GAC): C WAREHOUSE SAFETY SKILLS
Competency: C8 Use the components of a safety meeting

Objectives

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

- Describe the components of a safety meeting

LEARNING TASKS

CONTENT

- | | |
|--|--|
| 1. Identify the purpose of a joint safety committee | <ul style="list-style-type: none"> • WorkSafeBC legislation • Hazard identification • Corporate policies |
| 2. Identify a joint safety committee | <ul style="list-style-type: none"> • Operation • Goals and objectives • Value of the committee <ul style="list-style-type: none"> ○ To employees ○ To employer ○ To the environment ○ Legal implications |
| 3. Identify the fundamentals of workplace hazard assessment and control procedures | <ul style="list-style-type: none"> • Hazard assessment • Control procedures |

Line (GAC): D BASIC MATERIAL HANDLING OPERATIONS AND PROCEDURES

Competency: D1 Receive goods and complete related documentation

Objectives

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

- Describe the receiving of materials using the correct procedures and processing documentation

LEARNING TASKS

1. Identify the function of receiving and the related documentation
2. Identify the proper procedures for processing and shipping goods

CONTENT

- Waybills (pro bills)
- Packing slips
- Purchase orders
- Dangerous goods manifest
- MSDS
- Discrepancy reports
- Certificates
 - CFIA
 - Other certificates
- Verification of materials
- Procedures
 - Discrepancy
- Company policies and procedures - refusal and acceptance of materials
- Confirming of shipment on waybills
- Verifying packing slips
- Understanding purchase order information
- Unpacking and sorting
- Inspection for internal and external damage
- Transportation company claims policies
- Report and recording damage and irregularities
- Unloading and unpacking shipments
- Staging of project materials
- Verification of pack quantities
- Returns documentation
- Expediting priorities

Line (GAC):	D	BASIC MATERIAL HANDLING OPERATIONS AND PROCEDURES
Competency:	D2	Perform distribution and stocking of incoming materials

Objectives

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

- Describe the distribution and/or stocking of incoming materials

LEARNING TASKS

1. Identify stocking and distribution procedures of incoming materials

CONTENT

- Identifying commodity groups
- Stock locating systems
 - Random
 - Fixed
- Determining stock versus special order items
- Stock identification systems
 - Label
 - Internal numbering systems
 - Barcode
 - Other systems
- Stock cataloguing methods

Line (GAC):	D	BASIC MATERIAL HANDLING OPERATIONS AND PROCEDURES
Competency:	D3	Store material

Objectives

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

- Describe material storage procedures

LEARNING TASKS

1. Identify storage procedures
2. Identify common types of storage systems within the warehouse
3. Describe the benefits of correct storage using an overview of storage systems as related to product characteristics

CONTENT

- Warehouse procedures
- Automated
- Manual
- Shelving
- Drawers
- Racks
 - Pallet
 - Carton flow
- Conveyor systems
- Automated guided vehicles
- Mezzanine
- Multi-level cat walks
- Coolers
- Freezers
- Bins
 - Wire mesh
- Product compatibility
- Shelf life
- Hazards
- Small items
- Large items
- Bulk items
- Frozen goods
- Fresh produce
- Raw materials

Line (GAC): D BASIC MATERIAL HANDLING OPERATIONS AND PROCEDURES

Competency: D4 Fill orders from stock

Objectives

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

- Describe filling orders from stock

LEARNING TASKS

1. Explain the order cycle
2. Explain order generation
3. Describe correct picking procedures

CONTENT

- Sequence of events
- Importance of correct order generation, authorization, and documentation
- Types of orders
 - Emergency
 - Scheduled
 - Stocking
 - Other types
- Order authorization
- Sources of orders
 - Internal
 - External
- Invoicing
- Procedures based on
 - Product characteristics
 - Order priority
 - Location sequence
- Verification
 - Item number
 - Pick ticket

Line (GAC): D BASIC MATERIAL HANDLING OPERATIONS AND PROCEDURES

Competency: D5 Perform allocation of products

Objectives

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

- Describe the allocation of products

LEARNING TASKS

1. Identify the basic function and limitations of a catalogue
2. Identify types of customers and their technical support requirements
3. Identify pricing structures
4. Describe the allocation of products

CONTENT

- Definition
- Function
- Limitations
- Parts identification and application categories
- Parts function categories
- Weatherly index
- Internal
 - Service department/back counter
 - External and internal inventory levels of products, cores, kits, and warranty parts
 - Sales department
 - External & internal inventory levels of products, cores, and kits
- Retail
 - Over the counter
 - Telephone
 - Technical support needs
- Wholesale
 - External
 - Technical support needs
 - External and internal inventory levels of products, cores, kits, and warranty parts
- Recording customer information
- Retail
- Wholesale
- Discounts
- Mark-up
- Overview of issuing areas and

LEARNING TASKS

CONTENT

environment

- Different types of issuing requests
 - Personal/counter
 - On-line computer
 - Issuing ticket
 - Work orders
- Reasons and rationale for product allocation
- Locating and/or segregating allocated items
- Tracking of allocated stock and locations
- Identification and elimination of practices that can lead to shortages and missing items
- Tracking and accounting for allocated stock
- Inventory discrepancy report

Line (GAC): D BASIC MATERIAL HANDLING OPERATIONS AND PROCEDURES
Competency: D6 Pack goods for transportation
Objectives

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

- Identify the most appropriate packing material for shipment of merchandise
- Choose the most appropriate method of shipping

LEARNING TASKS
CONTENT

- | | |
|---|---|
| 1. Identify material packaging | <ul style="list-style-type: none"> • Purpose of packing materials • Consequence of improper packing materials or procedures |
| 2. Describe "safe" use of packaging materials | <ul style="list-style-type: none"> • Function of materials • Correct application of materials • Contamination control • Appropriate selection based on materials being packaged |
| 3. Identify product characteristics that would require special packing techniques | <ul style="list-style-type: none"> • Types of packing materials <ul style="list-style-type: none"> ○ Crates ○ Cartons ○ Sleeves ○ Other • Types of fastening materials <ul style="list-style-type: none"> ○ Strapping ○ Taping ○ Shrink-wrapping ○ Other • Types of filler materials <ul style="list-style-type: none"> ○ Foam ○ Bubble pack • Packaging for material/product characteristics <ul style="list-style-type: none"> ○ Weight ○ Shape ○ Size ○ Special handling ○ Other • Prevention of damage during transport • Packing material required by regulations |
| 4. Analyze the appropriate method of transportation and prepare documentation | <ul style="list-style-type: none"> • Modes of transportation |

LEARNING TASKS

CONTENT

- Truck
- Rail
- Air
- Sea
- Factors in selecting the appropriate mode
- Shipment documentation
 - General documentation
 - Regulated documentation
- Introduction to shipping charges
 - Distance/weight
 - Cube
 - Rated
 - Other
- Customer receiving requirements

Line (GAC):	D	BASIC MATERIAL HANDLING OPERATIONS AND PROCEDURES
Competency:	D7	Employ correct stock maintenance

Objectives

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

- Analyze inventory

LEARNING TASKS

- Describe the importance of maintaining inventoried and stock items
- Identify procedures that will improve the condition of stocked items in both quantity and quality

CONTENT

- Quality of items
- Quantity of items
- Supplier options
- Stockouts
 - Definition
 - Recording stockouts
- Relocating stock
 - Reasons for relocating stock
 - Follow-up procedures
- Repackaging products with damaged or deteriorated packaging
- Maximum and minimum levels
- Obsolete items
 - Reasons for obsolete items
 - Correct handling of obsolete items
- Discrepancies in stock levels
 - Techniques in dealing with discrepancies
- Stock rotation
- Seasonality

Line (GAC): D BASIC MATERIAL HANDLING OPERATIONS AND PROCEDURES

Competency: D8 Process returned items

Objectives

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

- Describe the processing of returned items

LEARNING TASKS

1. Identify the procedures for handling returned items

2. Describe the importance of proper handling of returns

3. Describe the impact of returned goods

CONTENT

- Inspection
- Documentation
- Costs and related charges incurred
- Disposition of returned items

- Customer satisfaction
- Economic impact
- Inventory accuracy

- Corporate policies and procedures
- Impact on customer
- Impact on employer
- Impact on inventory
 - Inventory stock levels
 - Inventory control systems

Line (GAC):	E	MATERIAL HANDLING AND PACKAGING EQUIPMENT
Competency:	E1	Use appropriate small tools for package handling

