

SKILLED**TRADES**^{BC}

PROGRAM OUTLINE

Automotive Refinishing Technician

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AUTOMOTIVE REFINISHING TECHNICIAN PROGRAM OUTLINE

**APPROVED BY INDUSTRY
MAY 2020**

**BASED ON
RSOS 2019**

**Developed by
SkilledTradesBC
Province of British Columbia**

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Section 1

INTRODUCTION

Automotive Refinishing 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 2019 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.

SAFETY ADVISORY

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

Acknowledgements

The Credentialing Model was developed with the support of the Collision, Refinishing and Auto Glass focus group. Members include:

- Troy Campbell, Insurance Corporation of BC
- Darren Cox, Automotive Retailers Association
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- Kevin Walsh, Insurance Corporation of BC
- Tate Westerman, Doc's Autobody

The Program Outline was prepared with the advice and direction of a program review committee. Members include:

- Dave Cross, Vancouver Community College
- Mark Deroche, BC Institute of Technology
- John Euloth, Okanagan College
- Byron Hyashi, College of New Caledonia
- Mike Japuncic, Craftsman Collision
- Kyle Kushnir, Color Compass
- Nick Penner, University of the Fraser Valley
- Oliver Teal, Auto Mind Collision Group
- Bianca Then, Craftsman Collision
- Norman Van der Linden, Don Beck Collision
- Tate Westerman, Doc's Auto Body

SkilledTradesBC would like to acknowledge the dedication and hard work of all representatives appointed to identify the training requirements of the Automotive Refinishing Technician occupation.

How to Use this Document

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

Section	Training Providers	Employers/ Sponsors	Apprentices	Challengers
Program Credentialing Model	Communicate program length and structure, and all pathways to completion	Understand the length and structure of the program	Understand the length and structure of the program, and pathway to completion	Understand challenger pathway to Certificate of Qualification
OAC	Communicate the competencies that industry has defined as representing the scope of the occupation	Understand the competencies that an apprentice is expected to demonstrate in order to achieve certification	View the competencies they will achieve as a result of program completion	Understand the competencies they must demonstrate in order to challenge the program
Training Topics and Suggested Time Allocation	Shows proportionate representation of general areas of competency (GACs) at each program level, the suggested proportion of time spent on each GAC, and percentage of time spent on theory versus practical application	Understand the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application	Understand the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application	Understand the relative weightings of various competencies of the occupation on which assessment is based
Program Content	Defines the objectives, learning tasks, high level content that must be covered for each competency, as well as defining observable, 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

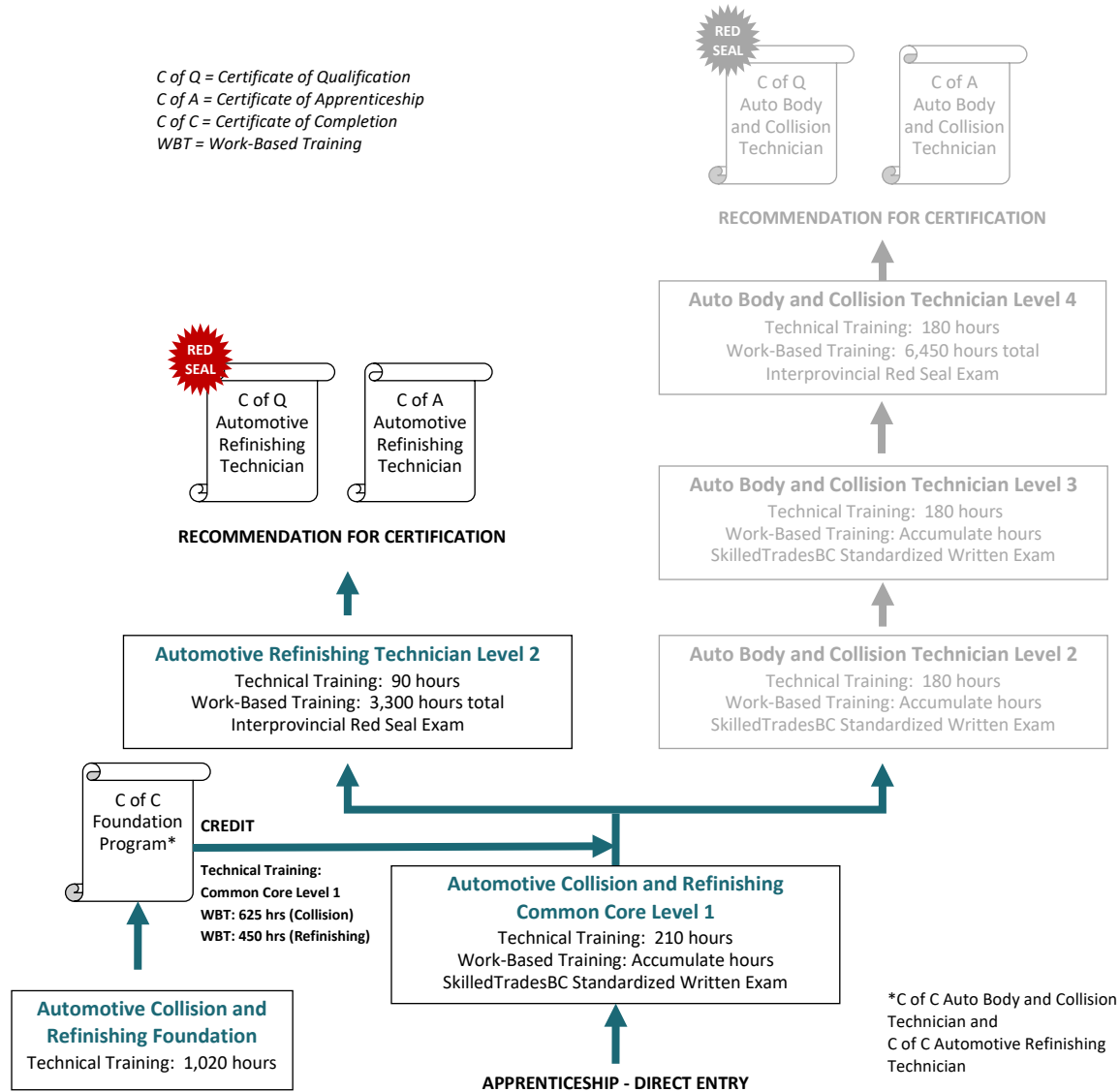
Section	Training Providers	Employers/ Sponsors	Apprentices	Challengers
Training Provider Standards	Defines the facility requirements, tools and equipment, reference materials (if any) and instructor requirements for the program	Identifies the tools and equipment an apprentice is expected to have access 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

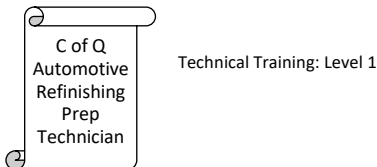
Automotive Refinishing Technician

Program Credentialing Model



CROSS-PROGRAM CREDITS

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



Occupational Analysis Chart

AUTOMOTIVE REFINISHING TECHNICIAN

Occupation Description:

Automotive refinishing technicians work on the surfaces of motor vehicles, primarily in restoring vehicle finishes once body work has been completed. Some of the duties that an automotive refinishing technician completes include: removing layers of old coatings; matching colours and mixing paints; preparing surfaces for painting by spot filling, sanding, and masking; applying primers, primer surfacers, sealers, base coats, single-stage and clear coats; cleaning and polishing painted surfaces; and applying protective coatings.

Many automotive refinishing technicians work in close contact with auto body and collision technicians who tend to work in multi-shop companies, independent or dealership auto body and collision shops. Automotive refinishing duties may overlap with auto body and collision technicians' duties, particularly in small shops. In larger places of employment, automotive refinishing technicians likely work as specialists, after body repairs have been completed. They may also work with estimators, partspersons, detailers, preppers, glass installers and production managers. While they may work as part of the repair team, automotive refinishing technicians tend to work independently. They may work in the automotive, truck and transport, commercial transport, heavy equipment, motorcycle, specialty vehicle, aviation and aerospace sectors.

CC1 = Automotive Collision and Refinishing Common Core Level 1

PERFORM SAFETY-RELATED FUNCTIONS A	Maintain safe work environment A1	Use personal protective equipment (PPE) and safety equipment A2													
	CC1	CC1													
USE TOOLS AND EQUIPMENT B	Maintain hand and power tools B1	Use lifting equipment B2	Maintain spray booth B3	Maintain spray equipment B4	Maintain mixing equipment B5	Maintain shop equipment B6									
	CC1	CC1	CC1	CC1 2	CC1 2	CC1	CC1								
							Use curing and drying equipment B7								
							CC1 2								

Program Overview

USE WELDING EQUIPMENT C	Use cutting and heating equipment C1	Use welding equipment C2	Maintain welding equipment C3				
	CC1						
ORGANIZE WORK AND USE DOCUMENTATION D	Organize parts, materials and work area D1	Use documentation D2	Perform inspections D3	Organize production schedule D4	Prepare repair plan D5	Prepare estimates and supplements D6	
	CC1						
USE COMMUNICATION AND MENTORING TECHNIQUES E	Use communication techniques E1	Use mentoring techniques E2					
	CC1						
REMOVE AND INSTALL VEHICLE COMPONENTS F	Identify vehicle components F1	Remove trim and hardware F2	Install trim and hardware F3				
	CC1						
PREPARE SURFACE G	Perform initial preparation G1	Mask surface G2	Strip surface G3	Sand surface G4			
	CC1						
USE REPAIR MATERIALS AND EQUIPMENT H	Mix repair materials H1	Prepare spray booth H2	Perform spray gun set up H3	Apply repair materials H4			
	CC1						

Program Overview

APPLY REFINISHING MATERIALS I	Mix refinishing materials I1	Apply primer sealers I2	Apply single-stage paint I3	Apply base coat/clear coat I4	Troubleshoot refinish problems I5	Perform colour adjustment I6
	CC1 2	CC1 2	CC1 2	CC1 2	2	2
PERFORM POST-REFINISHING FUNCTIONS J	Remove masking materials J1	Correct surface imperfections J2	Perform final check J3			
	2	2	2			
REMOVE, REPAIR AND INSTALL METAL PANELS AND COMPONENTS K	Identify fundamentals of vehicle construction, metal and damage K1	Prepare metal panels and components for repair K2	Remove metal panels and components K3	Repair metal panels and components K4	Install metal panels and components K5	
	CC1	CC1	CC1	CC1	CC1	
REMOVE, REPAIR AND INSTALL PLASTIC AND COMPOSITE PANELS AND COMPONENTS L	Identify fundamentals of plastics and composite panels and components L1	Prepare plastic and composite panels and components for repair L2	Remove plastic and composite panels and components L3	Repair plastic and composite panels and components L4	Install plastic and composite panels and components L5	
	CC1	CC1	CC1	CC1	CC1	
DETAIL EXTERIOR M	Remove minor imperfections M1	Clean exterior and interior of vehicle M2				
	CC1	CC1				

Training Topics and Suggested Time Allocation

AUTOMOTIVE COLLISION AND REFINISHING – COMMON CORE LEVEL 1

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line A	PERFORM SAFETY-RELATED FUNCTIONS	5%	100%	0%	100%
A1	Maintain safe work environment		✓		
A2	Use personal protective equipment (PPE) and safety equipment		✓		
Line B	USE TOOLS AND EQUIPMENT	8%	70%	30%	100%
B1	Maintain hand and power tools		✓		
B2	Use lifting equipment		✓	✓	
B3	Maintain spray booth		✓		
B4	Maintain spray equipment		✓	✓	
B5	Maintain mixing equipment		✓	✓	
B6	Maintain shop equipment		✓		
B7	Use curing and drying equipment		✓	✓	
Line C	USE WELDING EQUIPMENT	14%	50%	50%	100%
C1	Use cutting and heating equipment		✓	✓	
C2	Use welding equipment		✓	✓	
C3	Maintain welding equipment		✓		
Line D	ORGANIZE WORK AND USE DOCUMENTATION	3%	80%	20%	100%
D1	Organize parts, materials and work area		✓	✓	
D2	Use documentation		✓	✓	
D3	Perform inspections		✓	✓	
D4	Organize production schedule		✓		
Line E	USE COMMUNICATION AND MENTORING TECHNIQUES	3%	90%	10%	100%
E1	Use communication techniques		✓	✓	
Line F	REMOVE AND INSTALL VEHICLE COMPONENTS	13%	30%	70%	100%
F1	Identify vehicle components		✓		
F2	Remove trim and hardware		✓	✓	
F3	Install trim and hardware		✓	✓	
Line G	PREPARE SURFACE	18%	30%	70%	100%
G1	Perform initial preparation		✓	✓	
G2	Mask surface		✓	✓	
G3	Strip surface		✓		
G4	Sand surface		✓	✓	
Line H	USE REPAIR MATERIALS AND EQUIPMENT	5%	20%	80%	100%
H1	Mix repair materials		✓	✓	
H2	Prepare spray booth		✓	✓	
H3	Perform spray gun set up		✓	✓	
H4	Apply repair materials		✓	✓	

