PROGRAM OF STUDY

Furniture and Architectural Unit Finishing (DVS 5896)

TRAINING SECTOR : WOODWORKING AND FURNITURE MAKING

Québec

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Introduction to the Program

In vocational training, a program of study presents the competencies required to practise a given trade or occupation at entry level on the job market. The training provided allows students to acquire a degree of versatility that will be useful in their career and personal development.

A program is a coherent set of competencies to be developed. It outlines the knowledge and broad orientations to be favoured during training. The competencies correspond to the tasks of the trade or occupation or to activities related to work or vocational or personal life, depending on the case. Learning is acquired in a specific achievement context and targets the ability to act, succeed and evolve.

According to the *Education Act,*[1] every program "shall include compulsory objectives and contents and may include optional objectives and contents that shall be enriched or adapted according to the needs of students who receive the services." For behavioural competencies, the compulsory components include the statement of the competency, the elements of the competency, the achievement context and the performance criteria; for situational competencies, they include the corresponding components.

For information purposes, programs also provide a grid of competencies, educational aims, a summary of competency-related knowledge and know-how, and guidelines. They also specify the suggested duration of each competency. All optional components of a program may be enriched or adapted according to the needs of the students, the environment and the workplace.

Program Components

Program Objectives

Program objectives consist of the expected outcome at the end of training as well as a general description of a given trade or occupation. They also include the four general goals of vocational training.

Educational Aims

Educational aims are broad orientations to be favoured during training in order to help students acquire intellectual or motor skills, work habits or attitudes. Educational aims usually address important aspects of career and personal development that have not been explicitly included in the program goals or competencies. They serve to orient appropriate teaching strategies to contextualize students' learning, in keeping with the dimensions underlying the practice of a trade or occupation. They help guide educational institutions in implementing the program.

Competency

A competency is the ability to act, succeed and evolve in order to adequately perform tasks or activities related to one's working or personal life, based on an organized body of knowledge and skills from a variety of fields, perceptions, attitudes, etc.

A competency in vocational training can be defined in terms of a behaviour or a situation and includes specific practical guidelines and requirements for learning.

[1] *Education Act*, CQLR, c. I-13.3, s. 461.

1. Behavioural Competency

A behavioural competency describes the actions and the results expected of the student. It consists of the following features:

- The *statement of the competency* is the result of the job analysis, the orientations and general goals of vocational training and other determinants.
- The *elements of the competency* correspond to essential details that are necessary in order to understand the competency and are expressed in terms of specific behaviours. They refer to the major steps involved in performing a task or to the main components of the competency.
- The *achievement context* corresponds to the situation in which the competency is exercised at entry level on the job market. The achievement context attempts to recreate an actual work situation but does not describe a learning or evaluation situation.
- The *performance criteria* define the requirements to be respected. They may refer to elements of the competency or to the competency as a whole. When associated with a specific element, performance criteria are used to judge whether a competency has been acquired. When associated with the competency as a whole, the criteria describe the requirements for performing a task or activity and provide information on the expected level of performance or the overall quality of a product or service.

2. Situational Competency

A situational competency describes the situation in which students are placed to acquire learning, and allows for actions and results to vary from one student to another. It consists of the following features:

- The *statement of the competency* is the result of the job analysis, the orientations and general goals of vocational training and other determinants.
- The *elements of the competency* outline the essential aspects of the competency and ensure a better understanding of the competency with respect to the expected outcome. The elements of the competency are fundamental to the implementation of the learning situation.
- The *learning context* provides a broad outline of the learning situation designed to help the students develop the required competency. It is normally divided into three key phases of learning: information, participation and synthesis.
- The *instructional guidelines* provide reference points and means for teachers to ensure that learning takes place and that the context in which it occurs is always the same. These guidelines may include general principles or specific procedures.
- The *participation criteria* describe requirements that the students must meet when participating in learning activities. They focus on how the students take part in the activities, rather than on the results obtained. Participation criteria are normally provided for each phase of the learning situation.

Competency-Related Knowledge and Know-How

Competency-related knowledge and know-how, together with attendant guidelines, are provided for information purposes. Competency-related knowledge and know-how define the essential and meaningful learning that students must acquire in order to apply and continue to develop the competency. They are in keeping with the job market and are accompanied by guidelines that provide information about the field of application, level of complexity and learning content. They generally encompass learning associated with knowledge, skills, strategies, attitudes, perceptions, etc.

Duration

The total duration of the program is compulsory and must be observed. It consists of teaching time, which includes time for the evaluation of learning and for enrichment or remedial activities, depending on the students' needs. The duration indicated for a given competency refers to the amount of time needed to develop the competency.

The amount of teaching time corresponds to the amount of time allotted to training, which is established during program development as the average amount of time needed to acquire a competency and evaluate learning. This duration is helpful in organizing training.

Credit

A credit is a unit used for expressing the quantitative value of each competency. One credit corresponds to 15 hours of training.

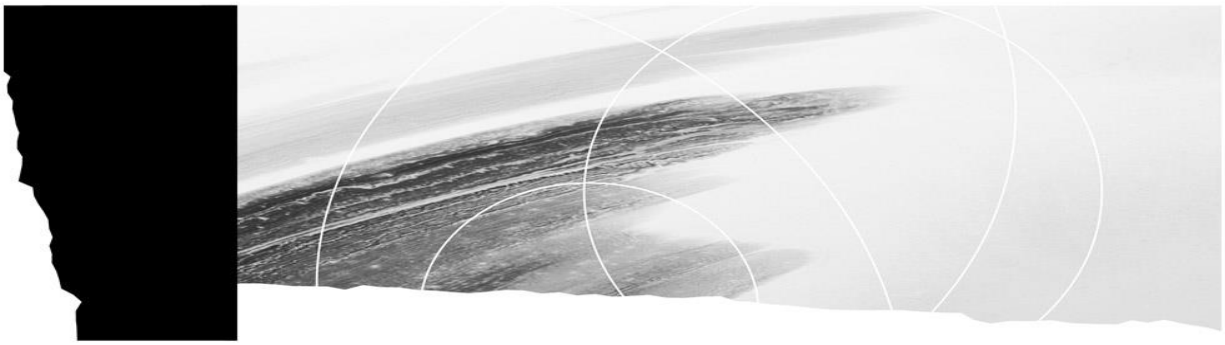
Aspects of Program Implementation

Program-Based Approach

The program-based approach is founded on a comprehensive view of a program of study and its components (e.g. goals, educational aims, competencies). It requires concerted action among all players involved from the initial stages of program design and development to program implementation and evaluation. It consists in ensuring that all of the actions and activities proposed are based on the same aims and take into account the same orientations. For students, the program-based approach makes training more meaningful, since it presents learning as a coherent whole.

Competency-Based Approach

In vocational training, the competency-based approach is based on a teaching philosophy that is designed to help students mobilize their own individual sets of resources in order to act, succeed and evolve in different contexts, according to established performance levels with all the required knowledge and know-how (e.g. skills, strategies, attitudes, perceptions). The competency-based approach is carried out in situations that are relevant to the students' working life and personal life.



5896	**Furniture and Architectural Unit Finishing**

Year of approval: 2024

Certification:	Diploma of Vocational Studies
Number of credits:	56
Number of competencies:	13
Total duration:	840 hours

To be eligible for admission to the *Furniture and Architectural Unit Finishing* program, candidates must meet one of the following requirements:

- Persons holding an SSD or its recognized equivalent, for example, an Attestation of Equivalence of Secondary Studies, or a post-secondary diploma such as the Diploma of College Studies or a Bachelor's degree

OR

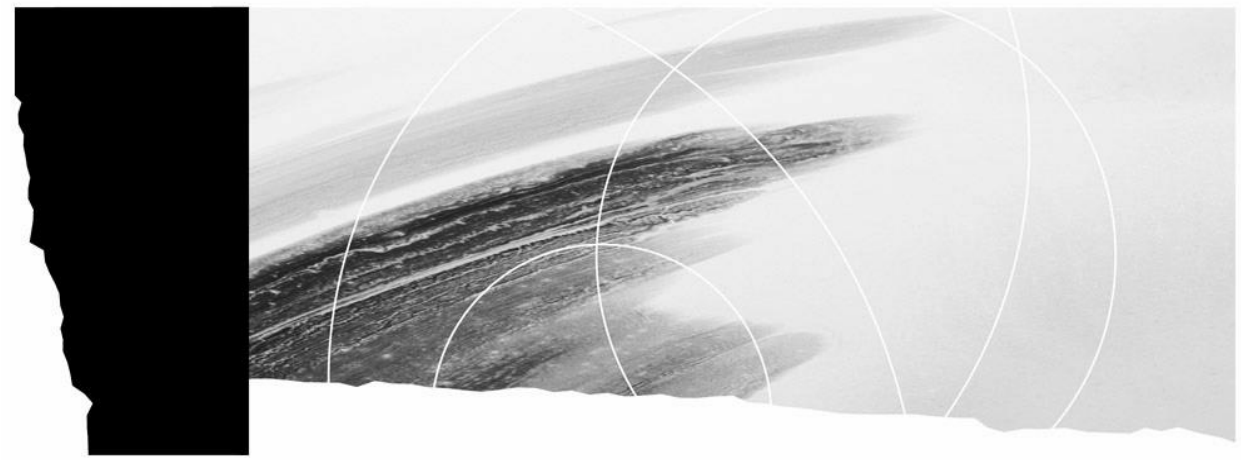
- Persons who are at least 16 years of age on September 30 of the school year in which their training is to begin and have earned the Secondary III credits in language of instruction, second language and mathematics in the programs of study established by the Minister, or have been granted recognition for equivalent learning

OR

- Persons who are at least 18 years of age upon entry into the program must have the following functional prerequisites: the successful completion of the general development test and ENG 3068-3 and MTH 2101-3, or recognition of equivalent learning.

The duration of the program is 840 hours, which includes 660 hours spent on the specific competencies required to practise the trade or occupation and 180 hours on general, work-related competencies. The program of study is divided into 13 competencies which vary in length from 30 to 120 hours. The total hours allocated to the program include time devoted to teaching, evaluation of learning and enrichment or remedial activities.