Objectives

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

- Describe appropriate small tools for package handling

LEARNING TASKS

CONTENT

- | | |
|--|--|
| 1. Identify hand tools for the handling and packaging of goods | <ul style="list-style-type: none"> • Cutting tools • Sealing tools • Binding tools • Banding tools |
| 2. Identify hand material handling tools | <ul style="list-style-type: none"> • Gripping tools • Dispensing tools • Measuring tools • Labelling and marking tools |

Line (GAC): E MATERIAL HANDLING AND PACKAGING EQUIPMENT
Competency: E2 Use manual handling equipment

Objectives

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

- Describe manual handling equipment

LEARNING TASKS

1. Identify the various types of manual handling equipment and their appropriate usage

CONTENT

- Dollies
- Two-wheel hand trucks
- Carts
- Pallet jacks
 - Powered
 - Non-powered

Line (GAC): **E MATERIAL HANDLING AND PACKAGING EQUIPMENT**
Competency: **E3 Perform safe operation of a forklift**

Objectives

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

- Describe forklift truck operation and safety

LEARNING TASKS

1. Introduce the various types of counterbalance forklift trucks and describe their areas of specialization

2. Describe the safe use and storage of counterbalance forklift trucks

3. Explain a hydraulic system

CONTENT

- Indoor trucks
 - Electric
 - Propane
- Outdoor trucks

- Indoor trucks
 - Electric
 - Propane
- Outdoor trucks

- Characteristics
 - Pumps
 - Rams
 - Hoses
 - Controls
- Precautions
 - Fluid level check
 - Leak inspection
 - Tilt
 - Load capacity
 - Ram failure

Competency: E4 Perform safe operation of a narrow aisle forklift

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

- ## LEARNING TASKS

1. Identify the various types of narrow aisle forklift trucks and their areas of specialization

- Straddle trucks
- Reach trucks
- Order pickers
- Swing reach and swing mast trucks
- Turret trucks

2. Describe the safe use and storage of narrow aisle forklift trucks

- Straddle trucks
- Reach trucks
- Order pickers
- Swing reach and swing mast trucks
- Turret trucks

Line (GAC): **E MATERIAL HANDLING AND PACKAGING EQUIPMENT**
Competency: **E5 Perform safe operation of cranes and required rigging**

Objectives

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

- Identify the various types of crane equipment and their areas of usage
- Describe proper rigging procedures for crane equipment and attachments

LEARNING TASKS

CONTENT

- | | |
|---|--|
| 1. Identify crane equipment and attachments | <ul style="list-style-type: none"> • Manual • Automated • Stacker |
| 2. Describe the safe operation and correct rigging procedures for crane equipment and attachments | <ul style="list-style-type: none"> • Manual • Automated • Stacker |

Line (GAC):	F	INFORMATION TECHNOLOGY IN WAREHOUSING
Competency:	F1	Use information technology in a warehouse environment

Objectives

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

- Describe information technology used for warehousing

LEARNING TASKS

1. Identify computer systems and software used for warehousing

CONTENT

- LAN
- WAN
- Intranets - extranets
- Internet
- Wireless networking
- Database structures
- Proprietary nature of databases

Line (GAC): F INFORMATION TECHNOLOGY IN WAREHOUSING
Competency: F2 Use work computers ethically

Objectives

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

- Describe the ethical use of work computers
- Discuss the consequences of inappropriate use of work computers

LEARNING TASKS

CONTENT

- | | |
|--|--|
| 1. Describe ethical use of work computers | <ul style="list-style-type: none"> • Corporate policies and procedures • Use of computers for personal business • Definition of ethics • Monitoring of employee computer activities by employers • Consequences to employees misuse of work computers |
| 2. Identify inappropriate computer activities and consequences | <ul style="list-style-type: none"> • Inappropriate and illegal websites • Legal and civil consequences <ul style="list-style-type: none"> ○ To employer ○ To employee |

Level 2

Parts Technician

Line (GAC): **G PARTS IDENTIFICATION**
Competency: **G1 Use common measuring tools**

Objectives

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

- Use common measuring tools

LEARNING TASKS

1. Review common measuring tools

CONTENT

- Micrometers
 - Metric
 - Imperial
 - Numerous sizes
- Rulers
 - Tape
 - Steel
- Calipers
 - Metric
 - Imperial
 - Vernier
 - Dial
 - Digital
- Calculators
 - Hand
 - Palm printer

2. Use common measuring tools

- Micrometers
- Rulers
- Calipers
- Calculators

Achievement Criteria

Performance	The learner will be able to read an Imperial and metric micrometer
Conditions	The learner will be given: <ul style="list-style-type: none"> • Steps/instructions to read an Imperial and metric micrometer
Criteria	The learner will be evaluated on: <ul style="list-style-type: none"> • Correctly read an Imperial and metric micrometer

Line (GAC): **G PARTS IDENTIFICATION**
Competency: **G2 Identify engine components**

Objectives

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

- Identify engine components

LEARNING TASKS

1. Identify engine components

CONTENT

- Pistons
- Piston rings
- Cylinder liners and seals
- Connecting rods
- Crankshafts
- Camshafts
- Single overhead and twin cams
- Cylinder heads
- Valve-trains
 - Overhead cam
- Counter balance shafts

Line (GAC): **G PARTS IDENTIFICATION**
Competency: **G3 Identify fuel and induction system parts**

Objectives

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

- Identify fuel and induction system parts

LEARNING TASKS

1. Identify fuel and induction system parts

CONTENT

- Fuel lines, tanks, and connections
- Fuel pumps
- Fuel filters
- Carburetor parts and exchanges
- Gasoline fuel injection system
- Diesel injection system
- Air cleaners
- Supercharger and turbocharger types

Line (GAC):	G PARTS IDENTIFICATION
Competency:	G4 Identify common engine lubrication system components

Objectives

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

- Identify common engine lubrication system components

LEARNING TASKS

1. Identify common internal combustion engine lubrication system components

CONTENT

- Filters
- Coolers
- Sumps
- Relief valves
- Lines
- Gaskets
- Seals
- Galleries
- Pumps

Line (GAC):	G PARTS IDENTIFICATION
Competency:	G5 Identify common engine cooling and heating system components

Objectives

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

- Identify common engine cooling and heating system components

LEARNING TASKS

1. Identify common engine cooling and heating system components

CONTENT

- Pump
- Thermostat types
- Shutters
- Senders
- Sensors
- Coolant recovery tanks
- Radiators
- Heater cores
- Fan types
 - Electric
 - Clutch
 - Belt driven
- Filters and conditioners
- Transmission coolers
- Engine oil coolers

Line (GAC):	G	PARTS IDENTIFICATION
Competency:	G6	Identify common engine exhaust system components

Objectives

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

- Identify common engine exhaust system components

LEARNING TASKS

1. Identify common engine exhaust system components

CONTENT

- Manifolds and headers
- Heat control valve and use
- Mufflers
- Catalytic converters
 - Pre cat
- Pipes
- Hangers
- Clamps
- Insulators
- Resonators
- Gaskets

Line (GAC): **G PARTS IDENTIFICATION**
Competency: **G7 Identify various bearings and seals**

Objectives

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

- Identify various bearings and seals

LEARNING TASKS

1. Identify various bearings and seals

CONTENT

- Bearings
 - Friction
 - Anti-friction
- Basic seals
- Sealants
- Packing
 - Fabric/wick
 - Metallic
 - Lip type
 - Squeeze type
 - O-ring
 - Felt

Line (GAC): **G PARTS IDENTIFICATION**
Competency: **G8 Identify common power-train components**

Objectives

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

- Identify common power-train components

LEARNING TASKS

1. Identify common power-train components

CONTENT

- Clutch system
- Transmissions
- Driveline components
 - Universal joint
 - Slip yoke
 - Rear-wheel drive driveshaft
 - Front-wheel drive axle shaft
 - Centre bearings
- Rear wheel drive differential components
 - Housing
 - Axles
 - Crown and pinion gears
 - Differential gears
- Four wheel drive and all wheel drive components
 - Transfer case types
 - Viscous coupling
 - Locking hubs
 - Inter-axle differential
 - Control components

Line (GAC):	G PARTS IDENTIFICATION
Competency:	G9 Identify common suspension and steering system components