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line I	APPLY REFINISHING MATERIALS	5%	60%	40%	100%
I1	Mix refinishing materials		✓	✓	
I2	Apply primer sealers		✓	✓	
I3	Apply single-stage paint		✓	✓	
I4	Apply base coat/clear coat		✓	✓	
Line K	REMOVE, REPAIR AND INSTALL METAL PANELS AND COMPONENTS	15%	60%	40%	100%
K1	Identify fundamentals of vehicle construction, metal and damage		✓		
K2	Prepare metal panels and components for repair		✓	✓	
K3	Remove metal panels and components		✓	✓	
K4	Repair metal panels and components		✓	✓	
K5	Install metal panels and components		✓	✓	
Line L	REMOVE, REPAIR AND INSTALL PLASTIC AND COMPOSITE PANELS AND COMPONENTS	7%	30%	70%	100%
L1	Identify fundamentals of plastics and composite panels and components		✓		
L2	Prepare plastic and composite panels and components for repair		✓	✓	
L3	Remove plastic and composite panels and components		✓		
L4	Repair plastic and composite panels and components		✓	✓	
L5	Install plastic and composite panels and components		✓		
Line M	DETAIL EXTERIOR	4%	50%	50%	100%
M1	Remove minor imperfections		✓	✓	
M2	Clean exterior and interior of vehicle		✓		
Total Percentage for Automotive Collision and Refinishing Common Core Level 1		100%			

Training Topics and Suggested Time Allocation

AUTOMOTIVE REFINISHING TECHNICIAN – LEVEL 2

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line B	USE TOOLS AND EQUIPMENT	7%	80%	20%	100%
B4	Maintain spray equipment		✓		
B5	Maintain mixing equipment		✓	✓	
B7	Use curing and drying equipment		✓		
Line D	ORGANIZE WORK AND USE DOCUMENTATION	14%	50%	50%	100%
D2	Use documentation		✓	✓	
D3	Perform inspections		✓	✓	
D4	Organize production schedule		✓		
D5	Prepare repair plan		✓	✓	
D6	Prepare estimates and supplements		✓	✓	
Line E	USE COMMUNICATION AND MENTORING TECHNIQUES	7%	100%	0%	100%
E2	Use mentoring techniques		✓		
Line G	PREPARE SURFACE	6%	40%	60%	100%
G2	Mask surface		✓	✓	
Line H	USE REPAIR MATERIALS AND EQUIPMENT	4%	20%	80%	100%
H2	Prepare spray booth		✓	✓	
H3	Perform spray gun set up		✓	✓	
Line I	APPLY REFINISHING MATERIALS	50%	50%	50%	100%
I1	Mix refinishing materials		✓	✓	
I2	Apply primer sealers		✓	✓	
I3	Apply single-stage paint		✓	✓	
I4	Apply base coat/clear coat		✓	✓	
I5	Troubleshoot refinish problems		✓	✓	
I6	Perform colour adjustment		✓	✓	
Line J	PERFORM POST-REFINISHING FUNCTIONS	12%	30%	70%	100%
J1	Remove masking materials		✓	✓	
J2	Correct surface imperfections		✓	✓	
J3	Perform final check		✓	✓	
Total Percentage for Automotive Refinishing Technician Level 2		100%			

Section 3

PROGRAM CONTENT

Automotive Refinishing Technician

Common Core Level 1

Automotive Collision and Refinishing

Line (GAC): A PERFORM SAFETY-RELATED FUNCTIONS

Competency: A1 Maintain safe work environment

Objectives

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

- Maintain safe work environment.

LEARNING TASKS

1. Describe WorkSafeBC and Occupational Health and Safety (OHS) regulations

2. Describe safe work practices

3. Describe fire safety procedures

CONTENT

- Rights and responsibilities
 - Right to refuse work
 - Reporting accidents
 - Investigations
- Substance use
- Volatile Organic Compounds (VOC)
- Spills
- Eye wash facilities

- Job hazard analysis (JHA)
- Location of safety equipment and exits
- Safe vehicle operation
 - Speed limit
 - Moving vehicles around shop
- Vehicle hazards
 - Alternative fuels
 - Electrical components
 - Battery disconnect
 - Jump start a vehicle
 - Surge protection
 - Supplemental Restraint Systems (SRS)
 - Heating, Ventilation and Air Conditioning (HVAC)
- Clean and organized work area
- Lockout procedures
- Flammable, explosion, and electrical hazards
- Using compressed air
- Ventilation systems

- Component and causes of fire
 - Fuel
 - Heat

LEARNING TASKS

CONTENT

- | | |
|--|--|
| <p>4. Use Workplace Hazardous Materials Information System (WHMIS)</p> | <ul style="list-style-type: none"> ○ Oxygen ● Flammability <ul style="list-style-type: none"> ○ Flash points ● Types of fires <ul style="list-style-type: none"> ○ Class A, B, C and D fires ● Fire extinguishers ● Fire prevention equipment <ul style="list-style-type: none"> ○ Emergency fire blanket ● Precautions when working with flammable substances ● Storage of flammable materials <ul style="list-style-type: none"> ○ Gasoline ○ Solvents
 ● WHMIS <ul style="list-style-type: none"> ○ Right to know ○ Worker education ○ Product identification ● Roles and responsibilities <ul style="list-style-type: none"> ○ Employers ○ Suppliers ○ Workers ● Labelling <ul style="list-style-type: none"> ○ Symbols ● Safety Data Sheets (SDS) <ul style="list-style-type: none"> ○ Hazards ○ Handling ○ Ingredients ● Storage ● Disposal |
|--|--|

Line (GAC): **A PERFORM SAFETY-RELATED FUNCTIONS**
Competency: **A2 Use personal protective equipment (PPE) and safety equipment**

Objectives

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

- Use PPE.
- Describe safety equipment.

LEARNING TASKS

1. Use PPE

CONTENT

- Canadian Standards Association (CSA) approved
- Eye protection
 - Goggles
 - Glasses
 - Face shields
- Respiratory protection
 - Particulate mask
 - Air-supplied/breathable air
 - Cartridge
 - Fit test
- Skin protection
 - Gloves
 - Insulated
 - Nitrile
 - Leather
 - Coveralls
 - Barrier creams
- Foot/knee protection
- Hearing protection
- Selection
- Storage
- Maintenance

- Fire suppression systems
 - Extinguishers
 - Sprinklers
- Ventilation systems
- Eye wash stations
- Spill kits
- First aid kits

2. Describe safety equipment

Line (GAC): **B USE TOOLS AND EQUIPMENT**
Competency: **B1 Maintain hand and power tools**

Objectives

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

- Describe the use of hand tools for collision and refinishing.
- Describe the use of power tools for collision and refinishing.

LEARNING TASKS

CONTENT

- | | |
|--|---|
| <p>1. Describe hand tools for collision and refinishing</p> | <ul style="list-style-type: none"> • Basic hand tools <ul style="list-style-type: none"> ○ Screwdrivers ○ Sockets ○ Wrenches ○ Pliers ○ Cutting tools ○ Scraping tools • Bumping and straightening tools <ul style="list-style-type: none"> ○ Hammers ○ Dollies ○ Spoons ○ Picks/pry bars • Material application tools • Removal and installation tools <ul style="list-style-type: none"> ○ Trim tools • Sanding blocks • Measuring equipment <ul style="list-style-type: none"> ○ Tape measure ○ Tram gauge ○ Metric/imperial |
| <p>2. Describe the use of hand tools</p> | <ul style="list-style-type: none"> • Hazards/safety <ul style="list-style-type: none"> ○ Recognizing worn, broken and defective hand tools • Limitations • Torque specifications • Maintainance • Storage |
| <p>3. Describe power tools for refinishing and collision</p> | <ul style="list-style-type: none"> • Power source <ul style="list-style-type: none"> ○ Electric/cordless ○ Pneumatic ○ Hydraulic |

LEARNING TASKS

CONTENT

- 4. Describe the use of power tools
 - Function/type
 - Blow guns
 - Heat guns
 - Polishers
 - Sanders
 - Grinders
 - Ratchets
 - Eraser wheels
 - Impact guns
 - Cutting tools
 - Body jack
 - Riveters
 - Sealing guns
 - Static mixer
 - Hazards/safety
 - Frayed cords
 - Cracked casings
 - Leaking lines
 - Work environment
 - Operating procedures
 - Limitations
 - Maintenance
 - Sharpening/dressing
 - Storage

Line (GAC): B USE TOOLS AND EQUIPMENT

Competency: B2 Use lifting equipment

Objectives

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

- Use lifting equipment.

LEARNING TASKS

1. Describe lifting equipment

2. Use lifting equipment

CONTENT

- Types of equipment
 - Floor jacks/bottle jacks
 - Safety stands
 - Hoists
 - Air jacks
 - Frame bench/racks
 - Wheel dollies
- Inspections
- Limitations
- Applications (apps)
- Placement
 - Lifting locations and points
- Maintenance
- Storage
- Lifting and jacking
- Raising and lowering
- Wheel removal and installation (R & I)
- Vehicle operation

Achievement Criteria

Performance The learner will perform vehicle lifting.

Conditions The learner will be given

- Vehicle
- Lifting equipment
- Supporting equipment
- Specifications

Criteria The learner will be evaluated on

- Safety
- Equipment selection
- Accuracy of lift points
- Lift and lowering techniques

Line (GAC): B USE TOOLS AND EQUIPMENT

Competency: B3 Maintain spray booth

Objectives

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

- Describe operation and maintenance of spray booths.

LEARNING TASKS

1. Describe spray booth types

2. Describe spray booth components

3. Describe the operation and maintenance of spray booths.

CONTENT

- Downdrafts
- Crossdrafts (crossflows)
- Semi-downdrafts
- Prep stations
- Side loading

- Intake
 - Air makeup
- Exhaust
- Manometers and magnehelics
- Filtration
 - Pre-intake
 - Intake
 - Exhaust
 - Air transformers
- Air blowers
- Lighting
- Seals and gaskets
- Belts
- Hoses and fittings
- Glass
- Curtains
- Controls

- Schedules
- Inspection
- Cleaning
- Replacement
 - Filters
 - Lights
 - Seals
 - Booth coating

Line (GAC): **B USE TOOLS AND EQUIPMENT**
Competency: **B4 Maintain spray equipment**

Objectives

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

- Maintain spray equipment.

LEARNING TASKS

1. Describe spray equipment

CONTENT

- Spray gun types
 - Gravity feed
 - Pressure feed
 - Siphon feed
 - Electrostatic
- Spray gun components
 - Body
 - Trigger
 - Regulators
 - Air cap
 - Seals and packings
 - Spreader adjustment
 - Fluid adjustment
 - Fluid nozzle
 - Fluid needle
 - Cup
- Nitrogen generators
- Anti-static guns

2. Maintain spray equipment

- Inspection
- Cleaning
- Lubrication
- Disassembly and reassembly
 - Specialty wrenches
- Storage

Achievement Criteria

Performance The learner will perform spray equipment maintenance and test spray.

Conditions The learner will be given

- Spray equipment
- Task guideline
- Necessary materials

Criteria The learner will be evaluated on

- Safety
- Tool use
- Environmental practices
- Assembly and disassembly
- Spray equipment cleanliness and performance

Line (GAC): **B USE TOOLS AND EQUIPMENT**
Competency: **B5 Maintain mixing equipment**

Objectives

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

- Use paint manufacturers’ equipment.

LEARNING TASKS

CONTENT

1. Describe paint manufacturers’ equipment

- Computers and software
- Scales
- Agitating machines
- Mixing sticks
- Cups
- Shakers
- Spectrophotometers
- Colour corrective light
- Colour chips/variant deck

2. Use paint manufacturers’ equipment

- Navigating software
- Updating software
- Mixing product
- Equipment maintenance

Line (GAC): **B USE TOOLS AND EQUIPMENT**
Competency: **B6 Maintain shop equipment**

Objectives

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

- Describe shop equipment for collision and refinishing.
- Describe the maintenance of shop equipment for collision and refinishing.

LEARNING TASKS

1. Describe shop equipment for collision and refinishing

CONTENT

- Stud welder
- Dent puller
- Welding equipment
 - Resistance spot welders
 - Plastic welders
 - Gas Metal Arc Welding (GMAW)
 - Surge protectors
- Battery chargers and boosters
- Hydraulic body jack
- Stands
- Scan tools
- Pulling equipment
- Paintless
- Hydraulic
 - Jacks
 - Lifts
- Air dryer
 - Refridgerant
 - Dessicant
- Gun washers
- Track systems
- Drying equipment
 - Infra-red lamps
 - Ultraviolet (UV) lamps
- Extractors
- Masking machines
- Paper compactors

- Types
 - Diaphragm
 - Piston
 - Rotary

2. Describe air compressors

LEARNING TASKS

3. Describe the maintenance of shop equipment for collision and refinishing

CONTENT

- Properties
 - Air pressure
 - Volume
 - Displacement
 - Pressure loss

- Lubrication
- Cleaning
- Consumables replacement
- Unsafe tools
- Storage

Line (GAC): **B** **USE TOOLS AND EQUIPMENT**
Competency: **B7** **Use curing and drying equipment**

Objectives

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

- Operate curing and drying equipment.