Competency	Code	Number	Hours	Credits
The Trade	760602	1	30	2
Adop responsible and safe behaviours	760612	2	30	2
Preparing Surfaces	760623	3	45	3
Finishing Products	760633	4	45	3
Colour Composition	760645	5	75	5
Applying Finishing Products	760654	6	60	4
Spraying Finishing Products	760668	7	120	8
Stripping	760673	8	45	3
Polishing	760683	9	45	3
Operating Finishing Robots	760696	10	90	6
Finishing Systems	760706	11	90	6
Doing Touch-ups	760714	12	60	4
Enter The Workforce	760727	13	105	7



Part I

Program Goals

Educational Aims

Statements of the Competencies

Grid of Competencies

Harmonization

Program Goals

The *Furniture and Architectural Unit Finishing* program prepares students to practise the trade of furniture and architectural unit finisher. Furniture and architectural unit finishers work in companies that manufacture furniture, kitchen and bathroom cabinets, architectural units, caskets, etc. They can also work in companies in the aerospace industry, as well as in companies that specialize in finishing furniture and/or architectural units.

Their duties include preparing surfaces and applying stains and coatings to achieve the appropriate finish. They finish surfaces made of wood and wood-based products. They also mix colours, do touch-ups, polish, strip, and develop finishing systems. They use hand tools, electric and compressed air tools, automated systems and industrial robots.

In addition to excellent visual acuity and the ability to distinguish between colours, furniture and architectural unit finishers must be in good physical condition. They have to lift loads, work several hours in a standing position and perform repetitive movements. In addition, they must be able to wear a mask at work to protect them against ambient dust and chemical vapours, especially in a physical environment where finishing products containing a high concentration of volatile organic compounds (VOC) are used. Several sections of laws and regulations govern the practice of the trade. The legal and normative frameworks are designed to prevent the health and safety risks inherent in the trade and to ensure environmental protection.

Furniture finishers perform their duties alone or as part of team, and sometimes in conjunction with other trades. They must be able to communicate effectively with their team leaders and co-workers. Self-reliance, resourcefulness, precision, patience and concern for detail are some of the qualities required of these workers. In addition, they must have a good sense of organization and participate in achieving the company's production targets.

The field of furniture and architectural unit finishing is tied to fashion trends. The trade is influenced by the regular integration of new products and work techniques. To satisfy the requirements of an industry in constant evolution, furniture finishers must be interested in new products and techniques in their sector of activity and be able to adapt their work to these changes.

The program goals of the *Furniture and Architectural Unit Finishing* program are based on the general goals of vocational training. These goals are as follows:

- To help students develop effectiveness in the practice of a trade or occupation, that is:
  - to teach students to perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market
  - to prepare students to progress satisfactorily on the job (which implies having the technical and technological knowledge and skills in such areas as communication, problem solving, decision making, ethics, health and safety)
- To help students integrate into the workforce, that is:
  - to familiarize students with the job market in general, and with the specific context of their chosen trade or occupation
  - to familiarize students with their rights and responsibilities as workers
- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
  - to help students develop their autonomy and ability to learn, and acquire effective work methods
  - to help students understand the principles underlying the techniques and the technology used in the trade or occupation

  - to help students develop self-expression, creativity, initiative and entrepreneurial spirit
  - to help students adopt the attitudes required to successfully practise the trade or occupation, and instill in them a sense of responsibility and a concern for excellence
- To promote job mobility, that is:
  - to help students develop positive attitudes toward change
  - to help students develop the means to manage their careers by familiarizing them with entrepreneurship

Educational Aims

The aim of the *Furniture and Architectural Unit Finishing* program is to help students develop attitudes and behaviours that representatives from education and the field deem essential to the practice of the trade:

- The desire to update their knowledge, learn independently and transfer their knowledge and know-how in order to be able to evolve throughout their career
- Team spirit and respect for others
- A sense of responsibility, punctuality and diligence
- The ability to come up with imaginative solutions
- The ability to adapt to unforeseen experiences at work and to respond calmly
- The desire to promote sustainable development and recycling

Statements of the Competencies

List of Competencies

- Adopt responsible and safe behaviours.
- Prepare surfaces.
- Choose finishing products.
- Apply finishing products by hand.
- Spray finishing products.
- Strip surfaces.
- Polish surfaces.
- Operate a finishing robot.
- Develop a finishing system.
- Do touch-ups.
- Enter the workforce.

Grid of Competencies

The grid of competencies shows the relationship between general competencies, which correspond to work-related activities, and specific competencies, which are required to practise the particular trade or occupation.

The general competencies appear on the horizontal axis and the specific competencies, on the vertical axis. The symbol (○) indicates a correlation between a general and a specific competency. The symbol (△) indicates a correlation between a specific competency and a step in the work process. Shaded symbols indicate that these relationships have been taken into account in the acquisition of specific competencies. The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis presents the specific competencies in the order in which they should be acquired and serves as a point of departure for determining how all of the competencies will be taught.

GRID OF COMPETENCIES

FURNITURE AND ARCHITECTURAL UNIT FINISHING				**GENERAL COMPETENCIES**				**TOTAL**
SPECIFIC COMPETENCIES	**Competency number**	**Type of competency**	**Duration (in hours)**	Determine their suitability for the trade	Adopt responsible and safe behaviours	Choose finishing products	Mix colours	
Competency number				1	2	4	5	
Type of competency				S	B	B	B	
Duration (in hours)				30	30	45	75	180
Prepare surfaces	3	B	45	○	⊘	○		
Apply finishing products by hand	6	B	60	○	⊘	⊘	⊘	
Spray finishing products	7	B	120	○	⊘	⊘	⊘	
Strip surfaces	8	B	45	○	⊘	○		
Polish surfaces	9	B	45	○	●	○		
Operate a finishing robot	10	B	90	○	⊘	○		
Develop a finishing system	11	B	90	○	⊘	⊘	⊘	
Do touch-ups	12	B	60	○	⊘	⊘	⊘	
Enter the workforce	13	S	105	○	⊘	⊘	○	
Duration of the program			660					840

Links between the general and specific competencies:

○: Existence of a link
●: Application of a link

Harmonization

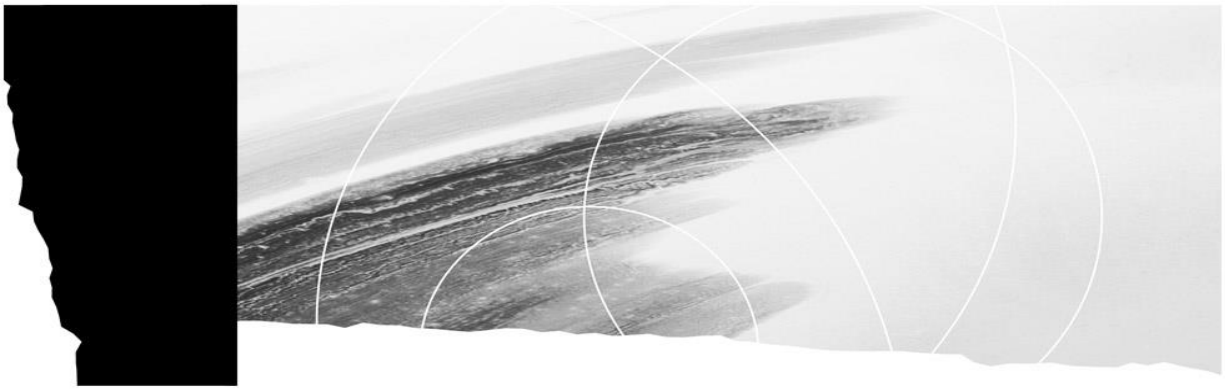
Harmonization of vocational and technical programs is a ministerial orientation. It involves establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors in order to avoid overlap in program offerings, to recognize prior learning and to optimize the students' progress.

Harmonization establishes consistency between training programs and is especially important in ensuring that the tasks of a trade or occupation are clearly identified and described. Harmonization makes it possible to identify tasks requiring competencies that are common to more than one program. Even if there are no common competencies, training programs are still harmonized.

Harmonization is said to be "inter-level" when it focuses on training programs at different levels, "intra-level" when it focuses on programs within the same educational level, and "inter-sector" when carried out between programs in various sectors.

An important aspect of harmonization is that it allows the common features of competencies to be identified and updated as needed. Common competencies are those that are shared by more than one program; once acquired in one program, they can be recognized as having been acquired in another. Competencies with exactly the same statement and elements are said to be identical. Common competencies that are not identical but have enough similarities to be of equal value are said to be equivalent.

Harmonization of the *Furniture and Architectural Unit Finishing* program has resulted in identifying competencies that are shared with other programs. Detailed information on the harmonization of this program and its results is presented in the document entitled *Tableaux d'harmonisation, Finition de mobiliers et d'unités architecturales*.



Part II

Program Competencies

The Trade	Code: 760602

Competency 1 Duration 30 hours Credits 2

Situational Competency

Statement of the Competency

Determine their suitability for the trade.

Elements of the Competency

- Be familiar with the nature of the trade.
- Understand the program of study.
- Learn about the training process.
- Confirm their career choice.

Learning Context

Information Phase

- Learning about the job market in the field of furniture and architectural unit finishing.
- Learning about the nature and requirements of the trade.
- Learning about the skills, attitudes, professional ethics and behaviours expected in the field of furniture and architectural unit finishing.
- Learning about the program and evaluation methods.
- Learning how to develop their competencies during their training and throughout their career.

Participation Phase

- Observing a tradesperson at work.
- Having discussions with people who work in the trade.
- Discussing their observations, the data collected and their view of the trade.
- Discussing the conformity of the program of study with the reality in the workplace.
- Discussing their skills, aptitudes, knowledge and values as they relate to the exercise of the trade.
- Finding ways of fostering their academic success and integration into the job market.

Synthesis Phase

- Producing a professional assessment based on the information gathered, their observations and their thoughts about the trade.
- Explaining their career choice and the measures they need to take to foster their academic success and integration into the job market.