Objectives

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

- Identify common suspension and steering system components

LEARNING TASKS

- Identify common suspension and steering system components

CONTENT

- Suspension systems
 - Springs
 - Coil
 - Leaf
 - Torsion bar
 - Air bag
 - Shocks and struts
 - Conventional
 - Macpherson
 - Modified Macpherson
 - Control arms
 - SLA
 - Wishbone
 - "I" beam
- Steering systems
 - Rack and pinion
 - Parallelogram
 - Hydrostatic
 - Electronic
- Stabilizers

Line (GAC): **G PARTS IDENTIFICATION**
Competency: **G10 Identify common braking system components**

Objectives

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

- Identify common braking system components

LEARNING TASKS

1. Identify common braking system components

CONTENT

- Brakes
 - Drum
 - Springs
 - Shoes
 - Wheel cylinders
 - Hold downs
 - Drums
 - E brake cables
 - Sensors
 - Disc
 - Rotors
 - Calipers
 - Pads
 - Flex lines
 - Sensors
 - Seals
 - Pistons
 - Bleeders
 - Clips
 - Shims
- Brake systems
 - ABS
 - Hydraulic
 - Air
 - Electric
- Brake fluids

Line (GAC): G PARTS IDENTIFICATION

Competency: G11 Identify common motive power industry electrical system components

Objectives

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

- Identify common motive power industry electrical system components

LEARNING TASKS

1. Identify common motive power industry electrical system components

CONTENT

- Fuses and circuit breakers
- Batteries
- Battery Council International battery sizes and grouping
- Charging system components
- Starting system components
 - Electrical
- Ignition system components
 - Distributor less
 - Distributor standard
 - Electronic
- Spark plugs
 - Heat range and reach
- Magneto system components
- Accessories
 - Windshield wipers
 - Power windows
 - Power seats
 - Speed controls
 - Lights
 - Gauges
 - Switches
 - Other

Line (GAC): **G PARTS IDENTIFICATION**
Competency: **G12 Identify autobody parts and repair materials**

Objectives

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

- Identify autobody parts and repair materials

LEARNING TASKS

1. Identify autobody parts and repair materials

CONTENT

- Assembly groups
 - Body panels
 - Repair panels
- Installation clips / fasteners
- Mouldings / trim
- Paints and finishes
- Paint additives
- Undercoats
- Abrasives
- Adhesives
- Body fillers
- Equipment
- Weather-stripping
- Welding supplies
- Sound deadeners

Line (GAC): **G PARTS IDENTIFICATION**

Competency: **G13 Identify air-conditioning system components and safe handling procedures**

Objectives

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

- Identify air-conditioning system components and safe handling procedures

LEARNING TASKS

CONTENT

- | | |
|---|---|
| 1. Identify air-conditioning system components and refrigerants | <ul style="list-style-type: none"> • Air-conditioning system components <ul style="list-style-type: none"> ○ Condenser ○ Receiver / drier ○ Compressor ○ Hoses ○ Valves ○ Evaporator ○ Sensors ○ Oils • Refrigerants <ul style="list-style-type: none"> ○ R12 ○ R134a |
| 2. Describe refrigerant handling procedures and precautions | <ul style="list-style-type: none"> • Procedures <ul style="list-style-type: none"> ○ Evacuation / discharge ○ Recharge ○ Leak test • Precautions <ul style="list-style-type: none"> ○ Open flame ○ CFCs ○ Oxygen displacement ○ Phosgene gas |
| 3. Discuss laws governing refrigerants | <ul style="list-style-type: none"> • Waste Management Act • Ozone depleting substances |

Line (GAC): **G PARTS IDENTIFICATION**
Competency: **G14 Identify hydraulic system components**

Objectives

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

- Identify hydraulic system components

LEARNING TASKS

1. Identify hydraulic system components

CONTENT

- Pumps
- Reservoirs
- Controls
 - Manual
 - Electronic
- Lines
- Couplers

Line (GAC): **G PARTS IDENTIFICATION**
Competency: **G15 Interpret the implications of aftermarket accessories**

Objectives

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

- Describe the relationship of accessories to other vehicle systems

LEARNING TASKS

1. Discuss the implications of aftermarket accessories

CONTENT

- Results of custom modifications
 - Legal (MVA)
 - Future compatibility
 - Future replacement identification

Line (GAC): **H STANDARD STOCK RECOGNITION**

Competency: **H1 Identify standard stock motive power items**

Objectives

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

- Identify standard stock items commonly used in the motive power industry

LEARNING TASKS

1. Identify standard stock items commonly used in the motive power industry

CONTENT

- Fasteners
- Lines and fittings
- Material and processes
- Compounds and mixtures
- Specialty items

Achievement Criteria

Performance The learner will be able to correctly identify various fasteners and fittings

Conditions The learner will be given:

- Various fasteners and fittings to identify

Criteria The learner will be evaluated on:

- Correct identification

Line (GAC): H STANDARD STOCK RECOGNITION

Competency: H2 Apply core return procedures

Objectives

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

- Describe core return procedures

LEARNING TASKS

CONTENT

- | | |
|--|--|
| 1. Describe procedures for processing core returns | <ul style="list-style-type: none"> • Corporate policies and procedures • Other regulations and/or procedures |
| 2. Describe correct handling methods to process core returns | <ul style="list-style-type: none"> • Corporate policies and procedures • Other regulations and/or procedures |
| 3. Describe documentation used to process core returns | <ul style="list-style-type: none"> • Corporate policies and procedures • External forms/documentation |

Line (GAC):	I	CATALOGUES AND INVENTORY
Competency:	I1	Use catalogue information sourcing

Objectives

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

- Source catalogue information

LEARNING TASKS

CONTENT

1. Describe the basic function and limitations of a catalogue	<ul style="list-style-type: none"> • Definition • Function • Limitations
2. Describe the general structure of a catalogue	<ul style="list-style-type: none"> • Information retrieval • Filing systems within a catalogue
3. Interpret trade abbreviations	<ul style="list-style-type: none"> • Acronyms and terminology • Using glossaries • Abbreviations <ul style="list-style-type: none"> ○ Common ○ Trade
4. Identify the types of catalogues and purposes	<ul style="list-style-type: none"> • Master • Accessory • Supplementary • Special equipment • Collision • Cross reference • Electronic • Microfiche • Price listing • Conversion listings • Super session lists • Release bulletins
5. Interpret serial numbers	<ul style="list-style-type: none"> • VIN <ul style="list-style-type: none"> ○ Model code ○ Engine type ○ Production <ul style="list-style-type: none"> ▪ Date ▪ Location • Special equipment

Line (GAC):	I	CATALOGUES AND INVENTORY
Competency:	I2	Maintain inventory

Objectives

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

- Perform inventory procedures

LEARNING TASKS

1. Choose a product location
2. Perform inventory procedures

CONTENT

- Receiving inventory
- Impact of location choice
- Methods of classification
- Products
 - Rotation
 - Addition / removal
 - Relocation
 - Shipping
 - Inventory count

Line (GAC):	I	CATALOGUES AND INVENTORY
Competency:	I3	Provide cost quotation and sell related parts

Objectives

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

- Describe cost quotations and selling related parts

LEARNING TASKS

1. Describe how to use a catalogue as a resource to sell related parts
2. Describe the correct procedure to prepare a parts quotation using catalogues

CONTENT

- Why sell related parts
- Customer response
- Previous experience
- Corporate policies
- Forms
- Verification of information
- Reading catalogues for pricing
- Supersession list

Line (GAC):	J	COMMUNICATION AND PROFESSIONALISM
Competency:	J1	Use effective oral communication skills

Objectives

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

- Describe effective oral communication skills

LEARNING TASKS

1. Demonstrate and maintain effective dialogue

CONTENT

- Basic techniques
 - Vocabulary development
 - Phrase innovation
 - Voice inflection
- Confidence
- Motivation for dialogue
 - Sales motivated
 - Detailed instructions
 - Customer assistance
- Personalities and communication techniques

2. Demonstrate effective oral speaking skills

- Speech
 - Pronunciation
 - Enunciation
 - Organization of thoughts
 - Clarity of delivery
- Recording devices
 - Voice mail
 - Answering machines
 - Other
- Telephone techniques

Line (GAC): J **COMMUNICATION AND PROFESSIONALISM**
Competency: J2 **Use effective written communication skills**

Objectives

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

- Use effective written communication skills

LEARNING TASKS

1. Describe the importance of good written communication skills

2. Identify when and why a specific form of written communication is used

3. Complete pre-printed documents correctly

4. Reply to written requests using the appropriate medium

CONTENT

- Internal customers
- External customers
 - Impressions
 - Response
 - Mistakes and misunderstandings