LEARNING TASKS

1. Describe curing and drying equipment

CONTENT

- Types
 - Infra-red
 - UV
 - Forced air/make up air
 - Venturi

- Thermometers

2. Describe the operation of curing and drying equipment

- Paint manufacturers' specifications
- Vehicle protection
- Distance
- Time
- Temperature
 - Surface
 - Metal
 - Cool down

Line (GAC): C USE WELDING EQUIPMENT
Competency: C1 Use cutting and heating equipment

Objectives

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

- Use cutting and heating equipment.

LEARNING TASKS

1. Describe oxyacetylene

CONTENT

- Safety
 - PPE
 - Leak test (soap and water)
 - Drop hazards
 - Surroundings
 - Flint strikers
 - Shields
 - Cool-down time
 - Fire suppression
 - Hazardous substrates
 - Ventilation
 - Flashback
 - Heating on concrete
- Gas characteristics
 - Oxygen
 - Acetylene
- Purposes
 - Cutting
 - Heating
 - Shrinking

LEARNING TASKS

2. Describe oxyacetylene components

CONTENT

- Cylinders
 - Oxygen
 - One-piece cylinder
 - Safety devices
 - High pressure
 - Acetylene
 - Two-piece cylinder
 - Safety devices
 - Low pressure
 - Filler material (acetone)
- Regulators
 - Single stage
 - Two stage
 - Pressure adjustments
 - Cleanliness
- Hoses
 - Colours
 - Maintenance
 - Fittings
 - Grooved (acetylene)
 - Smooth (oxygen)
- Torches
 - Valves
 - Tips
 - Welding
 - Cutting
 - Heating
- Flashback arresters

3. Perform oxyacetylene procedures

- Cracking cylinders
- Attaching regulators
- Hoses, fittings and arresters
- Regulator diaphragm care
- Leak checks
- Relationship between
 - Tip size and material thickness
 - Tip size and gas pressure
- Lighting procedures
- Flames

LEARNING TASKS

CONTENT

4. Describe plasma arc cutting

- Carburizing
- Neutral
- Oxidizing
- Shutdown procedures
- Heating procedures
 - Controlling expansion
 - Shrinking
- Cutting procedures
- Storage of oxyacetylene equipment

- Operating procedures
 - Equipment set up
 - Gun angle and speed
 - Penetration
- Compressed air and tips
- Material identification
- Maintenance
- Storage
- Potential hazards
- Cutting area
- Limitations
- Gouging feature

Achievement Criteria

Performance	The learner will perform oxyacetylene set up, cutting, heating and shut down.
Conditions	The learner will be given <ul style="list-style-type: none"> • Oxyacetylene equipment • Steel
Criteria	The learner will be evaluated on <ul style="list-style-type: none"> • Safety • Procedure • Technique • Accuracy

Line (GAC): C **USE WELDING EQUIPMENT**
Competency: C2 **Use welding equipment**

Objectives

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

- Perform welds on 22-gauge steel in flat position, including:
 - Butt weld **without** backing
 - Lap weld
 - Plug weld

LEARNING TASKS

CONTENT

- | | |
|---|--|
| 1. Identify the components of a GMAW Metal Inert Gas (MIG) welder | <ul style="list-style-type: none"> • Power supply <ul style="list-style-type: none"> ○ 110 volts ○ 220 volts ○ Cooling fan ○ Duty cycle • Parts • Wire sizes • Shielding gas |
| 2. Describe GMAW/MIG transfer methods | <ul style="list-style-type: none"> • Methods <ul style="list-style-type: none"> ○ Short arc ○ Spray arc ○ Stitch spray arc • Purpose • Uses • Voltage • Current • Ground/work clamp |
| 3. Describe the safety precautions involved with GMAW/MIG welding | <ul style="list-style-type: none"> • PPE • Personal limitations <ul style="list-style-type: none"> ○ Pacemakers ○ Epilepsy • Ventilation • Grounded Alternating Current (AC) connections • Flash shield placement • Flammable fluids and coatings • Vehicle safety <ul style="list-style-type: none"> ○ Battery disconnect ○ Proximity to electronic components |

LEARNING TASKS

CONTENT

- | | |
|---|---|
| <p>4. Describe the set-up procedures for GMAW/MIG welding</p> | <ul style="list-style-type: none"> • Cool down time • Manufacturer suggested settings <ul style="list-style-type: none"> ○ Chart • Drive roller pressure • Wire speed (current) • Wire stick out • Voltage (heat) selection • Shielding gas flow rate • Grounding methods <ul style="list-style-type: none"> ○ Direct Current (DC) reverse polarity ○ DC straight polarity • Troubleshooting weld defects |
| <p>5. Perform a butt weld without backing</p> | <ul style="list-style-type: none"> • Gun angle and speed • Penetration • Build-up • Consistent bead width |
| <p>6. Perform a lap weld</p> | <ul style="list-style-type: none"> • Gun angle and speed • Penetration • Build-up • Consistent bead width |
| <p>7. Perform various size plug welds</p> | <ul style="list-style-type: none"> • Gun angle and speed • Penetration • Build-up • Complete closure of plug hole |

Achievement Criteria

- | | |
|--------------------|---|
| <p>Performance</p> | <p>The learner will perform welds on 22-gauge steel in flat position, including</p> <ul style="list-style-type: none"> • Butt weld without backing • Lap weld • Plug weld |
| <p>Conditions</p> | <p>The learner will be given</p> <ul style="list-style-type: none"> • Welding equipment • Sheet metal |
| <p>Criteria</p> | <p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Safety |

- Procedure
- Technique
- Destructive testing

Line (GAC): C **USE WELDING EQUIPMENT**
Competency: C3 **Maintain welding equipment**

Objectives

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

- Describe the maintenance of welding equipment.

LEARNING TASKS

1. Describe the maintenance of welding equipment

CONTENT

- Checking and replacing parts
 - Wire spool
 - Liner
 - Trigger connections
 - Main hose assembly
 - Gas diffuser
 - Contact tip
 - Nozzle
 - Ground (work) clamp
 - Cables
 - Drive rollers
- Securing cylinders
- Leak tests
- Cleaning interior
- Welding carts
- Storage

Line (GAC): D **ORGANIZE WORK AND USE DOCUMENTATION**
Competency: D1 **Organize parts, materials and work area**

Objectives

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

- Organize parts, materials and work area under close supervision.

LEARNING TASKS

1. Organize parts, materials and work area with close supervision

CONTENT

- Repair planning
- Parts and equipment management
 - Storage location
 - Labelling
 - Tool and material requirements
 - Notifying supervisor of missing or damaged parts
- Time management
 - Work flow
 - Timing of repair steps
 - Avoidance of repetitive repair steps
- Work area preparation
 - Tool selection and layout
 - Housekeeping

Line (GAC): D ORGANIZE WORK AND USE DOCUMENTATION

Competency: D2 Use documentation

Objectives

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

- Interpret specifications and procedures.
- Use paint manufacturers' software.

LEARNING TASKS

CONTENT

- | | |
|--|--|
| <p>1. Interpret trade terminology</p> | <ul style="list-style-type: none"> • Removal and Repair (R & R) • R & I • Refinish • Edge/inner • Multi-stage • Overhaul (O/H) • Judgement Time (JT) • Old damage (OD) |
| <p>2. Locate and interpret vehicle information</p> | <ul style="list-style-type: none"> • Paint code • Manufacturer • Model • Year • Vehicle Identification Number (VIN) |
| <p>3. Use specifications and procedures</p> | <ul style="list-style-type: none"> • Original Equipment Manufacturer (OEM) • Non-OEM • Access <ul style="list-style-type: none"> ○ Online ○ Hard copy ○ Manuals ○ Bulletins • Interpretation <ul style="list-style-type: none"> ○ Paint formulas ○ Product information ○ Procedure • Application |
| <p>4. Identify environmental regulations</p> | <ul style="list-style-type: none"> • Jurisdictional Regulations <ul style="list-style-type: none"> ○ National ○ Provincial |

LEARNING TASKS

CONTENT

- | | | |
|----|--|--|
| 5. | Describe compliance documentation | <ul style="list-style-type: none"> ○ Municipal <ul style="list-style-type: none"> • Hazardous waste disposal • VOC • Spills |
| 6. | Interpret repair documentation | <ul style="list-style-type: none"> • Spill kit usage • Hazardous materials log • Booth filter replacement log • Service records |
| 7. | Describe the insurance claim process in BC | <ul style="list-style-type: none"> • Damage report • Work order • Estimate |
| 8. | Use paint manufacturers' software | <ul style="list-style-type: none"> • Accreditation • Public insurance • Private insurance |
| | | <ul style="list-style-type: none"> • Software <ul style="list-style-type: none"> ○ Apps ○ Technical data sheets (TDS) ○ SDS ○ Mixing ratios ○ Tracking <ul style="list-style-type: none"> ▪ Product inventory ▪ Product usage ▪ VOC ▪ Cost |

Line (GAC): **D ORGANIZE WORK AND USE DOCUMENTATION**
Competency: **D3 Perform inspections**

Objectives

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

- Perform inspections of coatings.
- Perform inspections of body repairs.

LEARNING TASKS

1. Perform visual inspection of coatings

2. Perform surface evaluation tests

3. Inspect body repairs

CONTENT

- Damage identification
 - Environmental
 - Acid rain
 - Tree sap
 - Industrial fall out
 - UV damage
 - Stone chips
 - Corrosion
 - Brake dust
 - Scratches and dents
- Surface conditions
 - Colour mismatch
 - Checking
 - Adhesion
- Confirmation of work order

- Solvent
- Tape
- Mil thickness

- Sand scratches
- Featheredge
- Pinholes
- Panel alignment
- Body lines
- Contour
- Missed damage
- Pre-existing damage

Line (GAC): **D ORGANIZE WORK AND USE DOCUMENTATION**
Competency: **D4 Organize production schedule**

Objectives

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

- Describe repair process and timelines.
- Communicate with technicians.

LEARNING TASKS

CONTENT

- | | |
|--|--|
| <p>1. Describe repair process</p> | <ul style="list-style-type: none"> • Shop layout • Job duties • Workflow <ul style="list-style-type: none"> ○ Inspection ○ Estimate ○ Order parts ○ Pre and post-scan ○ Body repair ○ Prep ○ Refinish <ul style="list-style-type: none"> ▪ Blend areas ▪ Cut-off point ▪ Colour match ○ Reassembly ○ Detail ○ Final inspection |
| <p>2. Describe process timelines</p> | <ul style="list-style-type: none"> • Cycle time • Dry/cure time • Flash time |
| <p>3. Communicate with technicians</p> | <ul style="list-style-type: none"> • Impacts on production schedule • Impacts on costs • Problem solving |

Line (GAC): E **USE COMMUNICATION AND MENTORING TECHNIQUES**
Competency: E1 **Use communication techniques**

Objectives

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

- Use communication techniques.

LEARNING TASKS

CONTENT

- | | |
|--|--|
| <p>1. Describe shop roles and responsibilities</p> | <ul style="list-style-type: none"> • Technicians • Estimators • Detailer • Parts person • Administration • Management |
| <p>2. Describe business relations</p> | <ul style="list-style-type: none"> • Employer/employee relations • Staff morale • Customer service • Relationship with the insurance industry • Professionalism • Clear communication • Conflict resolution |
| <p>3. Use active listening</p> | <ul style="list-style-type: none"> • Paying attention <ul style="list-style-type: none"> ○ Eye contact ○ Acknowledge speaker ○ Mindful listening ○ Don't interrupt • Non-confrontational • Reflecting • Responding <ul style="list-style-type: none"> ○ Verbally ○ Non-verbally ○ Appropriately |

Line (GAC): F REMOVE AND INSTALL VEHICLE COMPONENTS
Competency: F1 Identify vehicle components

Objectives

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

- Identify vehicle components.

LEARNING TASKS

1. Describe interior vehicle components

CONTENT

- Components
 - Seats
 - Steering wheel
 - Dash
 - Console
 - Headliner
 - Door panels
 - Carpet
 - Switches
 - Trim
 - Spare tire
 - Accessories
 - Air bags
- Removal
 - Tool selection
- Installation
 - Tool selection

2. Describe automotive glass

- Movable
- Stationary
- Types
 - Tempered
 - Laminated
- Characteristics
 - Safety
 - Clear
 - Tinted
 - Shaded
 - Heated
 - Electronics
- Regulators
- Application
- NAGS (National Auto Glass Specifications)

LEARNING TASKS

CONTENT

3. Describe exterior components

- Mountings
 - Mechanical
 - Gasket
 - Adhesive

- Mouldings
 - Belt
 - Side
 - Rocker
- Roof racks
- Door handles
- Mirrors
- Wipers
- Bumpers
 - Cover
 - Reinforcement bar
 - Filler panels
 - Impact absorbers
 - Sensors
 - Camera
 - Brackets or braces
- Lights
- Antennas
- Cameras
- Cladding
- Emblems
- Name plates
- Badges
- After market

4. Describe decals and striping

- Decals
 - OEM
 - Aftermarket
 - Vinyl
 - Clear/mylar (OEM stone guard)
 - Applique (black-out tape)
 - Pressure sensitive
 - Reactive (adhesive)
- Striping
 - Accent stripes
- Wrapping
 - Full body graphic
 - Paint protection film

Line (GAC): F REMOVE AND INSTALL VEHICLE COMPONENTS
Competency: F2 Remove trim and hardware

Objectives

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

- Remove trim and hardware.
- Remove decals and striping.