Instructional Guidelines

- Create an atmosphere in which all students feel respected and are able to express themselves.
- Make pertinent information and documentation available to the students.
- Motivate students to participate in the proposed activities.
- Organize a meeting with one or more specialists in the trade.
- Provide the students with tools and proven techniques for producing their professional assessment.

Participation Criteria

Information Phase

- Choose reliable information sources.
- Gather information on most of the topics to be covered.

Participation Phase

- Take part in the activities organized.
- Adopt an attentive and respectful attitude toward others.
- Express their views on the program of study.
- Give their opinion on the requirements for practising the trade.
- Make connections between the program competencies and the requirements of the trade.

Synthesis Phase

- Produce a report that:
  - sums up their preferences, aptitudes and interests with respect to the trade
  - includes an assessment of their career choice that compares different aspects and requirements of the trade with their preferences, aptitudes, values and interests.

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each phase of the learning context, along with their attendant guidelines.

Information Phase

- Criteria for the reliability of an information source: author's credibility, recent information based on scientific data approved by experts in the field, etc.
- Characteristics of the job market: job prospects, sectors of activity, working conditions, hiring criteria, opportunities for promotion and transfer, work organization, etc.
- Nature and requirements of the trade: definition of the trade, types of tasks, occupational health and safety, physical requirements, stress factors, etc.
- Attitudes and skills: concentration, attention to detail, precision, methodical work, etc.
- Expected professional behaviours: occupational health and safety, labour relations and communication (customers, team leader, manager, suppliers, etc.), monitoring of emerging trends in furniture and architectural unit finishing, concern for cleanliness and tidiness, etc.

Participation Phase

- Training characteristics and requirements: program of study, duration, evaluation, personal working time, rules of the educational institution, student services, schedule, resource people, etc.
- Steps involved in preparing for a meeting and making an appointment: presentation, generation of questions, note taking, etc.
- Participation in discussions, ability to listen, respect for each person's right to speak, ability to stick to the topic, openness to different points of view, etc.

Synthesis Phase

- Report on their strengths and challenges as they relate to the requirements of the trade
- Justification of their career choice
- Presentation methods: notes, summaries, briefings, digital slide presentation, etc.

Adopt responsible and safe behaviours	Code: 760612

Competency 2 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

Adopt responsible and safe behaviours.

Achievement Context

- Given:
  - current laws, regulations and standards
  - data sheets and material safety data sheets
  - manufacturers' instructions
  - company rules and policies.
- Using:
  - personal protective equipment
  - collective protective equipment.

Elements of the Competency	Performance Criteria
1. Apply occupational health and safety measures.	• Accurate interpretation of relevant sections of current laws, regulations and standards. • Accurate interpretation of data sheets, material safety data sheets and manufacturers' instructions. • Correct identification of connections between the risks inherent in the trade and their impact on health and safety. • Appropriate choice of measures aimed at preventing occupational health and safety risks. • Appropriate application of measures aimed at preventing occupational health and safety risks.
2. Apply environmental protection measures.	• Accurate interpretation of relevant sections of current laws, regulations and standards. • Accurate interpretation of data sheets, material safety data sheets and manufacturers' instructions. • Correct identification of connections between the risks inherent in the trade and their impact on the environment. • Appropriate choice of measures aimed at protecting the environment. • Appropriate application of measures aimed at protecting the environment.

3. Behave ethically.	• Recognition of the appropriate ethical attitudes and behaviours in the workplace. • Adoption of ethical attitudes and behaviours. *For the competency as a whole:* • Respect for the boundaries of their scope of practice. • Appropriate use of personal protective equipment. • Quality of information sources. • Quality of communication. • Assessment of the impact of their choices on occupational health and safety and environmental protection. • Accurate use of health and safety terminology.

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- Criteria for choosing reference documents and information sources.
- Basic principles of communication in the workplace.
- Connections between communication and occupational health and safety.
- Method of assessing their choices concerning occupational health and safety and environmental protection.

1. Apply occupational health and safety measures.
   - Recognition of the sections of occupational health and safety laws, regulations and standards that apply to furniture and architectural unit finishing: *Act respecting occupational health and safety*, *Environment Quality Act*, *Sustainable Development Act*, etc.
   - Distinction between the roles and responsibilities of employers and those of employees when it comes to occupational health and safety measures.
   - Recognition of the Workplace Hazardous Materials Information System (WHMIS): labelling, product classification, safety data sheets, etc.
   - Recognition of the occupational health and safety risks inherent in the trade.
   - Identification of measures aimed at preventing occupational health and safety risks: use of personal protective equipment, ergonomic posture, use of lifting equipment, etc.

2. Apply environmental protection measures.
   - Recognition of the sections of environment quality laws, regulations and standards that apply to furniture and architectural unit finishing: *Canadian Environmental Protection Act*, *Act respecting occupational health and safety*, *Environment Quality Act*, *Sustainable Development Act*, etc.
   - Distinction between the roles and responsibilities of employers and those of employees when it comes to environmental protection measures.
   - Recognition of the Workplace Hazardous Materials Information System (WHMIS): labelling, product classification, safety data sheets, etc.

- Recognition of the environmental risks inherent in the trade.
- Identification of measures aimed at preventing risks to the environment.

3. Behave ethically.

- Ethical and professional behaviours in furniture and architectural unit finishing.
- Prevailing values in the field of furniture and architectural unit finishing (efficiency, civility, environmental awareness, aestheticism, etc.).
- Identification of connections between the values (efficiency, civility, environmental awareness, aestheticism, etc.) in furniture and architectural unit finishing and expectations with regard to ethical and professional behaviours.

Preparing Surfaces	Code: 760623

Competency 3 Duration 45 hours Credits 3

Behavioural Competency

Statement of the Competency

Prepare surfaces.

Achievement Context

- At a workstation equipped with an air cleaning system and a lighting system.
- On pieces of wood and wood-based products, coated and uncoated, in a variety of wood types, sizes and shapes.
- Given:
  - samples, information and instructions related to the job
  - sketches and drawings.
- Using:
  - masking and sanding materials
  - fillers and repair materials
  - equipment, materials and abrasives
  - cleaning products
  - personal protective equipment.

Elements of the Competency	Performance Criteria
1. Prepare the work.	• Accurate interpretation of the sample, information and instructions related to the job. • Thorough verification of the information needed to do the job. • Accurate and detailed characterization of substrate. • Accurate identification of substrate.
2. Examine the surfaces.	• Compliance with procedure for identifying abnormalities. • Identification of all minor and major defects. • Transmission of information to the people responsible in the event of a major defect.
3. Prepare the equipment, materials, tools, fillers and repair materials.	• Appropriate choice of equipment, materials and tools. • Appropriate choice of type of treatment, fillers and repair materials. • Inspection of equipment, materials and tools. • Proper cutting of sandpaper and masking material. • Proper installation of paper on the sander. • Functional arrangement of work area.

Preparing Surfaces	Code: 760623
4. Prepare the part.	• Appropriate removal of hardware and removable components. • Proper stabilization of part. • Proper and thorough cleaning and dusting of part.
5. Treat the surfaces.	• Compliance with techniques for filling and repairing minor defects. • Proper grain raising. • Complete and compliant repair of minor defects.
6. Sand the surfaces.	• Observance of sanding technique. • Replacement of sandpaper at the appropriate time. • Compliance of sanding with intended results. • Thorough and complete cleaning of surface.
7. Mask the surfaces.	• Appropriate choice of parts to be masked. • Observance of masking techniques. • Compliant covering of surfaces to be protected.
8. Clean and tidy up.	• Proper cleaning and maintenance of equipment, materials and tools. • Diligent reporting of failures and defects of equipment, materials and tools. • Compliant elimination of hazardous and residual materials. • Thorough and appropriate cleaning of work area. • Compliance with the rules for storing finishing products. • Compliance with storage systems for abrasives, samples and reference documents.
	For the competency as a whole: • Compliance with occupational health and safety rules. • Compliance with environmental protection laws and regulations. • Compliance with the rules of professional ethics. • Careful handling of parts. • Concern for the quality of the work. • Concern for the economical use of materials and products. • Accurate use of trade-related terminology.

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- See Competency 2: *Adopt responsible and safe behaviours.*
- Awareness of the economic and environmental impacts of using finishing products and materials.
- Environmentally responsible practices related to the use of finishing products and materials.
- Economical use of finishing products and materials.
- Thoroughness.
- Methodical work.
- Precision.

1. Prepare the work.
   - Interpretation of a sketch, shop drawing, general layout and detail drawing.
   - Recognition of the different types of substrate:
     - Solid wood: oak, maple, poplar, pine, etc.
     - Wood-based products: melamine, wood veneer, medium-density fibreboard (MDF), wood polymer, wood laminate, etc.
   - Recognition of the characteristics of the different substrates: colour, sizes, hardness, thickness, texture, etc.
   - Recognition of the characteristics of the different types of wood: colour, density, hardness, thickness, wood fibre, wood pores, grain pattern, etc.
   - Criteria for identifying which areas to sand: condition of surface, shapes, angles, presence of different types of substrates, etc.
   - Criteria for identifying which areas to mask: surfaces with angles, interior of a part, area not requiring sanding, protection of electrical wires, light fixture, hardware, etc.

2. Examine the surfaces.
   - Types of defects: colour, damage, dents, wood fibre, grooves, texture, unevenness, roughness, etc.
   - Distinction between natural defects, defects caused during drying or stacking, and manufacturing defects.
   - Distinction between minor and major defects.
   - Procedure for finding defects: adequate lighting, visual examination, identification of defects.

3. Prepare the equipment, materials and tools.
   - Functions and components of equipment, materials and tools.
   - Characteristics and role of different abrasives.
   - Characteristics and role of different masking materials.
   - Criteria for selecting abrasives and masking materials.
   - Procedure for installing sandpaper on sanding equipment.
   - Impacts of the arrangement of the equipment, materials and tools on performance and efficiency.

4. Prepare the part.
   - Choice of support based on the part's characteristics.
   - Use of a method for remembering where the hardware and components go.
   - Criteria for selecting cleaning products.
   - Technique for installing and securing the part using adhesive tape, a non-slip mat or other materials.