- Letters
- Memos
- Reports
- Pre-printed documents
 - Forms
 - Claims
 - Surveys
 - Other
- Email
- Fax

- Pre-printed documents
 - Forms
 - Claims
 - Surveys
 - Other

- Letters
- Memos
- Reports
- Email
- Fax

Achievement Criteria

Performance	The learner will be able to construct an internal staff memo
Conditions	<p>The learner will be given:</p> <ul style="list-style-type: none"> • Scenario from the module • Online examples of internal staff-memo templates
Criteria	<p>The learner will be evaluated on:</p> <ul style="list-style-type: none"> • Based on the criteria in the module

Line (GAC): J **COMMUNICATION AND PROFESSIONALISM**
Competency: J3 **Employ professional appearance and conduct**

Objectives

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

- Describe professional appearance and conduct

LEARNING TASKS

1. Discuss professional personal appearance

2. Discuss maintaining a professional work area

3. Discuss professional personal attributes

4. Discuss handling situations in a professional manner

5. Describe effective conflict resolution skills

CONTENT

- Personal hygiene and grooming
- Professional dress
 - Appropriate to situation
 - Dress codes
- Posture and body language

- Cleanliness
- Organization

- Punctuality
- Attitude
- Learning
 - On the job
 - External courses
- Criticism
- Co-operation and flexibility
- Time management

- Disabled customers
 - Physical disability
 - Offering help
 - Sensitivity and patience
 - Hearing difficulties

- Internal
 - Co-workers
 - Other departments
- External
 - Corporate customers
 - Retail customers

Line (GAC):	K	SALES REPRESENTATIVE CHARACTERISTICS
Competency:	K1	Apply the traits of an effective sales representative

Objectives

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

- Describe traits of an effective sales representative

LEARNING TASKS

1. Describe effective sales representative's traits

CONTENT

- Confidence
- Requirements in specific situations
 - Seasonal situations
 - Particular interest situations
 - Potential of casual enquires
 - Related sales situation
 - Non-productive, argumentative situations
 - Product comparison situation
 - The "define requirement" situation
 - "Hard sell" versus "soft sell" options
- Corporate policies and procedures
- Basic concepts:
 - Product knowledge
 - Knowledge of competition
 - Extravagant claims
 - Product limitations
 - Matching customer to product
 - Economy
 - Safety
 - Quality
 - Performance
 - Appearance
 - Usefulness
 - Durability

Line (GAC): **K SALES REPRESENTATIVE CHARACTERISTICS**
Competency: **K2 Apply methods of effective salesmanship**

Objectives

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

- Describe methods of effective salesmanship
- Utilize various accounting/financial calculations specific to sales

LEARNING TASKS

CONTENT

- | | |
|--|---|
| 1. Describe how to sell a service | <ul style="list-style-type: none"> • Basic knowledge of problems pertaining to the service area: <ul style="list-style-type: none"> ○ Analysis service ○ Reconditioning service ○ Other • Mechanical failure, service and replacement requirements • Customer's knowledge and experience |
| 2. Describe basic sales psychology | <ul style="list-style-type: none"> • Motivating interest/marketing product <ul style="list-style-type: none"> ○ Digital media ○ Advertising campaigns • Using objections to an advantage • Appreciation of customer's knowledge and experience • "Common interest" factor <ul style="list-style-type: none"> ○ Definition ○ Effective use |
| 3. Identify sales leads | <ul style="list-style-type: none"> • Individuals <ul style="list-style-type: none"> ○ Repeat customer ○ Referrals ○ Related sales • Direct enquiries <ul style="list-style-type: none"> ○ Advertising campaigns ○ Product introduction ○ Product reputation |
| 4. Describe techniques of closing a sale | <ul style="list-style-type: none"> • Discussion review <ul style="list-style-type: none"> ○ Summary and emphasis ○ Agreement on sales conditions ○ Asking closing questions • Personality factors |

LEARNING TASKS

CONTENT

- | | |
|---|---|
| | <ul style="list-style-type: none"> • Sales closing difficulties • Difficulties in decision making • Value of sale vs. cost of making sale • Closing the sale over the telephone |
| 5. Understand different selling techniques based on client needs | <ul style="list-style-type: none"> • Back counter <ul style="list-style-type: none"> ○ Internal • Retail <ul style="list-style-type: none"> ○ Over the counter ○ Telephone • Wholesale and telephone <ul style="list-style-type: none"> ○ External ○ Corporate |
| 6. Recognize, understand, and apply special charges/exemptions | <ul style="list-style-type: none"> • Invoices <ul style="list-style-type: none"> ○ Payment acceptance ○ Report processing • Tax exemptions • Environmental levies • Other exemptions • Freight • Special orders • Re-stocking |
| 7. Define selling terms | <ul style="list-style-type: none"> • Discounts • Mark-up • Gross profit • Margin • Turnover analysis |
| 8. Make various accounting/financial calculations specific to sales | <ul style="list-style-type: none"> • Discounts • Mark-up • Gross profit • Margin |

Level 3

Parts Technician

Line (GAC):	L	INVENTORY CONTROL PROCEDURES
Competency:	L1	Use inventory control systems

Objectives

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

- Describe inventory control systems
- Describe emergency procedures in the event of an electronic system shutdown

LEARNING TASKS

CONTENT

1. Discuss common types and uses of inventory control systems	<ul style="list-style-type: none"> • Electronic <ul style="list-style-type: none"> ○ Online ○ In-house
2. Introduce less common control systems	<ul style="list-style-type: none"> • Visi-card • Blind • Kardex
3. Describe the use of forms and tags in each system	<ul style="list-style-type: none"> • Inventory counting sheets and tags • Order forms • Purchase orders • Packing slips • Requisitions • Return forms • Back order forms • Picking tags • Logs <ul style="list-style-type: none"> ○ Invoice ○ Purchase order ○ Shipping ○ Other
4. Describe bar code technology	<ul style="list-style-type: none"> • Pen reader • Infrared scanner • Magnetic tabs
5. Describe necessary emergency procedures in the event of an electronic system shutdown	<ul style="list-style-type: none"> • Corporate policies and procedures • Departmental procedures • Other departments

Line (GAC):	L	INVENTORY CONTROL PROCEDURES
Competency:	L2	Use inventory record keeping

Objectives

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

- Describe inventory record keeping
- Identify the correct classifications of customer purchases and returns

LEARNING TASKS

CONTENT

1. Describe the function of record system entries	<ul style="list-style-type: none"> • Receipts and disbursements • Back orders • Sales performance • Parts numbers • Price structure • Item location • Full item description • Dates of transaction • State of stock items • Purchases and returns • Factory return policies • Lost sales records • Bar codes
2. Discuss the importance of current entries for receipts and disbursements	<ul style="list-style-type: none"> • Transaction dates • Inventory control • Legal/financial considerations • Pricing
3. Discuss the state of stock for an item	<ul style="list-style-type: none"> • On hand • On order • Total available • Committed inventory
4. Identify the correct classifications of customer purchases and returns	<ul style="list-style-type: none"> • Emergency • Wholesale • Retail • Special orders

Line (GAC): **L INVENTORY CONTROL PROCEDURES**
Competency: **L3 Record entering**

Objectives

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

- Describe record entering
- Describe the relation of correct record procedures to other departments/functions

LEARNING TASKS

CONTENT

- | | |
|--|--|
| 1. Describe procedures for entering goods received and setting up new cards or item records | <ul style="list-style-type: none"> • Purchase order • Packing slip • Invoice • Backorders • Discrepancies • Continuation record • New item • Outside supplied item • Special circumstances or application of an item |
| 2. Describe the significance of identifying direction of disbursement, and the necessity of keeping disbursement records current | <ul style="list-style-type: none"> • Shop order number • Work order number • Sales invoice number • E.P.O. number of reference |
| 3. Describe the relation of inventory records to disaster losses and claims | <ul style="list-style-type: none"> • Fire • Acts of God • Theft • Computer back up/system failure |
| 4. Describe the relation of correct record procedures to other departments/functions | <ul style="list-style-type: none"> • Efficient operation of departments <ul style="list-style-type: none"> ○ Purchasing/rate of sale ○ Down-time factors • Receiving procedures • Customer relations <ul style="list-style-type: none"> ○ Honouring supply commitments |

Line (GAC): L INVENTORY CONTROL PROCEDURES
Competency: L4 Interpret stock classifications