LEARNING TASKS

1. Describe fasteners

CONTENT

- Types
 - Bolts
 - Nuts
 - Washers/insulators
 - Clips
 - Rivets
 - Moulding clips
 - Adhesives
 - Screws
- One-time use
- Functions
- Costs

- Reference resources
- Repair planning
- Vehicle protection
- Identification of electronic components
- Fastener identification
 - One-time use
 - Torque
- Tool selection
- Organization and storage of removed parts
- Identification of fasteners needing replacement

- Eraser wheel
- Heat gun
- Plastic razor blade
- Release solvent

2. Remove trim and hardware

3. Remove decals and striping

Line (GAC): F REMOVE AND INSTALL VEHICLE COMPONENTS
Competency: F3 Install trim and hardware

Objectives

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

- Install trim and accessories.
- Apply decals and striping.

LEARNING TASKS

CONTENT

- | | |
|-------------------------------------|---|
| 1. Describe installation procedures | <ul style="list-style-type: none"> • Fastener identification • Replacement procedures <ul style="list-style-type: none"> ○ Torque specifications • Replacement of retainers • Final operation/fit and finish |
| 2. Re-install reusable trim | <ul style="list-style-type: none"> • Mouldings • Name plates • Emblems • After-market trim and components |
| 3. Install trim and accessories | <ul style="list-style-type: none"> • Prep • Tools • Fasteners • Adhesives • Double-sided tape • Sequence to install • Prepare trim and accessories for installation • Fresh paint considerations • Protect surfaces |
| 4. Apply decals and striping | <ul style="list-style-type: none"> • Clean surface • Cured surface • Decal location • Backer removal • Surface temperature • Manufacturers' specifications • Remove air bubbles • Wet set • Dry set • Equipment and materials |

LEARNING TASKS

CONTENT

- Plastic razor blade/spreader
- Detergent
- Alcohol
- Water
- Tape
- Squeegee
- Knife
- Heat gun
- Application techniques
 - Sequence
 - Hinge method
- Wrapping (sublet)

Achievement Criteria (FOR ALL OF LINE F)

- | | |
|-------------|--|
| Performance | The learner will remove and install vehicle components, such as: <ul style="list-style-type: none"> • Door handle • Side moulding • Side mirror |
| Conditions | The learner will be given <ul style="list-style-type: none"> • Reference resources • Vehicle • Trim and accessories • Tools |
| Criteria | The learner will be evaluated on <ul style="list-style-type: none"> • Safety • Method of removal • Method of installation • Fit and finish |

Line (GAC): **G PREPARE SURFACE**
Competency: **G1 Perform initial preparation**

Objectives

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

- Clean surface.
- Identify substrate condition.

LEARNING TASKS

1. Clean surface

2. Describe substrates

CONTENT

- Water-borne contaminants
 - Dirt
 - Tree sap
 - Bugs
 - Blood
 - Salt
- Solvent-borne contaminants
 - Road tar
 - Oil
 - Paint sealants
 - Wax
 - Silicone
- Cleaning products
 - Chemical compatibility
 - Soap and water
 - Wax and grease remover
 - Solvents
 - Fall out removers
- Procedures
 - Compressed air
 - Chamois
 - Two towel system
- Raw substrate
 - Steel
 - Aluminum
 - Plastics
- Topcoat
 - Thermoset
 - Thermoplastic
 - Single stage
 - Base clear
 - Multi-stage

LEARNING TASKS

3. Identify substrate condition.

CONTENT

- Paint issues
 - Cracking
 - Rust
 - Checking
 - Excessive mil thickness
 - Poor adhesion
 - Checking
 - Bridging
 - Runs and sags
 - Orange peel
- Environmental damage

Line (GAC): G **PREPARE SURFACE****Competency:** G2 **Mask surface****Objectives**

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

- Use masking techniques for primer.

LEARNING TASKS

1. Describe masking materials

CONTENT

- Tapes
 - Vinyl
 - Masking tape (crepe paper)
 - Soft edge (foam)
 - Hard edge
 - Size
- Paper
 - Coated
 - Non-coated
 - Size
- Plastics
 - Corona
 - Non-corona
- Lifting cord
- Liquid mask

2. Describe masking equipment

- Masking machine
- Paper dispenser
- Hand masker
- Razor blade

3. Describe masking techniques for primer

- Fine line
- Two-tone
- Edge
- Reverse mask
- Inners
- Back mask
- Aperture
- Flush mount
- Perimeter masking

4. Describe masking deficiencies and corrective procedures

- Faults
 - Under mask

LEARNING TASKS

CONTENT

5. Remove masking for primer

- Over mask
- Over spray
- Bleed through
- Bridging and peeling
- Corrective procedures
 - Re-do
 - Solvent cleaning
 - Polish
 - Clay bar
- When to remove
- Techniques
 - Angle
 - Direction
- Disposal

Line (GAC): **G PREPARE SURFACE**
Competency: **G3 Strip surface**

Objectives

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

- Describe paint removal techniques.

LEARNING TASKS

1. Describe paint removal techniques

CONTENT

- Chemical
 - Application
 - Neutralizing residue
- Mechanical
 - Sanding
 - Grinding
 - Scraping
 - Compressed air
- Media blasting
 - Silica
 - Plastic
 - Glass
 - Soda
- Considerations
 - Substrate
 - Heat management
 - Damage to adjacent panels
 - Cost
 - Time
 - Area

Line (GAC): **G PREPARE SURFACE**
Competency: **G4 Sand surface**

Objectives

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

- Sand surface.

LEARNING TASKS

1. Describe sanding materials

CONTENT

- Paper
 - Open coat/closed coat
 - Wet/dry
 - Sizes
 - Grit
 - Backing
- Attachment methods
 - Velcro
 - Adhesive
 - Mandrel (twist on)
- Scuff pads
- Scuff paste
- Guide coats

2. Describe sanding equipment

- Machine
 - Single action
 - Dual action
 - Inline
- Blocks/pads
 - Soft
 - Hard
- Vacuum assist
- Ventilation

LEARNING TASKS

3. Use sanding techniques and procedures

CONTENT

- Sanding area
 - Existing finish
 - Repair area
 - Raw substrate
 - Blend panel
- Techniques
 - Wet or dry
 - Hand
 - Block
 - Cross-hatching
 - Feather-edging
 - Back sanding
 - Scuff sanding
 - Guide coating

ACHIEVEMENT CRITERIA

NOTE: See Competency H4 for an achievement criteria that assesses all of Line G PREPARE SURFACE and Line H USE REPAIR MATERIALS AND EQUIPMENT. Results will be applied to both Lines at a ratio of 50/50.

Line (GAC): H USE REPAIR MATERIALS AND EQUIPMENT

Competency: H1 Mix repair materials

Objectives

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

- Mix body fillers.
- Mix undercoats.

LEARNING TASKS

1. Describe body fillers

2. Mix body fillers

3. Describe undercoats

CONTENT

- Fibre reinforced
- Light weight
- Aluminium based
- Polyester
 - Sprayable
 - Spreadable
- Equipment
 - Non-porous mixing board
 - Static mixing tips
 - Spreaders
- Ratios
- Techniques
 - Folding vs. stirring
 - Uniform colour
- Working times
 - Mixing
 - Application
- Primer
 - Etch
 - Epoxy
- Primer surfacer
 - High build
 - Direct-to-metal (DTM)
 - Polyester
 - UV
 - Water-borne
- Primer sealer
- Metal treatments
- Chip guards
- Plastic adhesion promoters
 - Brush

LEARNING TASKS

CONTENT

4. Describe solvents and additives

- Spray
- Wipe
- Types of solvents
 - Reducer
 - Lacquer
 - Wax and grease remover
 - Acetone
- Types of additives
 - Accelerators
 - Flex agents
 - Hardeners
- Functions
 - Cleaning
 - Adhesion
 - Flexibility
 - Curing
 - Viscosity
 - VOC
 - Productivity

5. Mix undercoats

- Manufacturers' specifications
- Environmental factors
 - Temperature
 - Humidity
 - Pot life
- Mix ratios
 - Basic calculations
 - Scale
 - Graduated cups
 - Mixing stick
 - Viscosity cup
- Induction time
- Mixing techniques
- Mixing procedures
- Ratios

Line (GAC): **H USE REPAIR MATERIALS AND EQUIPMENT**
Competency: **H2 Prepare spray booth**

Objectives

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

- Operate a spray booth.

LEARNING TASKS

1. Describe spray booth operation

CONTENT

- Overall function of spray booth
 - Safety
 - Environmental considerations
 - Cost-effectiveness
 - Job quality
- Climate control
- Cycles
 - Spray
 - Purge
 - Bake
 - Ramp up times
 - Cool down
- Pressure adjustment
 - Negative
 - Positive
- Temperature adjustment
- Air flow
- Interlock switch

2. Describe the various spray booth controls

- Air flow direction
- Air flow controls
- Temperature controls
- Curing/drying times
- Filter types and changes
- Pressure readings
 - Manometer
 - Magnehelic
- Interlock switch
- Plenum fan
- Fire suppression systems

LEARNING TASKS

3. Operate a spray booth

CONTENT

- Inspect operating parameters
- Manage operation
 - Bake cycles
 - Temperature
 - Pressure

Line (GAC): H USE REPAIR MATERIALS AND EQUIPMENT
Competency: H3 Perform spray gun set up

Objectives

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

- Set up and use spray guns for application of coatings.

LEARNING TASKS

1. Select spray guns

2. Set up spray guns

3. Use spray guns

CONTENT

- Types of materials
- Types of guns

- Fluid tips
- Needle
- Air cap
- Air pressure
- Fan adjustment
- Fluid adjustment

- Test patterns
- Troubleshooting gun operation
- Techniques
 - Overlap
 - Gun distance
 - Travel speed
 - Gun position
 - Trigger control
- Atomization
- Transfer efficiency
- Cleaning

Line (GAC): **H USE REPAIR MATERIALS AND EQUIPMENT**
Competency: **H4 Apply repair materials**

Objectives

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

- Apply body fillers.
- Apply undercoats.

LEARNING TASKS

1. Apply body fillers

2. Apply undercoats

CONTENT

- Techniques
 - Tool selection
 - Direction
 - Pressure
 - Area per application
 - Taping for body lines
 - Higher than countour
- Limitations
 - Thickness
 - Size of surface area
- Timing
- Troubleshooting

- Spray conditions
 - Size of repair
 - Temperature
 - Humidity
- Tool and equipment selection
 - Spray guns
 - Rollers
 - Brushes
- Aerosol
- TDS
 - Number of coats
 - Minimum dry times
 - Minimum flash times
 - Air pressure
- Limitations

Achievement Criteria (FOR ALL OF LINES G AND H)

NOTE TO INSTRUCTOR: Retain panel from this project for use in achievement criteria (LINE I).

Performance The learner will

- Prepare and mask a panel for a primer spot repair
- Mix and apply repair materials

Conditions The learner will be given

- Imperfection to repair
- Tools and equipment
- Various repair materials
- Access to manufacturers' specifications

Criteria The learner will be evaluated on

- Safety
- Housekeeping
- Selection of tools
- Technique
- Quality of repair

NOTE: Apply marks to both Line G and H at a ratio of 50/50.

Line (GAC):	I	APPLY REFINISHING MATERIALS
Competency:	II	Mix refinishing materials

Objectives

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

- Mix refinishing materials, including sealers, primer sealers, single-stage, and base coat/clear coat.

LEARNING TASKS

1. Describe refinishing materials

CONTENT

- Types
 - Sealers
 - Primer sealers
 - Single-stage
 - Base coat
 - Clear coat
 - Under hood
- Characteristics
 - Durability
 - Adhesion
 - Chemical resistance
 - Viscosity
- Components
 - Binders
 - Resins
 - Solvents
 - Additives
 - Pigments
 - Metallics
 - Pearls
 - Micas
 - Dyes
- Additives
 - Hardeners
 - Reducers
 - Accelerators
 - Flattening agents
 - Retarders

2. Mix refinishing materials

- Manufacturers' software
- TDS
 - Ratios
- Factors
 - Size of job

LEARNING TASKS

CONTENT

- Coverage
- Reduction
- Ambient conditions
 - Temperature
 - Humidity
- Equipment
 - Scales
 - Sticks
 - Computer
 - Strainers
 - Cups
- Toners (tinters)
- Mixing techniques
 - Agitation
 - Non-agitation
- Clean up

Line (GAC):	I	APPLY REFINISHING MATERIALS
Competency:	I2	Apply primer sealers

Objectives

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

- Apply primer sealers.

LEARNING TASKS

1. Use cleaning materials

2. Apply primer sealers

CONTENT

- Blow-off
- Pre-selection according to TDS
 - Solvent
 - Water-borne
 - Anti-static
- Tacking
 - Types
 - Techniques
- Final visual inspection
 - Sand scratches
 - Pin holes
- Spray technique
 - Distance
 - Overlap
 - Gun speed
 - Trigger control
 - Air pressure
- Coverage verification
- Flash-off time verification
- Open (recoat) time
 - Wet on wet

Line (GAC): I **APPLY REFINISHING MATERIALS**
Competency: I3 **Apply single-stage paint**

Objectives

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

- Apply single-stage paint.