5. Treat the surfaces.
   - Types of treatments: grain raising, pore filling, repairs, etc.
   - Characteristics of fillers and repair materials.
   - Criteria for selecting fillers and repair materials.
   - Filling and repair techniques: filling, scraping, surfacing, etc.

6. Sand the surfaces.
   - Recognition of the particular characteristics of various sanding tools: sizes, axis, sanding power, speed, etc.
   - Characteristics of areas to be sanded: dimensions, shape, flatness, type of substrate, etc.
   - Sanding technique: angle of arm and hand, positioning of tool on surface, adjustment of travel speed, pressure of hand on tool, back-and-forth motion, left-to-right motion, up-and-down motion, observance of direction of the grain, etc.
   - Sanding sequence: less obvious to most obvious areas, from panels to crosspieces and uprights.
   - Strategies for organizing and performing the work.
   - Quality criteria: flatness of surfaces, porosity, uniformity, absence of defects, absence of distortion, etc.
   - Procedure for verifying the quality of the sanding job.

7. Mask the surfaces.
   - Masking technique: cutting angle for masking material, positioning of hands, overlapping of tape, removal tab, etc.

8. Clean and tidy up.
   - Identification of connections between keeping the work area clean and tidy on the one hand, and occupational health and safety risks on the other.
   - Criteria for choosing maintenance and cleaning products.
   - Criteria for choosing maintenance and cleaning tools and accessories.
   - Manufacturer’s instructions for using maintenance and cleaning products.
   - Procedure for maintaining equipment, materials and tools: lubrication of sanders, replacement of dust bag, etc.
   - Effect of the condition of storage spaces on the performance of equipment, materials and tools
   - *Regulation respecting hazardous materials.*
   - Distinct characteristics of storage spaces.
   - Procedure for labelling products.
   - Archiving of data in a filing system.
   - Verification of the leaktightness of containers.

Finishing Products	Code: 760633

Competency 4 Duration 45 hours Credits 3

Behavioural Competency

Statement of the Competency

Choose finishing products.

Achievement Context

- At a workstation.
- In a painting booth equipped with an air cleaning system.
- On pieces of wood and wood-based products, coated and uncoated, in a variety of wood types, sizes and shapes.
- Given:
  - samples, information and instructions related to the job
  - sketches and drawings
  - technical documentation (data sheets, material safety data sheets, etc.)
  - a variety of reference sources
  - occupational health and safety rules and regulations
  - environmental protection laws and regulations.
- Using:
  - finishing products
  - equipment, materials and tools
  - personal protective equipment.

Elements of the Competency	Performance Criteria
1. Interpret the sample, information and instructions related to the job.	• Thorough verification of the information needed to do the job. • Accurate and complete characterization of substrate. • Accurate identification of substrate.
2. Characterize finishing products.	• Accurate recognition of all the types and categories of finishing products. • Accurate association of the finishing products with their roles. • Accurate recognition of all the properties of the finishing products. • Accurate interpretation of the finishing products' data sheets and material safety data sheets. • Accurate recognition of the mode of action of the main components of the finishing products.

3. Anticipate how the finishing products will react.	• Identification of connections between the characteristics of the finishing products and the purpose of the piece of furniture or architectural unit. • Accurate assessment of potential interactions between the finishing products. • Accurate assessment of potential interactions between the finishing products and the substrates. • Accurate assessment of potential interactions between the finishing products and the work area. • Accurate assessment of potential interactions between the finishing products and the products used to maintain the furniture or architectural unit.
4. Do validation tests.	• Observance of the steps and instructions for applying the finishing products. • Quality of result. • Determination of an appropriate solution in the case of an unsatisfactory result.
5. Clean and tidy up.	• Thorough and appropriate cleaning of work area. • Proper cleaning and maintenance of equipment, materials and tools. • Compliant elimination of hazardous and residual materials. • Compliance with the rules for storing finishing products. • Compliance with storage systems for samples and reference documents. *For the competency as a whole:* • Compliance with occupational health and safety rules. • Compliance with environmental protection laws and regulations. • Compliance with the rules of professional ethics. • Concern for the quality of the work. • Concern for the economical use of materials and products. • Accurate use of trade-related terminology.

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- See Competency 2: *Adopt responsible and safe behaviours.*
- Economic and environmental impacts of using materials and finishing products.
- Measures to ensure the quality of the work: clean clothing, control of ambient dust, absence of silicone-based products, etc.
- Environmentally responsible practices related to the use of finishing products and materials.
- Economical use of finishing products and materials.
- Meticulousness and precision.
- Methodical work.

1. Interpret the sample, information and instructions related to the job.
   - Application sequence.

2. Characterize finishing products.
   - Classification of finishing products:
     - Types: stains, coatings, complementary products
     - Categories: stains, base coats, solvents, etc.
     - Roles: colouring, embellishing, protection, etc.
     - Components: alcohol, dyes, pigments, oils, etc.
     - Properties of finishing products: drying time, light stability, colour quality, etc.
     - Mode of action of finishing product components: adhesion, bleed resistance, opacification, etc.
   - Processing of information on a data sheet and a material safety data sheet.
   - Influence of the information on a data sheet and a material safety data sheet on the choice of finishing products.

3. Anticipate how the finishing products will react.
   - Definition of the purpose of the furniture or architectural unit.
   - Recognition of potential reactions between the substrate and the finishing product: bleaching, flaking, friability, peeling, etc.
   - Recognition of potential reactions between finishing products: bloom, stearate, cracks, crawling, bleeding, etc.
   - Recognition of potential reactions between finishing products and the work area: bleaching, bubbling, cracking, discolouration, lustre loss, etc.
   - Identification of elements that can affect the effectiveness of finishing products: humidity, temperature, exposure to light, etc.
   - Recognition of potential reactions between finishing products and maintenance products: contamination, discolouration, deterioration, etc.

4. Do validation tests.
   - See Competency 3: *Prepare surfaces.*
   - Recognition of the steps and instructions for applying the finishing products.
   - Procedure for checking the quality of finishing products.
   - Distinction between an issue with the application of a finishing product and an issue with the product itself.

- Distinction between an issue with the work process and an issue with the finishing product.
- Recognition of techniques for solving problems associated with finishing products: addition of additives or thinners, choice of a different product, temperature control, etc.
- Assessment of the feasibility of the solution: availability of products, budget constraints, etc.
- Use of sight and touch.

5. Clean and tidy up.

- Identification of connections between keeping the work area clean and tidy on the one hand, and occupational health and safety risks on the other.
- Procedure for maintaining the equipment, materials and tools needed for this competency: stirrer, scale, container, spatula, etc.
- Criteria for choosing maintenance and cleaning products.
- Criteria for choosing maintenance and cleaning tools and accessories.
- Manufacturer's instructions for using maintenance and cleaning products.
- Procedure for pouring finishing products.
- Regulation respecting hazardous materials.
- Distinct characteristics of storage spaces.
- Procedure for labelling products.
- Archiving of data in a filing system.
- Verification of the leaktightness of containers.

Colour Composition	Code: 760645

Competency 5 Duration 75 hours Credits 5

Behavioural Competency

Statement of the Competency

Mix colours.

Achievement Context

- At a workstation equipped with an air cleaning system and a lighting system.
- On pieces of wood and wood-based products, coated and uncoated, in a variety of wood types, sizes and shapes.
- Given:
  - samples, information and instructions related to the job
  - sketches and drawings
  - technical documentation (data sheets, material safety data sheets, etc.)
  - a variety of reference sources
  - occupational health and safety rules and regulations
  - environmental protection laws and regulations.
- Using:
  - paintbrushes, rags and other application tools
  - equipment and materials
  - water- and solvent-based stains
  - various types of colorants
  - personal protective equipment.

Elements of the Competency	Performance Criteria
1. Plan the work.	• Accurate interpretation of the sample, information and instructions related to the job. • Thorough verification of the information needed to do the job. • Accurate and complete characterization of substrate. • Appropriate selection of equipment, materials and tools.
2. Interpret a colour.	• Accurate characterization of colour. • Accurate assessment of the effects of light on the colour. • Accurate assessment of the effects of the substrate on the colour. • Accurate identification of the bases and colorants that make up the colour.

Colour Composition	Code: 760645
3. Produce a colour.	• Appropriate choice of bases and colorants. • Good estimate of the quantity of bases and colorants needed. • Accurate calculation of the quantities of bases and colorants needed. • Accurate measurement of the quantities of bases and colorants needed. • Homogeneous mixture of stains. • Accurate record of colour recipe.
4. Do validation tests.	• Observance of the steps and instructions for applying the stains. • Compliance of result achieved with the intended result. • Appropriate adjustment of colour. • Accurate recording of changes made to the colour recipe.
5. Reproduce a colour recipe.	• Accurate reproduction of the colour recipe. • Match of colour achieved with colour reproduced.
6. Clean and tidy up.	• Thorough and appropriate cleaning of work area. • Proper cleaning and maintenance of equipment, materials and tools. • Diligent reporting of failures and defects of equipment, materials and tools. • Compliant elimination of hazardous and residual materials. • Accurate and compliant labelling of products. • Compliance with the rules for storing finishing products. • Compliance with storage systems for samples and reference documents.
	For the competency as a whole: • Compliance with occupational health and safety rules. • Compliance with environmental protection laws and regulations. • Compliance with the rules of professional ethics. • Concern for the quality of the work. • Concern for the economical use of materials and products. • Accurate use of trade-related terminology.

Suggestions for Competency-Related Knowledge and Know-How

For the competency as a whole:

- See Competency 2: *Adopt responsible and safe behaviours.*
- Awareness of the economic and environmental impacts of using finishing products and materials.
- Measures to ensure the quality of the work: clean clothing, control of ambient dust, absence of silicone-based products, etc.
- Environmentally responsible practices related to the use of finishing products and materials.
- Economical use of finishing products and materials.
- Meticulousness and precision.
- Methodical work.

1. Plan the work.
   - Information about the job: customer's contact information, sample, surface area of components, type of substrate, type of surface preparation requested, type of finish, etc.