Objectives

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

- Describe stock classifications

LEARNING TASKS

1. Describe stock classifications as they pertain to specific situations

CONTENT

- Seasonal or fast moving
- Superseded or obsolete items
- Unidentified items
- Sales trends
- Rebuildable cores

Line (GAC): **L INVENTORY CONTROL PROCEDURES**
Competency: **L5 Perform turn-over analysis**

Objectives

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

- Describe turn-over analysis

LEARNING TASKS

1. Define turn-over

2. Describe turn-over analysis as it pertains to specific situations

CONTENT

- True turn-over
- Gross turn-over

- Investment return (yield)
- Determining turn-over in actual terms
- Descriptive terms of turn-over expression
- Customer service
- Low inventory/high turn-over point or system advantages
 - Down time loss to customer
 - Production loss to management
 - Time/income loss to mechanics
- High inventory/low turn-over point or system

Line (GAC):	L	INVENTORY CONTROL PROCEDURES
Competency:	L6	Employ effective inventory management

Objectives

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

- Describe effective inventory management

LEARNING TASKS

CONTENT

1. Describe the importance and advantages of planning	<ul style="list-style-type: none"> • Formulating and using forecasts
2. Describe productive buying procedures	<ul style="list-style-type: none"> • Buying rates • Selling rates
3. Describe the effects of erratic ordering	<ul style="list-style-type: none"> • Too frequent • Not frequent enough
4. Describe the advantages of prepaid stocking orders	<ul style="list-style-type: none"> • Advantages • Frequent special orders
5. Introduce methods of reducing handling	<ul style="list-style-type: none"> • Analysis of <ul style="list-style-type: none"> ○ Time expenditures ○ Staffing expenditures
6. Describe the position of the "return to factory" policies, and special application of return policy	<ul style="list-style-type: none"> • Corporate policies • Other
7. Describe situations that necessitate an inventory count	<ul style="list-style-type: none"> • Change of ownership • Change of management • Major business situations <ul style="list-style-type: none"> ○ Disaster ○ Breach of security ○ Change of system • Return information <ul style="list-style-type: none"> ○ Credit note tracers • Verifying stock situations <ul style="list-style-type: none"> ○ Duplications ○ Obsolescence
8. Identify methods of physical inventory	<ul style="list-style-type: none"> • Cycle • Perpetual • Physical year end
9. Identify the people responsible for inventory count	<ul style="list-style-type: none"> • Assigning responsibilities

LEARNING TASKS

CONTENT

- 10. Describe stock taking preparations and procedures

 - Staff briefing
 - Planning
 - Sorting and identification of mixed stock
 - Correction of stock locations
 - Identification and definite tagging procedures for
 - Broken kits
 - Damaged gasket sets
 - Other
 - Verification of bin tags
 - Inventory count materials
 - Cut-off dates
 - Packing slips
 - Invoices
 - Time factor
 - Good housekeeping
 - Accuracy of count
 - Speed and efficiency of count
 - Legibility of bin tags
 - Update
 - Replace
 - Units of quantity
 - “Nil” or 0
 - Pre-packing “high count” items
 - Handling of standard stock during inventory
- 11. Describe the handling of obsolete materials

 - Definition
 - Classes
 - No current application
 - Phase out pending
- 12. Identify the reasons for obsolescence

 - Superseded
 - Discontinued lines
 - Unsatisfactory performance
 - Non-returnable special items
- 13. Describe disposal procedures

 - Internal policies
 - Application for “write off”
 - Factory and/or supplier policies

Line (GAC):	L	INVENTORY CONTROL PROCEDURES
Competency:	L7	Analyze the factors that affect inventory

Objectives

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

- Describe the factors that affect inventory

LEARNING TASKS

CONTENT

1. Describe ordering and the relation to turn over	<ul style="list-style-type: none"> • Corporate policies and procedures • Trends • Seasonality • Lead time
2. Analyze procedures and forms for regular restocking prepaid orders	<ul style="list-style-type: none"> • Operational details • Advantages • Disadvantages
3. Define ordering terms	<ul style="list-style-type: none"> • Special orders • Unit down orders • Emergency orders • Split orders
4. Describe the differences in procedures and priorities in specific orders	<ul style="list-style-type: none"> • Special orders • Unit down orders <ul style="list-style-type: none"> ○ Broken kits • Emergency orders • Split orders
5. Discuss estimating requirements or stock projections	<ul style="list-style-type: none"> • Unit population of the territory (or area) • Known service life of replacement items • Known model changes and modifications • Impending shortages <ul style="list-style-type: none"> ○ Advance advice bulletins • Plus/minus factor <ul style="list-style-type: none"> ○ Recent ordering patterns • Internally used items and materials • Influence on inventory planning <ul style="list-style-type: none"> ○ Topographical factors ○ Climate ○ Local aspects

LEARNING TASKS
CONTENT

- | | |
|--|--|
| 6. Describe causes and prevention of possible stock depletion under specific circumstances | <ul style="list-style-type: none"> ○ Temporary customer requirements • Transportation and factory work stoppages • Unexpected demand due to premature failures and replacements • New customer (fleet) inventory requirements • Branch or sub-dealer openings • Unexpected demand sales • Deficiencies in ordering procedures • Miscalculation <ul style="list-style-type: none"> ○ Order lead times ○ Disbursement rate ○ Space limitations • Delinquent stock record entries • Neglect in reviewing order levels |
| 7. Demonstrate ordering parts and materials from major or parent suppliers | <ul style="list-style-type: none"> • Recognition and correct use of specified forms and procedures • Necessity of complete shipping instructions • Specific details for special orders <ul style="list-style-type: none"> ○ Serial number ○ Model number ○ Type ○ Date of purchase ○ Use of unit |
| 8. Discuss orders for NPN (no part number) items | <ul style="list-style-type: none"> • Forms • Descriptive details of both part and unit • Serial numbers • Model • Diagrams |
| 9. Identify and describe the function of "supplemental" orders | <ul style="list-style-type: none"> • Emergency • Daily • Add-on to stock order |
| 10. Describe bulk/seasonal buying | <ul style="list-style-type: none"> • Reasons • Effects on investment |

LEARNING TASKS
CONTENT

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Effects on inventory |
| 11. Describe details for placing the initial stocking order | <ul style="list-style-type: none"> • Area population survey • Graduated delivery of shipment <ul style="list-style-type: none"> ○ Predetermined priority scale |
| 12. Discuss the correct use of the various methods (medium) of ordering | <ul style="list-style-type: none"> • Telephone • Facsimile • Online • Email |
| 13. Describe the application of "split orders" | <ul style="list-style-type: none"> • Different sources • Different times |
| 14. Identify the causes for, and effect of, back-order situations | <ul style="list-style-type: none"> • Temporary shortages • Unscheduled stoppages |
| 15. Describe handling procedures for back orders | <ul style="list-style-type: none"> • Proper recording <ul style="list-style-type: none"> ○ Split shipments • Follow-up/expedition procedures |
| 16. Discuss classification of back orders | <ul style="list-style-type: none"> • Shipping when available • Re-ordering/not re-ordering • Conditions resulting in back orders |
| 17. Describe new concepts developed in inventory management and order procedures | <ul style="list-style-type: none"> • Describe communication systems for updating stock replacement procedures - access to entire stock of parent or suppliers • Role of the computer in parts and replacement industry • Other sophisticated techniques and skills • Value of basic occupational skills in electronically equipped parts department • JIT (Just in Time) • PIES (Product Information Exchange Standard) |
| 18. Describe the importance of certain factors in invoicing and when making quotations | <ul style="list-style-type: none"> • Accurate entries • Correct heading entries <ul style="list-style-type: none"> ○ Name |

LEARNING TASKS

CONTENT

- Address
- Delivery date
- P.O. number
- Date of invoice
- Credit verification or status
- Company policies

Line (GAC): L INVENTORY CONTROL PROCEDURES

Competency: L8 Analyze pricing structures

Objectives

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

- Describe pricing structure

LEARNING TASKS

1. Describe the use of a master price list
2. Introduce price structure for specific pricing situations
3. Analyze the pricing of import materials
4. Describe the application of price revisions
5. Describe the pricing out procedures on work orders for consumable items and materials