LEARNING TASKS

1. Use cleaning materials

2. Describe application of single-stage paint

CONTENT

- Blow-off
- Pre-selection according to TDS
 - Solvent
 - Anti-static
 - Low-lint wipes
- Tacking
 - Types
 - Techniques

- Final visual inspection
 - Sand scratches
 - Pin holes
- Spray technique
 - Distance
 - Overlap
 - Gun speed
 - Trigger control
 - Air pressure
- Flash-off time verification
- Force drying
- Defects
 - Dry-spray
 - Orange peel
 - Hiding

Line (GAC): I **APPLY REFINISHING MATERIALS**
Competency: I4 **Apply base coat/clear coat**

Objectives

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

- Apply base coat/clear coat finish.

LEARNING TASKS

1. Use cleaning materials

2. Apply base coat

3. Apply clear coat

CONTENT

- Blow-off
- Pre-selection according to TDS
 - Solvent
 - Water-borne
 - Anti-static
 - Low-lint wipes
- Tacking
 - Types
 - Techniques
- Visual inspection
 - Sand scratches
 - Pin holes
- Spray technique
 - Distance
 - Overlap
 - Gun speed
 - Trigger control
 - Air pressure
 - Drop/Orientation coat
- Flash-off time verification
- Force drying
- Defects
 - Mottling/stripping
 - Dry spray
 - Contamination
 - Dirt nib
 - Hiding
- Final visual inspection
 - Sand scratches
 - Pigment orientation
 - Dirt
- Spray technique

LEARNING TASKS

CONTENT

- Distance
- Overlap
- Gun speed
- Trigger control
- Air pressure
- Flash-off time verification
- Force drying
- Defects
 - Dry spray
 - Contamination
 - Orange peel
- Mil thickness

Achievement Criteria (FOR ALL OF LINE I)

**NOTE TO
INSTRUCTORS**

Use repaired panel from Line H for this achievement criteria.

Performance The learner will perform base coat/clear coat refinishing procedures.

Conditions The learner will be given

- Repaired panel from LINE H
- Materials and equipment
- Access to manufacturers' specifications

Criteria The learner will be evaluated on

- Safety
- Housekeeping
- Selection of tools
- Technique
- Quality
- Coverage

Line (GAC): **K REMOVE, REPAIR AND INSTALL METAL PANELS AND COMPONENTS**

Competency: **K1 Identify fundamentals of vehicle construction, metal and damage**

Objectives

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

- Identify types of body/frame construction.
- Describe characteristics of mild (low-carbon/low-alloy) steel.
- Identify types of sheet metal damage.

LEARNING TASKS

CONTENT

1. Identify types of body/frame construction

- Conventional
- Unibody
- Space

2. Describe sheet metal components

- Front end (cosmetic)
 - Fenders
 - Hood panel
 - Doors
- Rear end
 - Trunk
 - Hatch
 - Box
 - Tail gate
- Structural
 - Quarter panel
 - Rocker panel
 - Radiator supports
 - Frame rails
 - Cross members
 - Pillars (A,B,C,D)
 - Cowl

3. Describe metals

- Types
- Characteristics
- Location on vehicle

4. Describe characteristics of mild (low-carbon/low-alloy) steel

- Tensile strength
- Yield strength
- Spring-back
- Composition

LEARNING TASKS

5. Identify types of sheet metal damage

CONTENT

- Work hardening
- Annealing
- Effects of heat

- Direct and indirect
- Displaced metal
- Hinge and roll buckle
- Stretched area
- Upset area
- Tears

Line (GAC): **K REMOVE, REPAIR AND INSTALL METAL PANELS AND COMPONENTS**

Competency: **K2 Prepare metal panels and components for repair**

Objectives

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

- Prepare panel for repair.

LEARNING TASKS

1. Prepare panel for repair

CONTENT

- Cleaning
- Repair planning
 - Inspection
 - Topcoat identification
 - Substrate identification
 - Repair materials
 - Cleaning products
 - Abrasives and strippers
 - Panel composition
- Protecting surrounding area
- Gaining access (as needed)
 - Removal of panel
 - Removal of adjacent components

Line (GAC): **K REMOVE, REPAIR AND INSTALL METAL PANELS AND COMPONENTS**

Competency: **K3 Remove metal panels and components**

Objectives

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

- Remove mechanically-fastened panel.

LEARNING TASKS

1. Remove panel

CONTENT

- Panel types
 - Bumper
 - Hood
 - Fender
 - Door
 - Trunk lid (hatch)
- Tool and equipment selection
- Reference materials
- Procedures
 - Mechanically-fastened (bolt on) vs. weld on
 - Noting panel alignment
 - Disconnection of electrical components
 - Sequence of removal
 - Fastener removal
 - Location
 - Identification
 - Labelling
 - Storage

2. Describe components of a door assembly and their functions

- Door latching hardware
- Door glass components
- Hinges and methods of attachment
- Door trim items
- Servicing operations
- Verifying alignment before removal

Line (GAC): **K REMOVE, REPAIR AND INSTALL METAL PANELS AND COMPONENTS**

Competency: **K4 Repair metal panels and components**

Objectives

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

- Repair cosmetic sheet metal damage.

LEARNING TASKS

CONTENT

- | | |
|----------------------------------|---|
| 1. Describe repair methods | <ul style="list-style-type: none"> • Visualize desired outcome • Cold repair • Heat repair • Pushing/pulling • Roughing • On/off dolly • Patching |
| 2. Describe shrinking procedures | <ul style="list-style-type: none"> • Expansion and contraction • Restricted and unrestricted sheet metal • Oxyacetylene • Spitznagel™ • Panel beater™ • Cold shrinking (stretching) |
| 3. Demonstrate repair procedures | <ul style="list-style-type: none"> • Select <ul style="list-style-type: none"> ○ Equipment ○ Material ○ Technique • Perform repair • Control of panel movement |

Achievement Criteria

NOTE TO INSTRUCTOR: Keep panel for minor repair project.

Performance The learner will perform a minor repair on a sheet metal panel.

Conditions The learner will be given

- A damaged panel
- Materials and equipment
- Access to manufacturers' specifications

Criteria The learner will be evaluated on

- Safety
- Housekeeping
- Selection of tools
- Technique
- Quality

Line (GAC): **K REMOVE, REPAIR AND INSTALL METAL PANELS AND COMPONENTS**

Competency: **K5 Install metal panels and components**

Objectives

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

- Perform metal panel alignment.

LEARNING TASKS

1. Describe panel alignment

CONTENT

- Operation
 - Moveable
 - Fixed
- Fit/alignment
- Seal
- Worn parts
- OEM and after market parts

2. Perform panel alignment

- Protection of adjacent panels
- Alignment sequence
- Method of fastening
- Adjusting
- Blocking
- Jacking
- Fitment/gap
- Lubrication
- Verify part movement (moveable parts)
 - Interference of adjacent components

Line (GAC): L REMOVE, REPAIR AND INSTALL PLASTIC AND COMPOSITE PANELS AND COMPONENTS

Competency: L1 Identify fundamentals of plastics and composite panels and components

Objectives

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

- Describe and identify plastics and damage.

LEARNING TASKS

1. Describe plastics

CONTENT

- Types
 - Thermoset
 - Fibre reinforced plastics (FRP)
 - Resin and matte
 - Sheet-molded compound (SMC)
 - Carbon fibre
 - Thermoplastic
 - Olefin
 - Polypropylene
 - Non-Olefin
 - Acrylic butyle styrene (ABS)
 - Reinforced reaction injection moulded (RRIM)
- Characteristics
 - Rigid
 - Flexible
- Location on vehicle

2. Describe methods of identifying plastics and composites

- International Organization for Standardization (ISO) code
- Manufacturers' service bulletins
- Grind test
- Float test

LEARNING TASKS

3. Describe types of plastic damage

CONTENT

- One-sided (cosmetic)
 - Gouge
- Two-sided (structural)
 - Tear
 - Tab
 - Puncture

Line (GAC): L REMOVE, REPAIR AND INSTALL PLASTIC AND COMPOSITE PANELS AND COMPONENTS

Competency: L2 Prepare plastic and composite panels and components for repair

Objectives

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

- Prepare plastic panel for repair.

LEARNING TASKS

1. Prepare plastic panel for repair

CONTENT

- Cleaning
- Repair planning
 - Inspection
 - Topcoat identification
 - Substrate identification
 - Repair materials
 - Cleaning products
- Protecting surrounding area
- Gaining access (as needed)
 - Removal of panel
 - Removal of adjacent components

Line (GAC): L REMOVE, REPAIR AND INSTALL PLASTIC AND COMPOSITE PANELS AND COMPONENTS

Competency: L3 Remove plastic and composite panels and components

Objectives

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

- Describe removal of plastic panel.

LEARNING TASKS

1. Describe removal of plastic panel

CONTENT

- Plastic panel types
 - Bumpers
 - Grills
 - Box liners
 - Fender liners
 - Hoods
 - Fenders
 - Door skins
 - Trunk lids/hatches
- Tool and equipment selection
- Reference materials
- Procedures
 - Bonded vs. non-bonded
 - Noting panel alignment
 - Disconnection of electrical components
 - Sequence of removal
 - Fastener removal
 - Location
 - Identification
 - Labelling
 - Storage

Line (GAC): L REMOVE, REPAIR AND INSTALL PLASTIC AND COMPOSITE PANELS AND COMPONENTS

Competency: L4 Repair plastic and composite panels and components

Objectives

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

- Perform plastic repairs.

LEARNING TASKS

1. Describe tools, equipment, and materials for plastic repair

CONTENT

- Plastic welders
 - Hot air
 - Airless
 - Nitrogen
 - Staples
 - Grinders
 - Considerations
 - Speed
 - Bit
 - Die
 - Angle
 - Sanders
 - Belt
 - Dual-action (DA)
 - Tape
 - Aluminum
 - Mesh
 - Backers
 - Adhesives
 - Epoxy
 - Urethane
 - Adhesion promoters
 - Welding rods/ribbons
 - Tab forming pliers
-
- Manufacturers' training and recommendations
 - Tools, equipment and materials selection
 - Cleaning
 - Identification of types of damage
 - Cracks
 - Deep scratches
 - Tabs

2. Describe plastic repair procedures

LEARNING TASKS

CONTENT

- | | | |
|----|-------------------------------------|---|
| 3. | Describe hot-air welding techniques | <ul style="list-style-type: none"> ○ Low/high spots ○ Dents ○ Deformations ● Removal of imperfections <ul style="list-style-type: none"> ○ Heat re-shaping ○ Sanding ○ Coating removal |
| 4. | Describe airless welding techniques | <ul style="list-style-type: none"> ● Purpose and application ● Potential risks to repair <ul style="list-style-type: none"> ○ Air pressure ○ Surface temperature |
| 5. | Perform adhesive repairs | <ul style="list-style-type: none"> ● Purpose and application ● Thermoplastic and thermoset repair ● Maintain welding equipment ● Store welding equipment ● Potential risks to repair <ul style="list-style-type: none"> ○ Surface temperature ○ Contamination |
| | | <ul style="list-style-type: none"> ● Product manufacturers' specifications ● Types of repairs ● Types of adhesives ● Adhesion promoters ● Surface preparation steps ● Application and finishing |

Achievement Criteria

- | | |
|-------------|--|
| Performance | The learner will perform plastic repairs, including <ul style="list-style-type: none"> ● Welded ● Adhesive |
| Conditions | The learner will be given <ul style="list-style-type: none"> ● Welding equipment ● Adhesive materials ● Plastic panel |
| Criteria | The learner will be evaluated on <ul style="list-style-type: none"> ● Safety ● Procedure ● Technique ● Quality of repair |

Line (GAC): L REMOVE, REPAIR AND INSTALL PLASTIC AND COMPOSITE PANELS AND COMPONENTS

Competency: L5 Install plastic and composite panels and components

Objectives

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

- Describe the methods of panel installation.

LEARNING TASKS

1. Describe the methods of panel installation

CONTENT

- Protection of surrounding area
- Fasteners
 - Sequence
 - Location
- Buddy system for installation
- Verification of fit and finish
- Verification of related component operation
 - Lights
 - Sensors
 - Washers

Line (GAC): M **DETAIL EXTERIOR**
Competency: M1 **Remove minor imperfections**

Objectives

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

- Describe the post-refinish detailing process.
- Polish panel.

LEARNING TASKS

1. Describe the post-refinish detailing process

CONTENT

- Pre-delivery checklist
- Paint defects
 - Dirt nibs
 - Overspray
 - Stone chips
 - Scratches
 - Environmental contaminants
 - Oxidation
 - Tree sap
 - Rail dust
 - Brake dust
 - Industrial fall out
- Materials
 - Polish/compound
 - Sand paper
 - Clay bar
 - Pads
 - Razor blades
 - Microfibre cloths
 - Touch up paint
 - Steel wool
- Equipment
 - Polisher
 - Electric
 - Pneumatic
 - Blowers
 - Nib blocks
 - Touch up brush
- Sanding
 - Wet vs. dry
- Polishing
 - Speed
 - Direction
 - Angle

LEARNING TASKS

CONTENT

2. Polish fender

- Polisher motion
- Sequencing
- Edges

- Equipment and tool selection
- Technique

NOTE TO INSTRUCTOR: Although there is no Achievement Criteria for this competency, you may wish to have students polish a fender. Use fender saved from Line H and K.