2. Interpret a colour.
   - Colour theory
     - Colour wheel
     - Colour harmonies.
   - Factors that influence how a colour is interpreted:
     - Visual perception
     - Types of light
     - Substrates.
   - Characteristics of stains.

3. Produce a colour.
   - See Competency 4: *Choose finishing products.*
   - Influence of information in technical documents on the choice of finishing products.
   - Calculation of quantities: imperial and metric systems of measurement, conversion of measurements, concept of proportionality, calculation methods, etc.
   - Recognition of the functions of equipment, tools and materials and how they are used: stirrer, scale, carousel, etc.
   - Order in which substances are incorporated.
   - Characteristics of a homogeneous mixture and procedure for obtaining one.

4. Do validation tests.
   - See Competency 3: *Prepare surfaces.*
   - Recognition of the steps and instructions for applying the stains.
   - Procedure for verifying the quality of a colour.

5. Reproduce a colour recipe.
   - Choice of light source.

6. Clean and tidy up.
    - Identification of connections between keeping the work area clean and tidy on the one hand, and occupational health and safety risks on the other.
    - Procedure for maintaining the equipment, materials and tools needed for this competency: stirrer, carousel, container, spatula, etc.
    - Criteria for choosing maintenance and cleaning products.
    - Criteria for choosing maintenance and cleaning tools and accessories.
    - Manufacturer's instructions for using maintenance and cleaning products.
    - Procedure for pouring stains.
    - Regulation respecting hazardous materials.
    - Distinct characteristics of storage spaces.
    - Procedure for labelling products.
    - Archiving of data in a filing system.
    - Verification of the leaktightness of containers.

Applying Finishing Products	Code: 760654

Competency 6 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency

Apply finishing products by hand.

Achievement Context

- At a workstation equipped with an air cleaning system and a lighting system.
- On pieces of wood and wood-based products, coated and uncoated, in a variety of wood types, sizes and shapes.
- Given:
  - samples, information and instructions related to the job
  - sketches and drawings
  - technical documentation (data sheets, material safety data sheets, etc.)
  - a variety of reference sources
  - occupational health and safety rules and regulations
  - environmental protection laws and regulations.
- Using:
  - paintbrushes, rags and other manual application tools
  - equipment, materials and abrasives
  - finishing products
  - personal protective equipment.

Elements of the Competency	Performance Criteria
1. Plan the work.	• Accurate interpretation of the sample, information and instructions related to the job. • Thorough verification of the information needed to do the job. • Logical choice of application zones and sequence. • Appropriate choice of application technique.
2. Prepare the equipment, materials, tools and finishing products.	• Appropriate selection of equipment, materials and tools. • Thorough inspection of equipment, materials and tools. • Careful inspection of the condition and quality of finishing products. • Accurate estimate of the quantity of products needed to do the job. • Homogeneity of the mixture of finishing products. • Functional arrangement of work area.

3. Prepare the part.	• Appropriate removal of hardware and removable components. • Proper stabilization of part. • Appropriate verification of the condition of the surfaces. • Proper and thorough cleaning and dusting of part. • Compliant covering of surfaces to be protected.
4. Apply finishing products.	• Compliance with the instructions in the technical documentation. • Observance of application technique. • Effective performance of the task. • Compliance of finish obtained with intended result. • Quality of finish.
5. De-nib surfaces.	• Appropriate choice of abrasive. • Observance of de-nibbing technique. • Quality of de-nibbing.
6. Clean and tidy up.	• Thorough and appropriate cleaning of work area. • Proper cleaning and maintenance of equipment, materials and tools. • Diligent reporting of failures and defects of equipment, materials and tools. • Compliant elimination of hazardous and residual materials. • Accurate and compliant labelling of products. • Compliance with the rules for storing finishing products. • Compliance with storage systems for equipment, materials, tools, samples and reference documents.
	For the competency as a whole: • Compliance with occupational health and safety rules. • Compliance with environmental protection laws and regulations. • Compliance with the rules of professional ethics. • Careful handling of parts. • Concern for the quality of the work. • Concern for the economical use of materials and products. • Accurate use of trade-related terminology.

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- See Competency 2: *Adopt responsible and safe behaviours.*
- Awareness of the economic and environmental impacts of using finishing products and materials.
- Measures to ensure the quality of the work: clean clothing, control of ambient dust, absence of silicone-based products, etc.
- Environmentally responsible practices related to the use of finishing products and materials.
- Meticulousness and methodical work.
- Precision.

1. Plan the work.
   - Information about the job: customer's contact information, sample, surface area of components, type of substrate, type of surface preparation requested, type of finish, etc.
   - Principles underlying the choice of application zones and sequence of operations.

2. Prepare the equipment, materials, tools and finishing products.
   - Recognition of the characteristics of application equipment and tools: rag, bristle brush, foam brush, blowgun, spatula, etc.
   - Method of calculating the quantity of finishing products needed for the job.
   - Inspection of equipment and tools: cleanliness of application tools, brightness of lighting system, ventilation, etc.
   - Impacts of the arrangement of the equipment, materials and tools on performance and efficiency.

3. Prepare the part.
   - See Competency 3: *Prepare surfaces.*
   - Use of a method for remembering where the hardware and components go.
   - Choice of support based on the characteristics of the part.
   - Installation and fastening of part: horizontal, vertical, suspended.

4. Apply finishing products.
   - Recognition of the steps and instructions for applying the finishing products.
   - Choice of application technique: rag, sponge, brush, dipping, etc.
   - Application technique: quantity of product on tool, quantity of product on surface, quantity of product removed from surface, handling of tool, movement and pressure on tool, drying time, etc.
   - Strategies for organizing and performing the work.
   - Verification of result: colour, effect, opacity, thickness, lustre, etc.

5. De-nib surfaces.
   - Recognition of the role of de-nibbing.
   - Choice of abrasives based on the product to be de-nibbed and the intended result.
   - De-nibbing technique: pressure on abrasive or tool, back-and-forth motion, angle of tool or abrasive, verification by touch, cleaning of surface, etc.
   - Compliance of de-nibbing: uniformity of porosity and matting, thickness of product, etc.

6. Clean and tidy up.
    - Identification of connections between keeping the work area clean and tidy on the one hand, and occupational health and safety risks on the other.
    - Procedure for maintaining the equipment, materials and tools needed for this competency.
    - Criteria for choosing maintenance and cleaning products.
    - Criteria for choosing maintenance and cleaning tools and accessories.
    - Manufacturer's instructions for using maintenance and cleaning products.
    - Procedure for pouring finishing products.
    - Regulation respecting hazardous materials.
    - Distinct characteristics of storage spaces.
    - Procedure for labelling products.
    - Archiving of data in a filing system.
    - Verification of the leaktightness of containers.

Spraying Finishing Products	Code: 760668

Competency 7 Duration 120 hours Credits 8

Behavioural Competency

Statement of the Competency

Spray finishing products.

Achievement Context

- In a spray booth equipped with an air cleaning system and a lighting system.
- On pieces of wood and wood-based products, coated and uncoated, in a variety of wood types, sizes and shapes.
- Given:
  - samples, information and instructions related to the job
  - sketches and drawings
  - technical documentation (data sheets, material safety data sheets, etc.)
  - a variety of reference sources
  - occupational health and safety rules and regulations
  - environmental protection laws and regulations.
- Using:
  - a spraying system and spraying equipment
  - finishing products
  - personal protective equipment.

Elements of the Competency	Performance Criteria
1. Plan the work.	• Accurate interpretation of the sample, information and instructions related to the job. • Thorough verification of the information needed to do the job. • Logical choice of application zones and sequence.
2. Prepare the materials, tools and finishing products.	• Appropriate choice of materials, tools and finishing products. • Thorough inspection of materials and tools. • Careful inspection of the condition and quality of the finishing products. • Accurate estimate of the quantity of products needed to do the job. • Homogeneity of the mixture of finishing products. • Precise adjustment of the viscosity of the products to be sprayed. • Functional arrangement of work area.

3. Prepare the spraying equipment.	• Appropriate choice of spraying system and equipment. • Inspection of spraying equipment. • Complete and appropriate assembly of spraying equipment. • Appropriate adjustment of spraying equipment.
4. Prepare the part.	• Appropriate removal of hardware and removable components. • Proper stabilization of part. • Appropriate verification of the condition of the surfaces. • Proper and thorough cleaning and dusting of part. • Compliant covering of surfaces to be protected.
5. Spray finishing products.	• Observance of spraying technique. • Appropriate adaptation of spraying technique based on particular needs. • Appropriate adjustment of application parameters. • Effective performance of the task. • Compliance of finish obtained with intended result. • Quality of finish.
6. Sand the surfaces.	• Appropriate choice of abrasive. • Observance of sanding technique. • Verification of quality of sanding.
7. Clean and tidy up.	• Thorough and appropriate cleaning of work area, materials, tools and spraying equipment. • Appropriate disassembly of spraying equipment. • Accurate detection of signs of wear, breakage or defects in the spraying system and equipment. • Appropriate replacement of worn, broken or damaged parts of the spraying system and equipment. • Diligent reporting of failures and major defects in the spraying system and equipment. • Compliant elimination of hazardous and residual materials. • Accurate and compliant labelling of products. • Compliance with the rules for storing finishing products. • Compliance with storage systems for equipment, materials, tools, samples and reference documents.

For the competency as a whole:

- Respect for the boundaries of their scope of practice.
- Compliance with occupational health and safety rules.
- Compliance with environmental protection laws and regulations.
- Compliance with the rules of professional ethics.
- Careful handling of parts.
- Concern for the quality of the work.
- Concern for the economical use of materials and products.
- Accurate use of trade-related terminology.

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- See Competency 2: *Adopt responsible and safe behaviours.*
- Awareness of the economic and environmental impacts of using finishing products and materials.
- Measures to ensure the quality of the work: clean clothing, control of ambient dust, absence of silicone-based products, etc.
- Environmentally responsible practices related to the use of finishing products and materials.
- Economical use of finishing products and materials.
- Meticulousness and methodical work.
- Precision.