CONTENT

- Definition
- Application
- Interpretation of listings
- Effects of appreciation/depreciation on inventory
- "Suggested retail" or "list" prices
- Discount terms
 - Wholesale
 - Discount
 - Trade
 - Fleet
 - Jobber
- "Exchange" and core price
- Cost price
- Landed cost
- G.S.T.
- Sales tax application
- Import duties
 - Interpretation of schedules and rates
 - Use and recognition of correct forms
 - Accuracy in computing
- Calculation of mark-up - profit on list
- Effective date
- Procedure/policies on
 - Incoming prepaid orders
 - Remittance enclosed
 - Price increase on prepaid orders
- Cement
- Sealer

LEARNING TASKS

CONTENT

- Pins
- Standard stock
- Wire
- Lubricant
- Environment charges

Line (GAC): **M MERCHANDISING**
Competency: **M1 Apply merchandising**

Objectives

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

- Describe merchandising

LEARNING TASKS

1. Describe merchandising and the various factors that can affect it

2. Describe the position of merchandising in a parts and accessories operation

3. Identify areas where merchandising can be most effective

4. Describe the relation of merchandising to various other factors

5. Describe cost sharing of merchandising plans with manufacturers and/or suppliers

CONTENT

- Definition
- Attitudes and appearance of employees
- Condition and location of display areas
- Merchandise display and placement
- Merchandising themes
 - Seasonal

- Supply and demand
- Promotional factors
- Sales factors

- Showrooms
- Customer reception
- Service reception

- Inventory planning
- Floor space layout
- Personnel requirement
- Business budgeting
- Turnover factor
- Seasonal items
- Industry requirements
- One-shot promotions
- Position of merchandise
- Application of merchandising concept to every parts and accessories transaction
 - Related sales
 - Realistic suggestions and recommendations

- Advantages
- Disadvantages

LEARNING TASKS

CONTENT

- | | |
|---|---|
| 6. Describe merchandising programs for specific situations | <ul style="list-style-type: none"> • Seasonal • New product promotion • End of production sales • Other |
| 7. Identify cost factors and the potential return of merchandising programs | <ul style="list-style-type: none"> • Advertising • Product quality • Returns policies • Pricing • Customer loyalty |
| 8. Describe limitations and responsibilities of advertising campaigns | <ul style="list-style-type: none"> • Public safeguards and protection • Legislated regulations |

Line (GAC): **M MERCHANDISING**
Competency: **M2 Plan an efficient parts department**

Objectives

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

- Describe local or national ordinances
- Describe planning an effective parts department using the established traffic flow

LEARNING TASKS

CONTENT

- | | |
|--|--|
| 1. Describe local or national safety ordinances | <ul style="list-style-type: none"> • Bin and shelf materials and spacing: <ul style="list-style-type: none"> ○ Fire and earthquake • Heights of bins • Widths of aisles |
| 2. Describe planning according to established traffic flow | <ul style="list-style-type: none"> • Staff • Customer • Back counter • Parts demand placement |
| 3. Describe how product sales demands influence bin and shelf layout | <ul style="list-style-type: none"> • External customers • Internal customers |
| 4. Identify calculated "waste space" | <ul style="list-style-type: none"> • Aisles • Counters • Merchandising • Staff • Future expansion |
| 5. Identify danger areas | <ul style="list-style-type: none"> • Blind corners • Sharp protrusions • Loading docks |
| 6. Describe calculating space for the various specific work/utility and clerical areas | <ul style="list-style-type: none"> • Shipping, receiving, and counter space allowances • Lighting <ul style="list-style-type: none"> ○ In relation to bin and shelf placement • Pick-up and back counter provisions • Fire regulations • Clerical space |

LEARNING TASKS
CONTENT

- | | |
|--|--|
| 7. Describe the safe use of overhead racks for specific products | <ul style="list-style-type: none"> • Pipes • Tubes • Tires • Sheet metal |
| 8. Plan a parts department while taking into consideration all pertinent factors | <ul style="list-style-type: none"> • Characteristic of material <ul style="list-style-type: none"> ○ Bulky parts ○ Heavy items • Counter accessibility <ul style="list-style-type: none"> ○ Front counter ○ Rear counter • Width of aisles • Bins, racks, shelving • Special equipment • Shipping and receiving • Sales area • Display area • Manager's office • Bin storage • Customer parking • Room for expansion |

Achievement Criteria

- | | |
|-------------|--|
| Performance | The learner will be able to plan an efficient parts department |
| Conditions | The learner will be given: <ul style="list-style-type: none"> • A warehouse of approximately 10,000 square feet • Scenario provided in the module • The opportunity to clarify the details of the project with the instructor |
| Criteria | The learner will be evaluated on: <ul style="list-style-type: none"> • Efficiency and details of the final design • Design includes all essential components listed in practical assignment in module |

Line (GAC): **N** **COMMUNICATION AND CUSTOMER CARE**
Competency: **N1** **Use effective written communication skills**

Objectives

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

- Use effective written communication skills

LEARNING TASKS

1. Describe completing warranty reports correctly and effectively

2. Discuss electronic mail etiquette

3. Identify the various forms of written business communication, both hard copy and email

4. Write effective letters, memorandums, and reports

CONTENT

- Accuracy of reference material and data
- Description of conditions
- Policy or memorandum references
- Adjustments

- Maintaining professionalism
- Use of language
 - Slang
- Corporate policies and procedures
 - Standard format
 - Fonts

- Memorandums
- Letters
- Reports

- Organizing information
- Professional language and tone
- Correct emphasis
- Results and effects of implied:
 - Threats
 - Commitments
- Clarity of intent:
 - Enquiry
 - Explanation
 - Request
 - Instruction
 - Complaint

Achievement Criteria

Performance	The learner will be able to construct a professional letter or memo
Conditions	The learner will be given: <ul style="list-style-type: none"> Parameters based on information in module C competency N1
Criteria	The learner will be evaluated on: <ul style="list-style-type: none"> Paragraph structure, grammar, punctuation, professionalism and overall effectiveness

Line (GAC): **N COMMUNICATION AND CUSTOMER CARE**
Competency: **N2 Use effective oral communication skills**

Objectives

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

- Describe effective oral communication skills

LEARNING TASKS

CONTENT

- | | |
|--|--|
| 1. Describe the correct process for acknowledging a customer | <ul style="list-style-type: none"> • Promptness • Ensuring customer feels welcome • Advising of any delay in serving |
| 2. Discuss effective customer greeting | <ul style="list-style-type: none"> • Physical response <ul style="list-style-type: none"> ○ Facing customer ○ Making eye contact ○ Enunciation • Professional language • Repeat customers <ul style="list-style-type: none"> ○ Recognizing and using names • Courtesy <ul style="list-style-type: none"> ○ Positive ○ Attentive |
| 3. Describe techniques for developing a positive relationship with customers | <ul style="list-style-type: none"> • Sincerity • Open-ended questions • Active listening <ul style="list-style-type: none"> ○ Paraphrasing for clarification ○ Body language ○ Avoid paralanguage |
| 4. Discuss techniques for handling customer complaints | <ul style="list-style-type: none"> • Collecting facts <ul style="list-style-type: none"> ○ Active listening ○ Encouraging customer to provide details • Empathy • Impartiality • Verifying facts • Ascertain customer expectations • Firmness and respect • Arguing with a customer • Providing an agreeable solution |

LEARNING TASKS

CONTENT

- Corporate policies and procedures
 - Reporting complaint
 - Avoiding repetition

Line (GAC): **O** **INTRODUCTION TO PARTS BUSINESS MANAGEMENT**
Competency: **O1** **Identify business types**

Objectives

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

- Describe business types

LEARNING TASKS

CONTENT

- | | |
|--|---|
| 1. Describe the various types of businesses | <ul style="list-style-type: none"> • Crown corporation • Private enterprise • Not for profit operations |
| 2. Describe the characteristics of the various forms of business ownership | <ul style="list-style-type: none"> • Proprietorship • Partnership • Incorporation • Legal issues • Tax implications • Capital raising |
| 3. Describe the various forms of competition | <ul style="list-style-type: none"> • Monopoly • Oligopoly • Price • Non-price • Service • Quality • Location • Hours of operation |
| 4. Describe effective use of resources as it applies to business | <ul style="list-style-type: none"> • Labour • Land • Capital • Technology |
| 5. Describe the responsibilities of a firm | <ul style="list-style-type: none"> • Community • Employees • Consumers • General business ethics |

LEARNING TASKS

CONTENT

- | | |
|--|--|
| <p>6. Describe the government's role in regulating businesses at the federal, provincial and municipal level</p> | <ul style="list-style-type: none"> • Consumer protection • Employee protection • Community protection • Shareholder protection |
| <p>7. Describe how governmental economic policies affect business</p> | <ul style="list-style-type: none"> • Fiscal policy • Monetary policy • Trade policy |