Line (GAC): M **DETAIL EXTERIOR**
Competency: M2 **Clean exterior and interior of vehicle**

Objectives

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

- Describe exterior vehicle cleaning.
- Describe interior vehicle cleaning.

LEARNING TASKS

CONTENT

- | | |
|--|---|
| <p>1. Describe post-refinish exterior vehicle cleaning</p> | <ul style="list-style-type: none"> • Cleaners <ul style="list-style-type: none"> ○ Tire ○ Engine ○ Soap ○ Window • Paint care procedures • Washing <ul style="list-style-type: none"> ○ Two bucket ○ Top to bottom ○ Equipment |
| <p>2. Describe post-refinish interior vehicle cleaning</p> | <ul style="list-style-type: none"> • Cleaning products <ul style="list-style-type: none"> ○ pH scale • Stain removal products • Stain removal tools • Cleaning tools <ul style="list-style-type: none"> ○ Vacuum ○ Air blower ○ Extractors • Conditioners • Ozone generators • Deodorizers |

Level 2

Automotive Refinishing Technician

Line (GAC): B USE TOOLS AND EQUIPMENT
Competency: B4 Maintain spray equipment

Objectives

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

- Describe recycling machines.

LEARNING TASKS

1. Describe solvent recycling machines

2. Describe water borne recycling machines

CONTENT

- Manufacturers' specifications
- Environmental regulations
- Procedures

- Manufacturers' specifications
- Environmental regulations
- Procedures

Line (GAC): B USE TOOLS AND EQUIPMENT

Competency: B5 Maintain mixing equipment

Objectives

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

- Update and organize colour library.
- Maintain mixing systems and room.

LEARNING TASKS

1. Update and organize colour library

2. Maintain mixing system

CONTENT

- Variant decks (chips)
- Spray-out cards
- Colour formula
- Colour books
- Custom formulas

- Manufacturers' specifications
- Components requiring maintenance
 - Mixing software
 - Product updates
 - Computers
 - Scales
 - Calibration
 - Spectrophotometers
 - Calibration
 - Toners
 - Agitators
 - Ratio sticks
 - Shakers
 - Mixing cups
- Technical information provided
 - TDS
 - SDS
 - Mixing ratios
 - Colour formulation
- Updating software
 - Paint mixing
 - Job tracking
 - Inventory
 - Data retrieval
- Maintenance of electronics
 - Spectrophotometers
 - Computers

LEARNING TASKS

3. Maintain mixing room

CONTENT

- Scales
- Colour-corrective light

- Cleanliness
- Functioning

Line (GAC): **B USE TOOLS AND EQUIPMENT**
Competency: **B7 Use curing and drying equipment**

Objectives

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

- Use curing and drying equipment.

LEARNING TASKS

1. Use curing and drying equipment

CONTENT

- Identification of time to reach target temperature
- Diagnosis and analysis of surface temperature
 - Plastics
 - Metal
 - Bonding materials

Line (GAC): D ORGANIZE WORK AND USE DOCUMENTATION
Competency: D2 Use documentation

Objectives

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

- Apply regulations.
- Use manufacturers' documentation.
- Contribute to a repair estimate.

LEARNING TASKS

1. Apply environmental and jurisdictional regulations

2. Use manufacturers' documentation

3. Contribute to a repair estimate

CONTENT

- Hazardous waste disposal
 - Solvents manifest
- Daily coating logs
- VOC

- OEM specifications
- Equipment maintenance logs
 - Filters
 - Intake/exhaust

- Supplements
 - Blend areas
 - Spot repair
 - Overlaps
 - Chip guards
 - Colour, sand and buff
 - Two tones

Line (GAC): D **ORGANIZE WORK AND USE DOCUMENTATION**
Competency: D3 **Perform inspections**

Objectives

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

- Perform inspections.

LEARNING TASKS

CONTENT

- | | |
|--|--|
| <p>1. Evaluate the refinish area to determine next steps</p> | <ul style="list-style-type: none"> • Review work order <ul style="list-style-type: none"> ○ Work complete ○ Parts are present ○ Parts have been prepped • Blend panels • Shop standards • Defects <ul style="list-style-type: none"> ○ Mil thickness ○ Sand scratches ○ Colour mismatch ○ Sand through ○ Under-sanding ○ Chips ○ Pinholes ○ Under-mask ○ Over-mask |
| <p>2. Identify blend requirements</p> | <ul style="list-style-type: none"> • Size of repair <ul style="list-style-type: none"> ○ Base coat/clear coat ○ Multi-stage • Locations • Adjacent panels • Previous colour match • Condition of blend panels • Panel to panel • Cut-off points |

Line (GAC): D ORGANIZE WORK AND USE DOCUMENTATION

Competency: D4 Organize production schedule

Objectives

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

- Describe production schedules.

LEARNING TASKS

1. Describe production schedules

2. Describe process timelines

3. Describe the development of a production schedule

4. Describe the maintenance of a production schedule

CONTENT

- Description of work in progress (WIP)
- Sequence of WIP
- Target timelines

- Type and size of repair
- Time of day
- Dry time
 - Material selection
 - Methods
 - Forced air
 - Infrared

- Shop management system
- Cycle times
- Customer expectations
- Insurance expectations
- Parts availability
- Booth management
- Communicate with:
 - Partsperson
 - Prep technician
 - Repair technician
 - Production manager
 - Detailer
 - Customer

- Update
- Department communication
- Re-work

Line (GAC): D ORGANIZE WORK AND USE DOCUMENTATION

Competency: D5 Prepare repair plan

Objectives

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

- Develop a refinish plan.

LEARNING TASKS

CONTENT

- | | |
|---|---|
| <p>1. Describe productive organizational skills</p> | <ul style="list-style-type: none"> • Repair analysis • Repair plan <ul style="list-style-type: none"> ○ Production deadlines ○ Tools and materials required • Timing of repair steps |
| <p>2. Refer to work order</p> | <ul style="list-style-type: none"> • Protection of personal information • Vehicle make, model and year • Location of repair • Paint codes • VIN • Expected delivery times • Customer service notes |
| <p>3. Visualize process</p> | <ul style="list-style-type: none"> • Mapping out repair <ul style="list-style-type: none"> ○ Pre-existing damage ○ Priorities ○ Sub-lets • Developing checklist • Photo documentation |
| <p>4. Itemize requirements</p> | <ul style="list-style-type: none"> • Tools • Materials • Parts <ul style="list-style-type: none"> ○ Availability ○ Sacrificial (one-time use) ○ Missing from vehicle |
| <p>5. Determine repair sequence</p> | <ul style="list-style-type: none"> • Timing <ul style="list-style-type: none"> ○ Awareness of cycle times ○ Order of operations ○ Dry times • Standard Operating Procedures (SOP) |

LEARNING TASKS

CONTENT

6. Develop a refinish plan

- Consult production schedule
- Interpret work order
- Verify parts to be refinished
- Evaluate substrate
- Select materials
- Select tools
- Efficiency of the refinish plan
 - Eliminating redundant steps
 - Maximizing cycle time

Achievement Criteria

Performance The learner will develop a refinish plan.

Conditions The learner will be given

- Work order or estimate
- Vehicle or panel to refinish

Criteria The learner will be evaluated on

- Safety
- Accuracy of the refinish plan

Line (GAC): D ORGANIZE WORK AND USE DOCUMENTATION

Competency: D6 Prepare estimates and supplements

Objectives

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

- Prepare repair plan.

LEARNING TASKS

1. Describe refinish estimates

CONTENT

- Terminology
 - Depreciation
 - Sublet
 - Supplement
 - Included and not-included operations
 - Betterment
- Sections of estimates
 - Customer information
 - Vehicle information
 - Estimate detail lines (damage assessment)
 - Estimate sub-totals
 - Final totals

2. Use software to prepare estimates and supplements

- Types
 - Mitchell
 - Audatex
- Procedures for use
- Updates

3. Identify information used in the preparation of estimates and supplements

- Customer information
- Mileage
- VIN
- Make and model
- Production date
- Paint codes
- Plate number
- OEM specifications

4. Create estimates and supplements

- Visual assessment
 - Previous or pre-existing damage
 - Tear down
 - Photo documentation

LEARNING TASKS

CONTENT

- JT
- Identification of job requirements
 - R & I
 - Flexibility of components
 - O/H
- Note-taking
 - On the vehicle (blueprinting)
 - For photos
 - For input into software
 - Customer requests
- Entering information into software
- Finalizing and printing estimate or supplement

Achievement Criteria

- | | |
|-------------|---|
| Performance | The learner will create an estimate. |
| Conditions | The learner will be given <ul style="list-style-type: none"> ● A damaged panel ● Estimating software or manuals |
| Criteria | The learner will be evaluated on <ul style="list-style-type: none"> ● Note-taking while inspecting ● Accuracy of final estimate |

Line (GAC): E **USE COMMUNICATION AND MENTORING TECHNIQUES**
Competency: E2 **Use mentoring techniques**

Objectives

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

- Use mentoring techniques.

LEARNING TASKS

CONTENT

- | | |
|--|--|
| <p>1. Describe the role of mentor</p> | <ul style="list-style-type: none"> • Valuing Apprentice • Identifying goals • Encouraging • Provide a nurturing environment • Managing risk • Providing feedback, coaching and counselling • Developing capabilities • Maintaining confidentiality |
| <p>2. Describe mentoring skills</p> | <ul style="list-style-type: none"> • Inspiration • Active listening • Building trust • Encouragement • Preparedness • Approachability • Objectiveness • Fairness • Compassionate |
| <p>3. Describe workplace diversity and inclusion</p> | <ul style="list-style-type: none"> • Fair recruiting and hiring practices • Acceptance • Accommodations • Anti-harrassment/anti-bullying policies |

Line (GAC): G PREPARE SURFACE

Competency: G2 Mask surface

Objectives

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

- Use masking techniques for topcoat.

LEARNING TASKS

CONTENT

- | | |
|---|--|
| <p>1. Describe masking materials</p> | <ul style="list-style-type: none"> • Tapes • Paper • Plastics • Lifting cord • Liquid mask |
| <p>2. Describe masking equipment</p> | <ul style="list-style-type: none"> • Masking machine • Paper dispenser • Hand masker • Razor blade |
| <p>3. Use masking techniques for topcoat</p> | <ul style="list-style-type: none"> • Edge • Reverse mask • Inners • Back mask • Tunnel mask • Aperture • Flush mount • Perimeter masking • Fine line • Two-tone • Blend |
| <p>4. Describe masking deficiencies and corrective procedures</p> | <ul style="list-style-type: none"> • Faults <ul style="list-style-type: none"> ○ Under mask ○ Over mask ○ Over spray ○ Bleed through ○ Bridging and peeling • Corrective procedures <ul style="list-style-type: none"> ○ Re-do ○ Solvent cleaning ○ Polish |

LEARNING TASKS

CONTENT

- Clay bar

Achievement Criteria

Performance The learner will mask a vehicle for topcoat.

- Conditions** The learner will be given
- A vehicle or component
 - A work order
 - Masking materials
 - Required tools

- Criteria** The learner will be evaluated on
- Safety
 - Material selection
 - Masking technique

Line (GAC): H **USE REPAIR MATERIALS AND EQUIPMENT**
Competency: H2 **Prepare spray booth**

Objectives

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

- Prepare spray booth.

LEARNING TASKS

1. Prepare spray booth and equipment

2. Adjust spray booth pressure and temperature

3. Identify and troubleshoot spray booth problems

CONTENT

- Clean spray booth
 - Ensuring a dust free environment prior to vehicle or part setup
- Utilize booth space
 - Accommodating work to be completed
 - Vehicle positioning
 - Parts placement
- Position air movers
 - Optimal coverage
 - Decrease of flash times
- Tack off equipment
 - Lines
 - Protection from dust
- Manufacturers' specifications
- Product specific
 - TDS
- Purge times
- Effect on topcoat quality
- Corrective measures
- Reporting of issues

Line (GAC): H USE REPAIR MATERIALS AND EQUIPMENT**Competency: H3 Perform spray gun set up****Objectives**

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

- Set up spray gun components.
- Verify and trouble shoot spray pattern problems.

LEARNING TASKS

1. Set up spray gun and components

CONTENT

- Manufacturers' specifications
- Application requirements
- Adjustments
 - Air pressure
 - Fluid delivery
 - Fan width

- Flood test
- Matching pattern to manufacturers' specifications
- Spray settings
- Common problems
 - Heavy on top or bottom
 - Hourglass
 - Heavy in the middle
 - Crescent shape
 - Sputter
- Correction of problem

2. Verify and troubleshoot spray pattern problems

Line (GAC):	I	APPLY REFINISHING MATERIALS
Competency:	II	Mix refinishing materials

Objectives

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

- Mix refinishing materials.