1. Plan the work.
   - Information about the job: customer's contact information, sample, surface area of components, type of substrate, type of surface preparation requested, type of finish, etc.
   - Principles underlying the choice of application zones and sequence of operations.

2. Prepare the materials, tools and finishing products.
   - See Competency 4: *Choose finishing products.*
   - Recognition of the functions of materials and tools and how they are used: stirrer, viscosity meter, funnel, chronometer, filter, etc.
   - Method of calculating the quantity of finishing products needed for the job.
   - Interpretation of recommendations for diluting finishing products.

3. Prepare the spraying equipment.
   - Recognition of the characteristics and functions of spraying systems: conventional, siphon-feed, gravity-feed, pressure, airless, air-assisted, pump spray, electrostatic, etc.
   - Recognition of the functions of the components of a spray gun: air cap, nozzle, needle, trigger, valve, etc.
   - Criteria for choosing equipment.
   - Method of assembling spraying equipment.

- Inspection of condition and operation of spraying equipment: cleanliness, wear, obstructions, etc.
- Adjustment of spray gun: pressure, transfer rate, spray pattern, etc.
- Impacts of the arrangement of the equipment, materials and tools on performance and efficiency.

4. Prepare the part.
   - See Competency 3: *Prepare surfaces.*
   - Use of a method for remembering where the hardware and components go.
   - Choice of support based on the characteristics of the part.
   - Installation and fastening of part: horizontal, vertical, suspended.

5. Spray finishing products.
   - Recognition of the steps and instructions for applying the finishing products.
   - Spraying technique: distance between spray gun and surface, use of trigger, overlap, travel speed, etc.
   - Adjustment of application parameters during the task: air pressure, width of spray, flow rate.
   - Awareness of the environmental and economic issues associated with efficiency and performance.
   - Strategies for organizing and performing the work.
   - Verification of result: colour, effect, opacity, thickness, lustre, etc.

6. Sand the surfaces.
   - Recognition of the role of sanding.
   - Choice of abrasives based on the product to be sanded and the intended result.
   - Sanding technique: pressure on abrasive or tool, back-and-forth motion, angle of tool or abrasive, verification by touch, cleaning of surface, etc.
   - Compliance of sanding: uniformity of porosity and matting, thickness of product, etc.

7. Clean and tidy up.
   - Identification of connections between keeping the work area clean and tidy on the one hand, and occupational health and safety risks on the other.
   - Procedure for maintaining the equipment, materials and tools needed for this competency.
   - Criteria for choosing maintenance and cleaning products.
   - Procedure for maintaining and cleaning spraying equipment.
   - Procedure for disassembling spraying equipment.
   - Identification of connections between equipment maintenance and performance.
   - Criteria for choosing maintenance and cleaning tools and accessories.
   - Compliance with manufacturer’s instructions for using maintenance and cleaning products.
   - Procedure for pouring finishing products.
   - Regulation respecting hazardous materials.
   - Recognition of the storage system for spraying equipment and its components.
   - Distinct characteristics of storage spaces.
   - Procedure for labelling products.
   - Archiving of data in a filing system.
   - Verification of the leaktightness of containers.

Stripping	Code: 760673

Competency 8 Duration 45 hours Credits 3

Behavioural Competency

Statement of the Competency

Strip surfaces.

Achievement Context

- At a workstation equipped with an air cleaning system and a lighting system.
- On pieces of wood and wood-based products, coated and uncoated, in a variety of wood types, sizes and shapes.
- Given:
  - samples, information and instructions related to the job
  - sketches and drawings
  - technical documentation (data sheets, material safety data sheets, etc.)
  - a variety of reference sources
  - occupational health and safety rules and regulations
  - environmental protection laws and regulations.
- Using:
  - stripping equipment, materials and tools
  - stripping products
  - sanding equipment, materials and tools
  - masking materials and tools
  - personal protective equipment.

Elements of the Competency	Performance Criteria
1. Plan the work.	• Accurate interpretation of the sample, information and instructions related to the job. • Thorough verification of the information needed to do the job. • Choice of areas to be stripped and logical sequence of operations. • Accurate characterization of film-forming finish. • Appropriate choice of stripping method.
2. Prepare the equipment, materials, tools and stripping products.	• Appropriate choice of stripping products. • Appropriate choice of abrasives. • Appropriate selection of equipment, materials and tools. • Inspection of equipment and tools. • Functional arrangement of work area.

Stripping	Code: 760673
3. Prepare the part.	• Appropriate removal of hardware and removable components. • Appropriate verification of the condition of the surfaces. • Proper stabilization of part. • Compliant covering of surfaces to be protected.
4. Strip the furniture or architectural unit.	• Observance of stripping technique. • Appropriate use of equipment, materials and tools. • Effective performance of the task. • Thorough neutralization of stripping products, if applicable. • Quality of stripping.
5. Clean and tidy up.	• Thorough and appropriate cleaning of work area, materials and stripping tools. • Diligent reporting of failures and defects of equipment, materials and tools. • Compliant elimination of hazardous and residual materials. • Accurate and compliant labelling of products. • Compliance with the rules for storing stripping products. • Compliance with storage systems for equipment, materials, tools, samples and reference documents.
	For the competency as a whole: • Compliance with occupational health and safety rules. • Compliance with environmental protection laws and regulations. • Compliance with the rules of professional ethics. • Careful handling of parts. • Concern for the quality of the work. • Concern for the economical use of materials and products. • Accurate use of trade-related terminology.

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- See Competency 2: *Adopt responsible and safe behaviours.*
- Awareness of the economic and environmental impacts of using stripping products and materials.
- Measures to ensure the quality of the work: clean clothing, control of ambient dust, absence of silicone-based products, etc.
- Environmentally responsible practices related to the use of stripping products and materials.
- Economical use of stripping products and materials.
- Meticulousness and methodical work.
- Precision.

1. Plan the work.
   - See Competency 4: *Choose finishing products.*
   - Information about the job: customer's contact information, sample, surface area of components, type of substrate, type of surface preparation requested, type of finish, etc.
   - Recognition of the types of stripping products.
   - Recognition of stripping methods: stripping products, sanding, compressed air blasting, immersion, hydroblasting, grit blasting, dry ice blasting, burning off, laser blasting, sand blasting.
   - Criteria for choosing the type of stripping: substrate, film-forming finish, condition of surface, etc.

2. Prepare the equipment, materials, tools and stripping products.
   - Choice of stripping products depending on the film-forming finish.
   - Determination of potential chemical reactions between the film-forming finish and the stripping products.
   - Choice of equipment, materials and tools based on the type of stripping.
   - Inspection of equipment and tools: cleanliness of tools, brightness of lighting system, ventilation, etc.

3. Prepare the part.
   - See Competency 3: *Prepare surfaces.*
   - Use of a method for remembering where the hardware and components go.
   - Choice of support based on the characteristics of the part.
   - Installation and fastening of part based on the type of stripping.
   - Choice of masking material based on the type of stripping.

4. Strip the furniture or architectural unit.
   - Distinction between the different stripping methods: sanding, stripping products, immersion and burning off.
   - Application of stripping methods:
     - Sanding: angle of movement, replacement and choice of sandpaper, pressure on tool, travel speed, rpm, etc.
     - Using a stripping product: application of stripping product (thickness of stripping product on surface, area of application, product reaction time, etc.), removal of stripping product (use of tools and materials, quantity of product removed, neutralization of stripping product, etc.).

- Strategies for organizing and performing the work.
- Neutralization technique.
- Quality of stripping: absence of damage, absence of stripping products, absence of finishing product, flatness of surfaces, uniform porosity, etc.

5. Clean and tidy up.

- Identification of connections between keeping the work area clean and tidy on the one hand, and occupational health and safety risks on the other.
- Procedure for maintaining the equipment, materials and tools needed for this competency.
- Criteria for choosing maintenance and cleaning products.
- Criteria for choosing maintenance and cleaning tools and accessories.
- Compliance with manufacturer's instructions for using maintenance and cleaning products.
- Procedure for pouring stripping products.
- Regulation respecting hazardous materials.
- Distinct characteristics of storage spaces.
- Procedure for labelling products.
- Archiving of data in a filing system.
- Verification of the leaktightness of containers.

Polishing	Code: 760683

Competency 9 Duration 45 hours Credits 3

Behavioural Competency

Statement of the Competency

Polish surfaces.

Achievement Context

- At a workstation equipped with an air cleaning system and a lighting system.
- On pieces of wood and wood-based products, coated and uncoated, in a variety of wood types, sizes and shapes.
- Given:
  - samples, information and instructions related to the job
  - sketches and drawings
  - technical documentation (data sheets, material safety data sheets, etc.)
  - a variety of reference sources
  - occupational health and safety rules and regulations
  - environmental protection laws and regulations.
- Using:
  - sanding equipment, materials and tools
  - polishing equipment, materials and tools
  - polishing products
  - personal protective equipment.

Elements of the Competency	Performance Criteria
1. Plan the work.	• Accurate interpretation of the sample, information and instructions related to the job. • Thorough verification of the availability and accuracy of the information needed to do the job. • Accurate characterization of film-forming finish. • Detection of all defects and impurities. • Choice of areas to be polished and logical sequence of operations. • Accurate recognition of the characteristics of polishing products.

Polishing	Code: 760683
2. Prepare the equipment, materials, tools and polishing products.	• Appropriate choice of polishing products and abrasives. • Appropriate selection of equipment, accessories and tools. • Inspection of polishing equipment and tools. • Appropriate installation of accessories on polishing tool. • Functional arrangement of work area.
3. Prepare the part.	• Appropriate removal of hardware and removable components. • Appropriate repair of minor defects. • Proper stabilization of part. • Thorough and appropriate cleaning and dusting of part.
4. Level the surface.	• Appropriate choice of equipment, materials and levelling tools. • Observance of levelling technique. • Replacement of sandpaper at the appropriate time. • Thorough and complete cleaning of surface. • Flatness of surfaces.
5. Polish the furniture or architectural unit.	• Use of the appropriate quantity of polishing product. • Observance of polishing technique. • Effective performance of the task. • Compliance of finish obtained with intended result. • Thorough and complete cleaning of surface. • Quality of polishing.
6. Clean and tidy up.	• Thorough and appropriate cleaning of work area, equipment, materials, and sanding and polishing tools. • Accurate detection of signs of wear, breakage or defects in the equipment. • Appropriate replacement of worn, broken or damaged parts of sanding and polishing equipment. • Compliant elimination of hazardous and residual materials. • Accurate and compliant labelling of products. • Compliance with the rules for storing polishing products. • Compliance with storage systems for equipment, materials, tools, samples and reference documents.