Line (GAC):	O	INTRODUCTION TO PARTS BUSINESS MANAGEMENT
Competency:	O2	Describe the responsibilities of a department manager

Objectives

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

- Describe the responsibilities of a department manager

LEARNING TASKS

CONTENT

1. Discuss recruiting and hiring department personnel	<ul style="list-style-type: none"> • Corporate policies and procedures • Human resources department • Testing • Interviewing
2. Discuss organizing training programs for parts personnel	<ul style="list-style-type: none"> • Corporate policies and procedures • Training departments • Outside training • Budgeting for training
3. Describe the coaching skills used for training apprentices	<ul style="list-style-type: none"> • Identifying key points • Linking the lesson • Demonstration of skill • Opportunities for practice • Feedback <ul style="list-style-type: none"> ○ Learner and coach • Assessment of progress
4. Discuss personnel performance evaluation	<ul style="list-style-type: none"> • Performance appraisals • Salaries • Compensation plans • Organizational charts
5. Describe developing and updating job descriptions	<ul style="list-style-type: none"> • Receiving • Shipping • Inventory clerk • Order desk • Counter sales • Road sales • Assistant parts manager

LEARNING TASKS
CONTENT

- | | |
|---|--|
| 6. Discuss the monitoring of authorized plans and programs | <ul style="list-style-type: none"> • Inventory levels • Warranty • Customer satisfaction • Service and convenience • Marketing |
| 7. Describe adequate staffing in all areas for maximum efficiency | <ul style="list-style-type: none"> • Record maintenance • Storage facilities • Packaging • Deliveries and parts sales • Display area • Peak hours of service |
| 8. Describe administrative duties | <ul style="list-style-type: none"> • Record maintenance • Required report submission • Customer credit-status verification • Other duties as assigned by management |
| 9. Describe current, appropriate parts literature | <ul style="list-style-type: none"> • Price sheets • Reference material • Promotional material • Catalogues |
| 10. Describe a productive company sales and service meeting | <ul style="list-style-type: none"> • Participation • Topic • Chairing / mediator • Recording |
| 11. Describe departmental costs and profits | <ul style="list-style-type: none"> • Delivery charges and rates • Paperwork procedures • Utility bills • Mechanical handling methods • Fixed and variable costs • Taxes • Other hidden expenses |
| 12. Discuss frequently updating technologies in parts management practices and automation | <ul style="list-style-type: none"> • Available literature • Conferences and seminars • Industry association memberships |
| 13. Describe warranty procedures | <ul style="list-style-type: none"> • Warranty policies |

LEARNING TASKS

CONTENT

- | | |
|---|--|
| | <ul style="list-style-type: none"> ○ Formulate ○ Administer • Non-warranty goods policy |
| 14. Discuss developing and maintaining wholesale accounts | <ul style="list-style-type: none"> • Wholesale accounts <ul style="list-style-type: none"> ○ Sales meetings ○ Contact <ul style="list-style-type: none"> ▪ Good will and aid wholesale salesperson • Evaluation of customer service |
| 15. Discuss equipment purchasing | <ul style="list-style-type: none"> • Corporate policies and procedures for acquiring equipment • Bids and tenders • Quotations • Supplier relationships • Warranties and terms • Equipment maintenance |

Line (GAC): **P FINANCIAL MANAGEMENT**
Competency: **P1 Interpret the terms and functions of budgeting**

Objectives

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

- Describe budgeting

LEARNING TASKS

CONTENT

- | | |
|--|---|
| 1. Describe financial planning | <ul style="list-style-type: none"> • Definition • Purpose |
| 2. Define business terminology | <ul style="list-style-type: none"> • Forecasted revenues • Past sales experience • Market share • Planned operating expenditures • Cost of goods sold • Gross margin • Payroll • Administrative expenses • Overhead • Fixed and variable expenses |
| 3. Describe the various functions of the operating budget | <ul style="list-style-type: none"> • Planning tool • Leadership tool • Management evaluation |
| 4. Describe developing and following-up on an annual departmental budget | <ul style="list-style-type: none"> • Customer service • Adequate inventory levels • Acceptable turnover rates • Sales goals and profits • Expenses • Cost of carrying inventory |
| 5. Describe "capital budget" | <ul style="list-style-type: none"> • Definition • Functions • Advantages |
| 6. Discuss the concept of zero-based budgeting | <ul style="list-style-type: none"> • Definition • Application • Advantages • Limitations |

Line (GAC): **P FINANCIAL MANAGEMENT**
Competency: **P2 Describe the accounting cycle**

Objectives

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

- Identify the components of an accounting cycle
- Describe the functions of various financial statements

LEARNING TASKS

1. Identify the components of an accounting cycle

CONTENT

- Transactions
- Journals
- Posting to ledgers
- Financial statement
 - Income statement (profitability)
 - Balance sheet – financial snapshot
 - Retained earnings statement

2. Describe the functions of various accounting documentation

- Income statement (profitability)
- Balance sheet - financial snapshot
- Retained earnings statement

Line (GAC):	P	FINANCIAL MANAGEMENT
Competency:	P3	Analyze profitability data

Objectives

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

- Analyze profitability data
- Determine and analyze break-even point
- Describe a capital investment feasibility study

LEARNING TASKS

1. Define profitability terminology
2. Discuss analyzing the break-even point
3. Calculate capital investment feasibility

CONTENT

- Comparative statements
 - Break-even analysis
 - Return on investment
 - Payback period
-
- Volume of sales required to make a net profit
 - Cost of increasing / maintaining market share
 - Fixed and variable cost comparison
-
- Techniques
 - Formulas
 - ROI (return on investment)

Line (GAC): **P FINANCIAL MANAGEMENT**
Competency: **P4 Describe cash flow needs and forecasting**

Objectives

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

- Define cash flow needs and forecasting terminology
- Describe financing sources

LEARNING TASKS

CONTENT

- | | |
|---|--|
| 1. Define cash flow needs and forecasting terminology | <ul style="list-style-type: none"> • Cash flow control • Cash budget |
| 2. Determine cash flow needs and forecasting | <ul style="list-style-type: none"> • Techniques • Formulas |
| 3. Describe financing sources | <ul style="list-style-type: none"> • Working capital • Trade credit <ul style="list-style-type: none"> ○ Open book • Consignment • Bank loans • Director, shareholder, and employee loans |

Line (GAC):	P	FINANCIAL MANAGEMENT
Competency:	P5	Apply risk management and security procedures

Objectives

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

- Describe risk management and security procedures

LEARNING TASKS

CONTENT

- | | |
|---|--|
| 1. Analyze the nature of insurance and cost of risk | <ul style="list-style-type: none"> • Definition • Application • Risks |
| 2. Describe the significance of insurance | <ul style="list-style-type: none"> • Insurance needs • Types of insurance <ul style="list-style-type: none"> ○ WorkSafeBC ○ Business insurance ○ Vehicle insurance |
| 3. Discuss security procedures | <ul style="list-style-type: none"> • Cash control procedures • Merchandise security • Personnel • Building and asset security |
| 4. Identify procedures for a security breached | <ul style="list-style-type: none"> • Corporate policies and procedures • Designated contacts |

Section 4

ASSESSMENT GUIDELINES

Assessment Guidelines – Level 1

Level 1 Grading Sheet: Subject Competency and Weightings

PROGRAM: IN-SCHOOL TRAINING:		PARTS TECHNICIAN LEVEL 1	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
A	OVERVIEW OF WAREHOUSE OPERATIONS	19%	33%
B	COMMUNICATION AND COMPREHENSION SKILLS	14%	33%
C	WAREHOUSE SAFETY SKILLS	23%	34%
D	BASIC MATERIAL HANDLING OPERATIONS AND PROCEDURES	27%	0%
E	MATERIAL HANDLING AND PACKAGING EQUIPMENT	13%	0%
F	INFORMATION TECHNOLOGY IN WAREHOUSING	4%	0%
	Total	100%	100%
In-school theory/practical subject competency weighting		60%	40%
Final in-school percentage score		IN-SCHOOL %	

All apprentices who complete Level 1 of the Parts Technician program with a FINAL in-school mark of 70% or greater will write the Parts Technician 1 Certificate of Qualification Exam for their final assessment.

SkilledTradesBC will enter the apprentice's Parts Technician 1 Certificate of Qualification Exam mark in the SkilledTradesBC Portal. A minimum mark of 70% on the examination is required for a pass.