LEARNING TASKS

1. Use refinishing materials

CONTENT

- Types
 - Sealers
 - Tintable
 - Non-tintable
 - Plastic
 - Transparent
 - Primer sealers
 - Single-stage
 - Base coat
 - Clear coat
 - Nano-technology
 - Scratch-resistant
 - Ceramic
- Powder coating
- Pigments
- Characteristics
 - Durability
 - Adhesion
 - Chemical resistance
 - Viscosity
- Components
 - Binders
 - Resins
 - Additives
 - Pigments
 - Metallics
 - Pearls
 - Micas
 - Xirallic
 - Flex (colour-shift)
 - Dyes

2. Describe solvents

- Types

LEARNING TASKS

CONTENT

- | | |
|------------------------------|---|
| 3. Describe additives | <ul style="list-style-type: none"> ○ Reducers ○ Thinners ○ Blending ○ Cleaning ● Functions <ul style="list-style-type: none"> ○ Viscosity ○ Flash time ○ VOC ○ Temperatures |
| 4. Describe hardeners | <ul style="list-style-type: none"> ● Flattening agents ● Blending agents ● Fish eye eliminators ● Accelerators ● Retarders |
| 5. Describe mix ratios | <ul style="list-style-type: none"> ● Base coat catalyzers ● Isocyanates/crosslinking |
| 6. Mix refinishing materials | <ul style="list-style-type: none"> ● Percentage ● Volume ● Weight |
| | <ul style="list-style-type: none"> ● Manufacturers' software ● TDS ● Equipment selection ● Product selection ● Amounts ● Computerized tracking <ul style="list-style-type: none"> ○ Costs ○ Paint codes ○ Mix history ○ Custom formulas ○ Overpour compensation ○ VOC usage ○ Inventory ○ Colour adjustment ○ Ground coat (value shade) ● Factors <ul style="list-style-type: none"> ○ Size of job ○ Coverage |

LEARNING TASKS

CONTENT

- Reduction
- Ambient conditions
 - Temperature
 - Humidity
- Equipment
 - Scales
 - Sticks
 - Computer
 - Strainers
 - Cups
 - Disposable liners
- Toners (tinters)
- Mixing techniques
 - Agitation
 - Non-agitation
- Clean up

Achievement Criteria

Note: Mixing refinishing materials will be assessed with other projects in Line I. See I6 for Achievement Criteria

Line (GAC): I **APPLY REFINISHING MATERIALS**
Competency: I2 **Apply primer sealers**

Objectives

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

- Apply primer sealers.
- Troubleshoot sealer problems.

LEARNING TASKS

1. Select primer sealer

2. Spray and blend sealer

3. Troubleshoot sealer problems

CONTENT

- Substrate
 - Burn through
 - Plastic
- Primer sealer
- Transparent
- Tinting
- Value shade

- Spray techniques
- Blending techniques
 - Reverse blending
 - Arcing
 - Trigger control
 - Melting in
 - Blending agents
- Avoiding halos and dry edges
- Verification sealer is flashed prior to subsequent applications

- Window time
 - Open
 - Wrinkling
 - Closed
- Seedy sealer
- Dry spray
- Denibbing
- Masking

Line (GAC):	I	APPLY REFINISHING MATERIALS
Competency:	I3	Apply single-stage paint

Objectives

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

- Describe single-stage paint.

LEARNING TASKS

1. Describe single-stage paint

CONTENT

- Contexts and uses
 - Heavy equipment
 - Aircraft
 - Commercial transport
 - Marine
 - Agriculture
- Matte finishes
- Textured finishes
- Spray equipment
 - Pressure feeds
 - Airless
 - Electrostatic
- Spray techniques
- Blending techniques
 - Reverse blending
 - Arcing
 - Trigger control
 - Melting in
 - Blending agents
- Avoiding halos and dry edges
- Metallics
 - Mottling
 - Tiger striping
- Dry spray
- Runs and sags

2. Describe troubleshooting single-stage paint application

Line (GAC):	I	APPLY REFINISHING MATERIALS
Competency:	I4	Apply base coat/clear coat

Objectives

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

- Apply and blend base coat/clear coat and multi-stage paint.

LEARNING TASKS

1. Describe base coat/clear coat application techniques

CONTENT

- Spray techniques
 - Distance
 - Overlap
 - Gun speed
 - Trigger control
 - Air pressure
 - Fanning/arcing
 - Heeling
- Job size
 - Spot repair
 - Partials
 - Complete
- Spray sequence
 - Routing
 - Wet edge
- Multi-stage
 - Let down panel
 - Specialty/candy
- Tacking between coats
- Blending
 - Orientation coat
 - Wet bed
 - Open blend (solvent blend)
- Matte finishes
- Textured finishes

LEARNING TASKS

2. Apply base coat/clear coat and multi-stage paint

CONTENT

- Manufacturers' specifications
- Surface cleaning
- Orientation coating
- Colour blending
- Dry times
- Flash times
- Spray booth operation
- Spray gun set up
- Troubleshooting
- Blending
- Let down panel
- Spray out card
- Equipment clean up

Line (GAC):	I	APPLY REFINISHING MATERIALS
Competency:	I5	Troubleshoot refinish problems

Objectives

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

- Describe refinish problems and their causes.
- Describe methods for correcting refinish problems.

LEARNING TASKS

1. Describe refinish problems

CONTENT

- Orange peel
- Sags and runs
- Dry spray
- Sand piling
- Mismatch
- Fish eyes
- Dirt nibs
- Delamination
- Soft paint
- Die back
- Solvent trapping
- Halo
- Mottling
- Wrinkling
- Sand scratches
- Checking
- Staining
- Blushing
- Contour mapping
- Topcoat absorption (hold out)
- Overspray
- Customer satisfaction

2. Describe causes of paint problems

- Contamination
 - Dirty equipment
 - Environment
 - Painter
 - Improper cleaning
- Poor spray technique
- Improper mixing procedures
- Inter-mixing of products

LEARNING TASKS

3. Describe methods of correcting paint problems

CONTENT

- Expired product
- Poor equipment
- Poor booth conditions
- Taking short cuts
- Miscommunications

- Prevention
 - Good work habits
 - Product knowledge
 - Preparation technique
 - Equipment knowledge
 - Corrosion protection
 - Application technique
 - Substrate knowledge
 - Mil thickness
 - SOP
 - Training
 - Housekeeping
- During spraying
 - Fish eye eliminator
 - Sanding
 - Tacking
 - Taping
 - Re-coat
 - Adjust
 - Application technique
 - Environmental conditions
 - Equipment
 - Material

Line (GAC):	I	APPLY REFINISHING MATERIALS
Competency:	I6	Perform colour adjustment

Objectives

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

- Perform colour adjustment.

LEARNING TASKS

1. Describe colour theory

CONTENT

- Value
- Hue
- Chroma
- Colour spectrum (ROYGBIV)
- Primary and secondary colours
- Low and high strength colours
- Face, pitch, and flop of colour
- Variance
 - OEM level
 - Industry level
- Light source
- Metamerism
- Colour-perception testing
- Equipment
 - Spectrophotometer
 - Colour corrective lighting

2. Perform colour adjustment

- Spray out card
- Let down panel
- Colour chips
- Variance deck
- Colour formula adjustments
- Metallic size
- Formula parameters
- Tint characteristics
- Comparison of colour to vehicle
- Adequate hiding

Achievement Criteria 1 (THIS PROJECT ASSESSES ALL OF LINE I)

Performance	The learner will apply a metallic two-stage finish.
Conditions	The learner will be given <ul style="list-style-type: none"> • Vehicle or component

	<ul style="list-style-type: none"> • Material and equipment • Access to manufacturers' specifications
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Safety • Preparation of surface • Quality • Colour matching • Orientation • Coverage • Mil thickness • Application technique • Housekeeping

Achievement Criteria 2 (THIS PROJECT ASSESSES ALL OF LINE 1)

Performance	The learner will apply a multi-stage finish.
Conditions	<p>The learner will be given</p> <ul style="list-style-type: none"> • Vehicle or component • Material and equipment • Access to manufacturers' specifications
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Safety • Quality • Preparation of surface • Accuracy of let down panel • Orientation • Coverage • Mil thickness • Application technique • Housekeeping

Line (GAC):	J	PERFORM POST-REFINISHING FUNCTIONS
Competency:	J1	Remove masking materials

Objectives

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

- Remove masking materials.

LEARNING TASKS

1. Remove masking for paint

CONTENT

- When to remove
- Techniques
 - Angle
 - Direction
- Disposal

Line (GAC): J **PERFORM POST-REFINISHING FUNCTIONS**
Competency: J2 **Correct surface imperfections**

Objectives

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

- Correct surface imperfections.

LEARNING TASKS

1. Recognize post-paint defects
2. Evaluate surface imperfections
3. Remove surface imperfections

CONTENT

- Dust nibs
- Runs
- Orange peel
- Fish eyes
- Solvent pop
- Dye-back
- Scratches
- Contour mapping
- Bleed-through
- Masking problems
 - Over-spray/under-mask
 - Over-mask
- Colour mis-match
- Mottling
- Transparency
- Repairable
- Non-repairable
- Wet sanding
 - De-nib
 - Block
 - Hand
 - Machine
- Solvents
- Compounding
- Polishing
- Tools
 - Razor blades
 - Nib files
 - Clay product
 - Polishers

Achievement Criteria

Performance	The learner will remove surface imperfections, such as: <ul style="list-style-type: none">• Nibs• Runs• Orange peel
Conditions	The learner will be given <ul style="list-style-type: none">• Vehicle or component with surface imperfection• Materials and equipment• Access to manufacturers' specifications
Criteria	The learner will be evaluated on <ul style="list-style-type: none">• Safety• Product and tool selection• Efficiency• Quality of repair• Housekeeping

Line (GAC): J **PERFORM POST-REFINISHING FUNCTIONS**
Competency: J3 **Perform final check**

Objectives

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

- Perform final check.

LEARNING TASKS

1. Perform final check

CONTENT

- Completion of work order
- Completion of job pre-delivery checklist
 - Contents
 - Importance
 - Quality standard
 - Customer relations
- Colour match
- Overspray
- Blend areas
- Polish residue

Achievement Criteria

Performance	The learner will perform a final check.
Conditions	The learner will be given <ul style="list-style-type: none"> • Refinished vehicle or component • Work order • Pre-delivery checklist
Criteria	The learner will be evaluated on <ul style="list-style-type: none"> • Efficiency • Accuracy • Thoroughness of final check

Section 4

ASSESSEMENT GUIDELINES

Assessment Guidelines – Common Core Level 1
Common Core Level 1 Grading Sheet: Subject Competency and Weightings

PROGRAM: IN-SCHOOL TRAINING:		AUTOMOTIVE COLLISION AND REFINISHING COMMON CORE LEVEL 1	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
A	PERFORM SAFETY-RELATED FUNCTIONS	4%	0%
B	USE TOOLS AND EQUIPMENT	6%	10%
C	USE WELDING EQUIPMENT	10%	20%
D	ORGANIZE WORK AND USE DOCUMENTATION	3%	0%
E	USE COMMUNICATION AND MENTORING TECHNIQUES	2%	0%
F	REMOVE AND INSTALL VEHICLE COMPONENTS	10%	10%
G	PREPARE SURFACE**	15%	10%
H	USE REPAIR MATERIALS AND EQUIPMENT**	10%	5%
I	APPLY REFINISHING MATERIALS	10%	15%
K	REMOVE, REPAIR AND INSTALL METAL PANELS AND COMPONENTS	15%	20%
L	REMOVE, REPAIR AND INSTALL PLASTIC AND COMPOSITE PANELS AND COMPONENTS	10%	10%
M	DETAIL EXTERIOR	5%	0%
	Total	100%	100%
In-school theory/practical subject competency weighting		60%	40%
Final in-school percentage score		IN-SCHOOL %	

****NOTE:** The Line H Achievement Criteria applies to both Line G and H at 50/50 ratio.

Common Core Level 1 Grading Sheet: Final Percentage Score

<p>In-school Percentage Score Combined theory and practical subject competency multiplied by</p>	<p>80%</p>
<p>Standardized Level Exam Percentage Score The exam score is multiplied by</p>	<p>20%</p>
<p>Final Percentage Score</p>	<p>FINAL%</p>

Assessment Guidelines – Level 2

Level 2 Grading Sheet: Subject Competency and Weightings

PROGRAM: IN-SCHOOL TRAINING:		AUTOMOTIVE REFINISHING TECHNICIAN LEVEL 2	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
B	USE TOOLS AND EQUIPMENT	10%	0%
D	ORGANIZE WORK AND USE DOCUMENTATION	5%	5%
E	USE COMMUNICATION AND MENTORING TECHNIQUES	5%	0%
G	PREPARE SURFACE	10%	5%
H	USE REPAIR MATERIALS AND EQUIPMENT	20%	0%
I	APPLY REFINISHING MATERIALS	40%	70%
J	PERFORM POST-REFINISHING FUNCTIONS	10%	20%
	Total	100%	100%
In-school theory/practical subject competency weighting		40%	60%
Final in-school percentage score		IN-SCHOOL %	
Apprentices must achieve a minimum 70% as the final in-school percentage score to be eligible to write the Interprovincial Red Seal exam.			

All apprentices who complete Level 2 of the Automotive Refinishing Technician program with a FINAL level percentage score of 70% or greater will write the Interprovincial Red Seal examination as their final assessment.