For the competency as a whole:

- Compliance with occupational health and safety rules.
- Compliance with environmental protection laws and regulations.
- Compliance with the rules of professional ethics.
- Careful handling of parts.
- Concern for the quality of the work.
- Concern for the economical use of materials and products.
- Accurate use of trade-related terminology.

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- See Competency 2: *Adopt responsible and safe behaviours.*
- Awareness of the economic and environmental impacts of using polishing products and materials.
- Measures to ensure the quality of the work: clean clothing, control of ambient dust, absence of silicone-based products, etc.
- Environmentally responsible practices related to the use of polishing products and materials.
- Economical use of polishing products and materials.
- Meticulousness and methodical work.
- Precision.

1. Plan the work.
   - Information about the job: customer's contact information, sample, surface area of components, type of substrate, type of surface preparation requested, type of finish, etc.
   - Method for identifying film-forming finishes.
   - Polishing products: polishing cream, polishing paste, mineral spirit, pumice powder, rottenstone powder, tripoli powder, etc.
   - Characteristics of polishing products.

2. Prepare the equipment, materials, tools and polishing products.
   - Recognition of the functions and components of polishing equipment, materials and tools.
   - Criteria for choosing polishing equipment, materials, tools and products: film-forming finish, dimensions of the part and intended result, etc.
   - Installation of accessories on the polishing tool: centring, fastening, etc.
   - Inspection of equipment and tools: source capture, presence of all the necessary components, condition of air hoses and electrical wires, etc.
   - Impacts of the arrangement of the equipment, materials and tools on performance and efficiency.

3. Prepare the part.
    - See Competency 3: *Prepare surfaces.*
    - Recognition of the characteristics of specialized cleaning products.
    - Criteria for selecting specialized cleaning products.

4. Level the surface.
    - Recognition of the characteristics of levelling equipment, materials and tools.
    - Criteria for selecting the levelling technique.
    - Criteria for selecting abrasives.
    - Levelling techniques: positioning of tool on surface, travel speed, pressure on abrasive or tool, circular or back-and-forth motion, verification by touch, cleaning of surface, etc.
    - Quality criteria: flatness of surfaces, absence of surface defects and deformation, etc.
    - Procedure for verifying the quality of the levelling job.

5. Polish the furniture or architectural unit.
    - Polishing technique: quantity of product on tool and surface, angle of tool on surface, continuous motion, travel speed, pressure on tool, rpm, etc.
    - Strategies for organizing and performing the work.
    - Quality criteria: absence of sanding marks, burns, traces of polishing or polishing paste, uniformity of lustre, etc.
    - Procedure for verifying the quality of the polishing job.

6. Clean and tidy up.
    - Identification of connections between keeping the work area clean and tidy on the one hand, and occupational health and safety risks on the other.
    - Procedure for maintaining the equipment, materials and tools needed for this competency.
    - Criteria for choosing maintenance and cleaning products.
    - Criteria for choosing maintenance and cleaning tools and accessories.
    - Compliance with manufacturer's instructions for using maintenance and cleaning products.
    - Procedure for pouring polishing products.
    - *Regulation respecting hazardous materials.*
    - Distinct characteristics of storage spaces.
    - Procedure for labelling products.
    - Archiving of data in a filing system.
    - Verification of the leaktightness of containers.

Operating Finishing Robots	Code: 760696

Competency 10 Duration 90 hours Credits 6

Behavioural Competency

Statement of the Competency

Operate a finishing robot.

Achievement Context

- At a workstation equipped with a robot system, an air cleaning system and a lighting system.
- On pieces of wood and wood-based products, coated and uncoated, in a variety of wood types, sizes and shapes.
- Given:
  - samples, information and instructions related to the job
  - sketches and drawings
  - technical documentation (data sheets, material safety data sheets, etc.)
  - a variety of reference sources
  - the manufacturer's recommendations
  - occupational health and safety rules and regulations
  - environmental protection laws and regulations.
- Using:
  - an industrial robot
  - technological equipment, materials and tools
  - finishing equipment, materials and tools
  - finishing products
  - personal protective equipment.

Elements of the Competency	Performance Criteria
1. Plan the work.	• Accurate interpretation of the sample, information and instructions related to the job. • Thorough verification of the availability and accuracy of the information needed to do the job. • Choice of areas to be treated and logical sequence of operations.
2. Interpret a robotic program.	• Accurate recognition of the components of a robot system. • Accurate recognition of all the characteristics and functions of a robot system. • Accurate recognition of all the movements and types of travel of a robot. • Accurate recognition of all the safety devices. • Accurate interpretation of robot programming language.

3. Program and simulate a robotic task.	• Correct representation of a virtual robot system. • Observance of programming procedure. • Efficient choice of instructions, functions, variables and commands. • Logical sequence of instructions, functions, variables and commands. • Accurate entry of all data. • Verification of the efficiency of the programming.
4. Operate a finishing robot.	• Compliant installation of robot tool. • Safe start-up of robot. • Appropriate positioning and stabilization of the test part. • Continuous evaluation of the quality and efficiency of the robotic task. • Appropriate adjustments to robotic program. • Regularity of supply to robot. • Compliant application of procedures for resolving malfunctions indicated by an error code.
5. Clean and tidy up.	• Appropriate disassembly of robot tools. • Thorough and appropriate cleaning of work area, materials, tools and robot system. • Systematic first-level maintenance. • Diligent reporting of robot malfunctions. • Compliance with storage systems for equipment, materials, tools, samples and reference documents.
	For the competency as a whole: • Compliance with occupational health and safety rules. • Compliance with environmental protection laws and regulations. • Observance of manufacturers' recommendations. • Compliance with the rules of professional ethics. • Careful handling of parts. • Concern for the quality of the work. • Concern for the economical use of materials and products. • Accurate use of trade-related terminology.

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- See Competency 2: *Adopt responsible and safe behaviours.*
- Awareness of the economic and environmental impacts of using finishing products and materials.
- Environmentally responsible practices related to the use of finishing products and materials.
- Meticulousness and methodical work.
- Precision.

1. Plan the work.
   - Information about the job: customer's contact information, sample, surface area of components, type of substrate, type of surface preparation requested, type of finish, etc.
   - Principles underlying the choice of application zones and sequence of operations.

2. Interpret a robotic program.
   - Recognition of the characteristics and functions of a robot system:
     - Controller: receives and executes the program
     - Robot: performs the robotic task (operative part)
     - Control box: communicates and interacts with the robot's controller and manual operation
     - Tool clamp: holds the tool
     - Tool: executes the specific task (gripper, suction cup, sander, etc.)
     - Etc.
   - Characteristics of robot: number of axes, reach, load, repeatability, strength, functionalities, speed and acceleration, weight, etc.
   - Recognition of the robot's limitations when it comes to finishing furniture and architectural units.
   - Recognition of the robot's movements: circular, linear, random, etc.
   - Recognition of types of travel: linear, joint, circular, mechanical configuration, etc.
   - Robot's programming language:
     - Coordinate systems: references
     - Instructions: travel, movements, input/output, etc.
     - Variables: Boolean, numerical, structural, etc.
     - Functions: conversion, interrupt, work area, etc.
     - Commands: control, counting, timing, etc.
   - Functioning of the control box.

3. Program and simulate a robotic task.
   - Composition of a virtual robot system:
     - Identification of a virtual robot system software program, the robot model, the tool model, clamps, etc.
     - Recognition of the dimensions of the part, restrictions, etc.
   - Methods of using online and offline programming.
   - Handling in joint and Cartesian mode.
   - Recognition of coordinate systems (references).
   - Programming procedure:
     - Determination and recording of desired positions and paths
     - Verification of orientation of positions
     - Verification of accessibility

- Synchronization of programming with the virtual control system
- Modification of instructions or data, if applicable
- Detection of collisions
- Program test
- Program editing
- Backup.

4. Operate a finishing robot.
   - Procedure for installing tools on the robot.
   - Recognition of safety measures for starting up and operating the robot: procedure for installing the part, absence of debris and dust, verification of the operation of the dust extraction system, objects in the robot operating area, etc.
   - See Competency 3: *Prepare surfaces.*
   - Technique for installing and removing parts.
   - Criteria for evaluating the efficiency of the robotic task.
   - Recognition of the procedures for operating the robot in manual and automatic mode.
   - Interpretation of technical documentation on error codes.

5. Clean and tidy up.
   - Identification of connections between keeping the work area clean and tidy on the one hand, and occupational health and safety risks on the other.
   - Procedure for maintaining the equipment, materials and tools needed for this competency.
   - Criteria for choosing maintenance and cleaning products.
   - Procedure for removing tools from the robot.
   - Procedure for cleaning and performing first-level maintenance on the robot: inspection of robot, daily greasing, manual handling of mechanical components, purging of filter elements, monitoring of filter contamination, reporting of actual or potential robot malfunctions, etc.
   - Identification of connections between equipment maintenance and performance.
   - Criteria for choosing maintenance and cleaning tools and accessories.
   - Compliance with manufacturer's instructions for using maintenance and cleaning products.
   - *Regulation respecting hazardous materials*.
   - Recognition of the storage system for robot components and tools.
   - Distinct characteristics of storage spaces.
   - Archiving of data in a filing system.

Finishing Systems	Code: 760706

Competency 11 Duration 90 hours Credits 6

Behavioural Competency

Statement of the Competency

Develop a finishing system.