Assessment Guidelines – Level 2

Level 2 Grading Sheet: Subject Competency and Weightings

PROGRAM: IN-SCHOOL TRAINING:		PARTS TECHNICIAN LEVEL 2	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
G	PARTS IDENTIFICATION	30%	20%
H	STANDARD STOCK RECOGNITION	15%	60%
I	CATALOGUES AND INVENTORY	15%	0%
J	COMMUNICATION AND PROFESSIONALISM	20%	20%
K	SALES REPRESENTATIVES CHARACTERISTICS	20%	0%
	Total	100%	100%
In-school theory/practical subject competency weighting		60%	40%
Final in-school percentage score		IN-SCHOOL %	

All apprentices who complete Level 2 of the Parts Technician program with a FINAL in-school mark of 70% or greater will write the Parts Technician 2 Certificate of Qualification Exam for their final assessment.

SkilledTradesBC will enter the apprentice's Parts Technician 2 Certificate of Qualification Exam mark in the SkilledTradesBC Portal. A minimum mark of 70% on the examination is required for a pass.

Assessment Guidelines – Level 3

Level 3 Grading Sheet: Subject Competency and Weightings

PROGRAM: IN-SCHOOL TRAINING:		PARTS TECHNICIAN LEVEL 3	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
L	INVENTORY CONTROL PROCEDURES	25%	0%
M	MERCHANDISING	30%	80%
N	COMMUNICATION AND CUSTOMER CARE	20%	20%
O	INTRODUCTION TO PARTS BUSINESS MANAGEMENT	13%	0%
P	FINANCIAL MANAGEMENT	12%	0%
	Total	100%	100%
In-school theory/practical subject competency weighting		50%	50%
Final in-school percentage score		IN-SCHOOL %	

All apprentices who complete Level 3 (Final Level) of the Parts Technician program with a FINAL in-school mark of 70% or greater will write the Interprovincial Red Seal examination as their final assessment.

SkilledTradesBC will enter the apprentices Parts Technician Red Seal Interprovincial examination mark in the SkilledTradesBC. A minimum mark of 70% on the examination is required for a pass.

Section 5

TRAINING PROVIDER STANDARDS

Facility Requirements

Classroom Area

- Comfortable seating and tables suitable for training, teaching, and 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

- 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
- Adequate counter-to-student ratio
- Adequate computer-to-student ratio

Lab Requirements

- N/A

Student Facilities

- Adequate lunch room as per WorkSafeBC requirements
- Adequate washroom facilities as per WorkSafeBC requirements

Instructor's Office Space

- Desk and secure filing space
- Computer

Other

- N/A

Tools and Equipment

Training Provider Equipment

Required

- Microfiche reader (for reference only)
- Updated computers
- Various recent industry catalogues
- Audio visual equipment

Recommended

- Static displays
- Various example parts

Shop (Facility) Tools

Standard Tools

- Measuring tools

Specialty Tools

- N/A

Student Equipment (supplied by school)

Required

- N/A

Recommended

- N/A

Student Equipment (supplied by student)

Required

- Memory stick
- Laptop computer

Recommended

- N/A

Reference Materials

Required Reference Materials

- Parts Technician modules (available online through the Queen's Printer <https://www.crownpub.bc.ca/>)
- Parts Technician textbooks as directed by the Training Provider

Recommended Resources

- N/A

Suggested Texts

- By the Numbers: Principles of Automotive Parts Management by Gary Naples (1994)
 - Publisher – Society of Automotive Engineers
 - ISBN - 156091520X, 9781560915201

Instructor Requirements

Occupation Qualification

The instructor must possess:

- Partsperson or Parts Technician BC Certificate of Qualification with an Interprovincial Red Seal Endorsement, or equivalent
- Partsperson or Parts Technician Certificate of Qualification from another Canadian jurisdiction with an Interprovincial Red Seal Endorsement

Work Experience

A minimum of 5 years of experience working in the industry as a journeyperson.

Instructional Experience and Education

Instructors must have, or be registered in, an Instructor's Diploma Program to be completed within a three-year period.

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

- Instructors Certificate (minimum 30 hour course)
- Bachelors or Masters degree in Education

Appendices

Appendix A Acronyms and Abbreviations

TERM	MEANING
A/C	Air conditioning
AHJ	Authority having jurisdiction
AVR	Amperage, voltage, resistance
CASL	Canada's Anti-Spam Legislation
CCDA	Canadian Council of Directors of Apprenticeship
COD	Cash on delivery
DNCL	Do Not Call List
ETA	Estimated time of arrival
EV	Electric vehicles
FGR	Flue gas recirculation
FIFO	First in/first out
FOB	Free on board or freight on board – origin/destination
FOIB	Freedom of Information Bill
FSA	Field service action
GAAP	General accepted accounting principles
HGPS	High gas pressure switch
HMI	Human-machine interface
HRT	Horizontal return tube (boiler)
ICI	Industrial, commercial, and institutional
ID	Inside diameter
IR	Infrared
ISO	International Organization for Standardization
JIT	Just in Time
kW	kilowatts
LAER	Lowest achievable emission rate
LEED	Leadership in Energy and Environmental Design
LGPS	Low gas pressure switch
LIFO	Last in/first out
LON	Local operation network
LP Gas	Liquefied Petroleum Gas
mA	milliamps
MAWP	Maximum allowable working pressure
MCC	Motor control centre
MTFI	Mainflame Trial for Ignition
mV	millivolts
MSDS	Material safety data sheet
MSRP	Manufacturer's suggested retail price
MSW	Municipal solid waste
NAAQS	National Ambient Air Quality Standards
NAPE	National Association of Power Engineers

NBC	National Building Code
NEMA	National Electrical Manufacturers Association
NFPA	National Fire Protection Association
NSPS	New Source Performance Standards
NRR	Noise reduction rating number
OD	Outside diameter
OEM	Original equipment manufacturer
OH&S	Occupational Health and Safety
OS&Y	Outside stem and yoke (valve)
PIES	Product Information Exchange Standard
PLC	Programmable logic controller
PPE	Personal protective equipment
PRV	Pressure reducing valve
PTFI	Pilot trial for ignition
PVC	Programmable logic controller
ROI	Return on Investment
RPM	Revolutions per minute
RTD	Resistance temperature detector
SCR	Selective catalytic reduction
TDG	Transportation of dangerous goods
TXV	Thermostatic expansion valve
UL	Underwriters Laboratories
ULC	Underwriters Laboratories of Canada
UST	Underground storage tank
VFD	Variable frequency drive
VIN	Vehicle Identification Number
VSD	Variable speed drive
WHMIS	Workplace Hazardous Materials Information System

Appendix B

Summary of Achievement Criteria

Achievement Criteria are included for 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 measurable and that they reflect the skills spelled out in the competency. 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.

The following tables summarize the practical assessments for each level. **For details, please refer to the Achievement Criteria following the competency in the Program Content section.**

PARTS TECHNICIAN – LEVEL 1 – SUMMARY OF ACHIEVEMENT CRITERIA	
SUBJECT COMPETENCY	ACHIEVEMENT CRITERIA TASK
A1 Use ethical behaviour in a warehouse environment	The learner will be able to prepare an analysis document on a Mission Statement.
B2 Use basic written communication skills	The learner will be able to construct a response letter to a supplier.
B3 Use various warehouse calculations	The learner will be able to determine perimeter area and volume of various shapes, add, subtract, multiply, and divide fractions, convert between decimals and fractions, and convert between metric and Imperial.
C4 Apply WHMIS	The learner will be able to complete an online WHMIS orientation and quiz.

PARTS TECHNICIAN – LEVEL 2 – SUMMARY OF ACHIEVEMENT CRITERIA	
SUBJECT COMPETENCY	ACHIEVEMENT CRITERIA TASK
G1 Use common measuring tools	The learner will be able to read an Imperial and metric micrometer.
H1 Identify standard stock motive power items	The learner will be able to correctly identify various fasteners and fittings.
J2 Use effective written communication skills	The learner will be able to construct an internal staff memo.

PARTS TECHNICIAN – LEVEL 3 – SUMMARY OF ACHIEVEMENT CRITERIA	
SUBJECT COMPETENCY	ACHIEVEMENT CRITERIA TASK
M2 Plan an efficient parts department	The learner will be able to plan an efficient parts department.
N1 Use effective written communication skills	The learner will be able to construct a professional letter or memo.