SkilledTradesBC will enter the apprentices' Automotive Refinishing Technician Interprovincial Red Seal examination percentage score into SkilledTradesBC Portal.

A minimum percentage score 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 codes and occupational safety requirements.
- Lighting controls to allow easy visibility of projection screen 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 and ventilation to ensure comfortable room temperature.
- Acoustics in the room must allow the instructor to be heard.
- White marking board with pens and eraser (optional: flipchart in similar size).
- Projection screen or projection area at front of classroom.
- Overhead projector and/or multi-media projector.

Shop Area

- Ceiling shall be a minimum height of sixteen feet or height approved through the building engineer.
- Suitable demonstration area.
- Lighting appropriate for good vision in ambient light.
- Compliance with all local and national fire codes and occupational safety requirements.
- Must meet Municipal and Provincial bylaws in regards to waste water management and environmental laws.
- Ability to enclose a separate aluminum repair area (i.e. curtained).

Lab Requirements

- Does not apply to this program.

Student Facilities

- Does not apply to this program.

Instructor's Office Space

- Does not apply to this program.

Tools and Equipment

This Tools and Equipment list is not exhaustive. Training providers may elect to have additional tools or equipment in excess of this list. The facilities and equipment must be in compliance with the appropriate zoning bylaws and safety regulations.

TOOLS AND EQUIPMENT – COMMON CORE LEVEL 1

Safety Equipment and PPE

- Battery surge protector
- Coveralls for students
- Dust extraction/ventilation
- Eye glasses/goggles
- Eyewash station
- Fire extinguisher (ABC)
- First aid kit
- Fresh air respirators/hoods
- Gloves/hand protection
- Respirators (P100)
- Spill kit
- Welding helmets

Hand Tools

- General hand tools/tool kit sets
- Riveter
- Torque wrenches
- Trim tools

Power Tools

- Cutting tools
- General power tool sets
- General air tool sets
- Die grinders
- Decal eraser wheel
- Heat guns
- Impact guns
- Media blaster
- Rotary buffer

Refinishing Equipment and Materials

- Complete primer/undercoat/base coat/clear coat system
- DA Sander
- General sanding block sets
- High volume, low pressure (HVLP) spray guns
- Polishes
- Straight line sanders
- Wet sand kit (de-nibbing kit)

Detailing and Cleaning Equipment

- Bucket
- Clay
- Hose
- Micro-fibre cloths
- Squeegies
- Surface detail kit (de-nibbing kit)
- Wash mitt

Shop Equipment

- 220V Dent pulling station (DentFix)/panel beater
- Air compressor
- Air jack
- Airless plastic welding units
- Battery charger
- Complete vehicles
- Floor jack
- Hammer and dolly sets
- Hoist
- Hot air plastic welding units
- Hydraulic jack units
- Jack stands
- MIG welder units with ventilation capable of welding steel
- Oxyacetylene welding units with ventilation
- Parts rack
- Plasma arc units
- Porta-power
- Printer
- Sheet metal brake
- Sheet metal stretcher/shrinker
- Spray booth
- Stud welder
- Vacuum
- Wheel dollies

Shop Tools and Equipment – Miscellaneous

- Adhesive and fiberglass material
- Body filler material
- Buffing materials
- Computer stations with all applicable software
- Infrared heat lamp
- Masking equipment and material
- Paint mixing equipment
- Plastic, adhesive and fiberglass material
- Push broom
- Refinishing material
- Sanding material
- Sheet metal material

TOOLS AND EQUIPMENT – LEVEL 2

Safety Equipment and PPE

- Battery surge protector
- Coveralls for students
- Dust extraction/ventilation
- Eye glasses/goggles
- Eyewash station
- Gloves/hand protection
- First aid kit
- Fire extinguisher (ABC)
- Fresh air respirators
- Spill kit
- Respirators (P100)

Power Tools

- Air pressure regulator
- Decal removal tool
- Drill
- Dual action sander
- Heat gun

Refinishing Equipment and Materials

- Colour chips
- Colour books
- Colour corrective light
- Digital surface temperature gauge
- Glazes
- Infrared curing lamps
- Intermix computer system
 - Digital scales
- Magnahelic
- Manometer
- Mil thickness gauge
- Mixing cup
- Paint strainer
- Paint gun
 - Gravity feed
 - HVLP
 - Pressure pot system
 - Reduced pressure
 - Suction feed
- Polishing compound
- Spray out card
- Spectrophotometer
- Ratio stick
- Rubbing compound
- Tack cloths
- Viscosity cup

Detailing and Cleaning Equipment

- Brushes
- Buffer/polisher
- Chamois
- Clay bar
- Cleaning Solutions
 - All purpose
 - Dressings
 - Glass
- De-nibbing file
- Magnifying glass
- Microfiber cloth
- Polishing pads
- Pressure washer
- Razor blade and holder
- Rubber squeegee
- Spray bottle
- Vacuum cleaner

Shop Equipment

- Air dryer
- Clipboard
- Compressor
- Computer and software
- Curing lamp
- Dual action sander
- Fresh air respirator (air feed)
- Masking machine
- Mixing room
- Paint booth
- Spray booth
- Transformer

Shop Tools and Equipment – Miscellaneous

- Adhesive material
- Aluminum material
- Cleaning materials
- Complete undercoat/topcoat materials
- Body filler material
- Electrical components
- Fibreglass material
- Primer undercoats
- Sanding equipment
- SMC material

Reference Materials

Recommended Resources

www.I-car.ca

Collision Repair and Refinishing: A foundation course for technicians
Alfred Thomas and Michael Jund
3rd Edition
ISBN-10: 13059943

Auto Body Repair Technology Hardcover, 6th Edition
James Duffy
ISBN-10: 1133702856

<https://www.alldata.com/alldata-collision>

www.tech-cor.com

Instructor Requirements

Occupation Qualification

The instructor must possess:

- Automotive Refinishing Technician - Certificate of Qualification with an Interprovincial Red Seal endorsement, or
- Automotive Refinishing Technician - Certificate of Qualification from another Canadian jurisdiction complete with Interprovincial Red Seal endorsement.

Work Experience

- Must have a minimum of 5 years experience as an Automotive Refinishing Technician Journey person.
- Must have diverse Automotive Refinishing Technician industry experience including that which covers all the competencies in the program outline.
- Must have recent Automotive Refinishing Technician trade experience.

Instructional Experience and Education

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

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

Appendices

**Appendix A:
Acronyms and Glossary**

Acronyms

AC	Alternating Current
Apps	Applications
ATSO	Automotive Training Standards Organization
CSA	Canadian Standards Association
DA	Dual-Action
DC	Direct Current
DTM	Direct-to-metal
GAC	General Area of Competency
GMAW	Gas Metal Arc Welding
HVAC	Heating, Ventilation and Air Conditioning
HVLP	High volume, low pressure
ISO	International Organization for Standardization
JHA	Job hazard analysis
JT	Judgement Time
MIG	Metal Inert Gas
NAGS	National Auto Glass Specifications
OD	Old damage
OEM	Original Equipment Manufacturer
OHS	Occupational Health and Safety
O/H	Overhaul
PPE	Personal Protective Equipment
R & I	Remove and Install
R & R	Remove and Repair
RFC	Recommendation for certification
RRIM	Reinforced reaction injection moulded
RSOS	Red Seal Occupational Standard
SDS	Safety Data Sheets
SMC	Sheet-molded compound
SOP	Standard Operating Procedures
SRS	Supplemental Restraint Systems
STRSW	Squeeze-type resistance spot weld
TDS	Technical Data Sheets
UV	Ultra Violet
VIN	Vehicle Identification Number
VOC	Volatile Organic Compounds
WHMIS	Workplace Hazardous Materials Information System
WIP	Work in Progress

Glossary**Abrasives**

Material used for cleaning or surface roughening such as sand, aluminium oxide or silicone carbide.

Active restraint system

A system that requires physical enabling, such as seat belts.

Air bag matrix

Manufacturers' specifications for components that need to be replaced or checked in the event of a deployment.

Air bags

Refers to inflatable restraints located in steering wheels, dashes, seats, doors, pillars, roof rails, and headliners.

Detailing

All activities performed in final preparation for delivery to the customer; detailing includes but is not limited to installation of trim and accessories, cleaning and polishing.

Frame and structural components

Provides the vehicle with strength and structural integrity.

Glass

A hard transparent substance that is laminated or tempered and sometimes tinted. Motor vehicle glass can be fixed as in windshields and rear windows or moveable as in side windows.

Glass hardware

Glass hardware consists of moveable and adjustable parts and components that ensure the operation of moveable glass and consists of but is not limited to tracks, glass run channels, plastic guides, stops and regulators.

Interior components

Interior components consist of trim, upholstery and panels within the vehicle.

Mechanical and electrical components

Mechanical components are moving parts that produce motion or a state of balance including suspension systems (steering and suspension), cooling systems, air conditioning systems, brake systems, the power train and the exhaust system. Electrical components perform a specific function (e.g. radio, defrost, cruise control) or generate, store and distribute electricity (e.g. battery, charging system, relays).

Outer body panels

Portions of a motor vehicle that are attached to the frame or structural components of the vehicle by welding, bonding or by mechanical attachments.

Passive restraint systems

Passive restraint systems include components such as dash, pads, head rest, collapsible steering columns, knee bolsters, and motorized seat belts.

Refinishing

Provides a smooth and level surface upon which paint will adhere, by sanding, filling, cleaning and priming the surface prior to, and including, the application of a final colour coat.

Restraint systems (also see definition for active and passive restraint systems)

Restraint systems consist of passive or active safety components which provide occupants with injury protection in the event of a collision.

Structural components

Any primary-stress-bearing portion of the body structure that affects its over-the-road performance or crash-worthiness.

Structural glass

A specific type of glass with a special design and installation process that adds to the structural integrity of the vehicle.

Unibody motor vehicle

Vehicle design in which parts of the body structure serve as support for overall vehicle.

Appendix B: Practical Assessments

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.

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

AUTOMOTIVE COLLISION AND REFINISHING – COMMON CORE LEVEL 1	
SUMMARY OF PRACTICAL ASSESSMENTS	
SUBJECT COMPETENCY OR LINE	PRACTICAL ASSESSMENT TASK
B2 Use lifting equipment	The learner will perform vehicle lifting.
B4 Maintain spray equipment	The learner will perform spray equipment maintenance and test spray.
C1 Use cutting and heating equipment	The learner will perform oxyacetylene set up, cutting, heating and shut down.
C2 Use welding equipment	The learner will perform welds on 22-gauge steel in flat position, including butt weld without backing, lap weld, and plug weld.
LINE F* REMOVE AND INSTALL VEHICLE COMPONENTS	The learner will remove and install vehicle components, such as door handle, side moulding, and side mirror.
LINE H** USE REPAIR MATERIALS AND EQUIPMENT	The learner will prepare and mask a panel for a primer spot repair and mix and apply repair materials.
LINE I*** APPLY REFINISHING MATERIALS	The learner will perform base coat/clear coat refinishing procedures.
K4 Repair metal panels and components	The learner will perform a minor repair on a sheet metal panel.
L4 Repair plastic and composite panels and components	The learner will perform plastic repairs, including welded and adhesive.

*All of LINE F (F1, F2, F3)

**All of LINES G and H (G1, G2, G3, G4; H1, H2, H3, H4). Results applied to both lines at a ratio of 50/50.

Note to Instructor: Retain panel upon completion of project for later achievement criteria in LINE I.

***All of LINE I (I1, I2, I3, I4)

Note to Instructor: Use repaired panel from LINE H for this achievement criteria.

AUTOMOTIVE REFINISHING TECHNICIAN – LEVEL 2 SUMMARY OF PRACTICAL ASSESSMENTS	
SUBJECT COMPETENCY OR LINE	PRACTICAL ASSESSMENT TASK
D5 Prepare repair plan	The learner will develop a refinish plan.
D6 Prepare estimates and supplements	The learner will create an estimate.
G2 Mask surface	The learner will mask a vehicle for topcoat.
LINE I* APPLY REFINISHING MATERIALS	The learner will apply a metallic two-stage finish. The learner will apply a multi-stage finish.
J2 Correct surface imperfections	The learner will remove surface imperfections, such as nibs, runs and orange peel.
J3 Perform final check	The learner will perform a final check.

*All of LINE I (I1, I2, I3, I4, I5, I6)

Appendix C: Previous Contributors

Industry and Instructor Subject Matter Experts retained to assist in the development of the 2017 Program Outline:

- Mark Deroche British Columbia Institute of Technology
- John Euloth Okanagan College
- Nick Penner University of the Fraser Valley
- Ranjot Sandhu Rapid Autobody

Industry and Instructor Subject Matter Experts retained to review the 2017 Program Outline:

- Don Anderson Automotive Collision Repair Technician
- Mark Deroche British Columbia Institute of Technology
- John Euloth Okanagan College
- Nick Penner University of the Fraser Valley
- Ranjot Sandhu Rapid Autobody
- Tate Westerman Vancouver Community College

SkilledTradesBC would like to acknowledge the dedication and hard work of all the industry and training provider representatives appointed to identify the training requirements of this trade.