Achievement Context

- At a workstation equipped with an air cleaning system and a lighting system.
- On pieces of wood and wood-based products, coated and uncoated, in a variety of wood types, sizes and shapes.
- Given:
  - samples, information and instructions related to the job
  - sketches and drawings
  - technical documentation (data sheets, material safety data sheets, etc.)
  - a variety of reference sources
  - occupational health and safety rules and regulations
  - environmental protection laws and regulations.
- Using:
  - finishing equipment, materials and tools
  - finishing products
  - personal protective equipment.

Elements of the Competency	Performance Criteria
1. Plan the work.	• Accurate interpretation of the sample, information and instructions related to the job. • Thorough verification of the availability and accuracy of the information needed to do the job. • Accurate and complete identification and characterization of substrate.
2. Suggest improvements.	• Gathering of additional information pertinent to the job. • Recognition of trends and main styles in furniture and architectural unit finishing. • Search for relevant information about innovations in furniture and architectural unit finishing. • Determination of options that meet the customer’s needs and expectations. • Detailed explanation of the advantages and limitations of the suggestions.

3. Prepare the finishing equipment, materials, tools and products.	• Appropriate choice of finishing equipment, materials, tools and products. • Inspection of equipment, materials and tools. • Careful inspection of the condition and quality of finishing products. • Accurate estimate of the quantity of products needed to do the job.
4. Implement a finishing system.	• Logical sequence of steps. • Presence of all the information needed for a finishing system. • Accurate information. • Clear record of the information needed for the finishing system. • Meticulous and careful creation of a sample chip in accordance with the finishing system. • Sample chip meets the objectives of the finishing system.
5. Clean and tidy up.	• Thorough and appropriate cleaning of work area. • Proper cleaning and maintenance of equipment, materials and tools. • Diligent reporting of failures and defects of equipment, materials and tools. • Compliant elimination of hazardous and residual materials. • Compliance with the rules for storing finishing products. • Compliance with storage systems for finishing products, samples and reference documents.
	For the competency as a whole: • Compliance with occupational health and safety rules. • Compliance with environmental protection laws and regulations. • Compliance with the rules of professional ethics. • Careful handling of parts. • Concern for the quality of the work. • Concern for the economical use of materials and products. • Accurate use of trade-related terminology.

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- See Competency 2: *Adopt responsible and safe behaviours.*
- Awareness of the economic and environmental impacts of using finishing products and materials.
- Environmentally responsible practices related to the use of finishing products and materials.
- Meticulousness and methodical work.
- Precision.

1. Plan the work.
   - Information about the job: customer's contact information, sample, surface area of components, type of substrate, type of surface preparation requested, type of finish, etc.

2. Suggest improvements.
   - Additional information based on analysis of the file:
     - Customer profile: interests, tastes, preferences, expectations, priorities, etc.
     - Needs: aestheticism, functionality, durability, etc.
     - Key variables: purpose of furniture, physical environment, lighting, etc.
     - Constraints: budget, feasibility, physical environment, time, etc.
     - Other relevant information.
   - Monitoring of innovations in furniture and architectural unit finishing: trends, styles, techniques, technologies, products, etc.
   - Criteria for choosing reference documents and information sources.

3. Prepare the finishing equipment, materials, tools and products.
   - Recognition of the characteristics of equipment, materials and tools: stirrer, viscosity meter, funnel, chronometer, filter, etc.
   - Inspection of equipment and tools: cleanliness of tools, brightness of lighting system, ventilation, etc.
   - Method of calculating the quantity of finishing products needed for the job.

4. Implement a finishing system.
   - See Competency 3: *Prepare surfaces.*
   - See Competency 4: *Choose finishing products.*
   - See Competency 5: *Mix colours.*
   - Procedure for implementing a finishing system.
   - Elements of a system: surface preparation, stain recipe, drying time, coating, sanding, techniques, etc.

5. Clean and tidy up.
   - Identification of connections between keeping the work area clean and tidy on the one hand, and occupational health and safety risks on the other.
   - Procedure for maintaining the equipment, materials and tools needed for this competency: stirrer, carousel, container, spatula, etc.
   - Criteria for choosing maintenance and cleaning products.
   - Criteria for choosing maintenance and cleaning tools and accessories.

- Manufacturer’s instructions for using maintenance and cleaning products.
- Procedure for pouring stains.
- *Regulation respecting hazardous materials.*
- Distinct characteristics of storage spaces.
- Procedure for labelling products.
- Archiving of data in a filing system.
- Verification of the leaktightness of containers.

Doing Touch-ups	Code: 760714

Competency 12 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency

Do touch-ups.

Achievement Context

- At a workstation equipped with an air cleaning system and a lighting system.
- On parts to be touched up.
- Given:
  - samples, information and instructions related to the job
  - sketches and drawings
  - technical documentation (data sheets, material safety data sheets, etc.)
  - a variety of reference sources
  - occupational health and safety rules and regulations
  - environmental protection laws and regulations.
- Using:
  - finishing and touch-up equipment, materials and tools
  - finishing and touch-up products
  - sanding and masking equipment, materials and tools
  - personal protective equipment.

Elements of the Competency	Performance Criteria
1. Plan the work.	• Accurate interpretation of the information and instructions related to the job. • Accurate identification of film-forming finish. • Thorough verification of the information needed to do the job.
2. Determine the touch-ups required.	• Accurate and thorough characterization of imperfections. • Accurate recognition of touch-up techniques. • Accurate recognition of the role and characteristics of touch-up products. • Appropriate choice of touch-up technique and products.

Doing Touch-ups	Code: 760714
3. Prepare the finishing and touch-up equipment, materials, tools and products.	• Appropriate selection of equipment, materials and tools. • Inspection of equipment and tools. • Functional arrangement of work area.
4. Prepare the part.	• Appropriate removal of hardware and removable components. • Proper and thorough cleaning and dusting of part. • Compliant covering of surfaces to be protected.
5. Do the touch-ups.	• Observance of touch-up techniques. • Appropriate use of finishing and touch-up tools and equipment. • Effective performance of the task. • Quality of touch-ups.
6. Clean and tidy up.	• Appropriate cleaning of work area, equipment, materials and tools. • Appropriate maintenance of equipment, materials and tools. • Appropriate storage of equipment, materials and tools. • Compliance with the rules for storing finishing and touch-up products. • Compliance with storage systems for equipment, materials, tools, samples and reference documents.
	For the competency as a whole: • Compliance with occupational health and safety rules. • Compliance with environmental protection laws and regulations. • Compliance with the rules of professional ethics. • Careful handling of parts. • Concern for the quality of the work. • Concern for the economical use of materials and products. • Accurate use of trade-related terminology.

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

For the competency as a whole:

- See Competency 2: *Adopt responsible and safe behaviours.*
- Awareness of the economic and environmental impacts of using finishing products and materials.
- Environmentally responsible practices related to the use of finishing and touch-up materials and products.
- Careful and methodical work.
- Meticulousness.

1. Plan the work.
   - Information about the job: customer's contact information, sample, surface area of components, type of substrate, type of surface preparation requested, type of finish, etc.

2. Determine the touch-ups required.
   - Types and characteristics of imperfections.
   - Touch-up techniques: using heat, using cold, filling, colouring, swelling, etc.
   - Recognition of touch-up products: wax filler stick, pencils, lacquer, filler paste, pigment, aerosol finishing spray, etc.
   - Criteria for choosing the appropriate touch-up technique: depth and dimensions of the imperfection, location on the part, purpose of the part, type of finish, etc.

3. Prepare the finishing and touch-up equipment, materials, tools and products.
   - Recognition of the characteristics of the touch-up equipment, materials and tools and how they are used: hot iron, touch-up marker, touch-up brush, repair knife, etc.
   - Inspection of equipment and tools: cleanliness of tools, brightness of lighting system, ventilation, etc.

4. Prepare the part.
   - See Competency 3: *Prepare surfaces.*

5. Do the touch-ups.
   - See Competency 4: *Choose finishing products.*
   - See Competency 5: *Mix colours.*
   - Recognition of the steps and instructions for the necessary touch-ups.
   - Techniques for using touch-up tools and equipment.
   - Strategies for organizing and executing the touch-up technique.
   - Verification of result: colour, effect, opacity, thickness, lustre, levelling, etc.

6. Clean and tidy up.
   - Identification of connections between keeping the work area clean and tidy on the one hand, and occupational health and safety risks on the other.
   - Procedure for maintaining the equipment, materials and tools needed for this competency.
   - Criteria for choosing maintenance and cleaning products.
   - Procedure for maintaining and cleaning touch-up equipment, materials and tools.
   - Identification of connections between equipment maintenance and performance.

- Criteria for choosing maintenance and cleaning tools and accessories.
- Compliance with manufacturer's instructions for using maintenance and cleaning products.
- *Regulation respecting hazardous materials.*
- Recognition of the storage system for touch-up products.
- Distinct characteristics of storage spaces.
- Archiving of data in a filing system.
- Verification of the leaktightness of containers.

Enter the Workforce	Code: 760727

Competency 13 Duration 105 hours Credits 7

Situational Competency

Statement of the Competency

Enter the workforce.

Elements of the Competency

- Plan a job search.
- Become familiar with the practice of the trade in a company.
- Integrate the knowledge, skills, attitudes and habits acquired during the training program.
- Become aware of the changes in perception resulting from time spent in the workplace.
- Prepare a practicum report.

Learning Context

Information Phase

- Learning about the terms and conditions for the practicum.
- Learning about the information sources available at the time of their job search.
- Learning about the information that should be included in practicum documents.
- Setting criteria for selecting companies.
- Taking steps to obtain a practicum position:
  - Finding companies likely to hire trainees
  - Gathering information about the companies selected.

Participation Phase

- Looking at different models of practicum documents.
- Preparing the practicum documents, if applicable.
- Observing the work context.
- Carrying out or participating in various work-related tasks.
- Recording their observations and reflections about the work context and the tasks performed in the workplace.

Synthesis Phase

- Analyzing their strengths and areas requiring improvement.
- Listing ways to compensate for their weaknesses.
- Presenting a summary of their reflections: strengths and areas requiring improvement, ways to compensate for their weaknesses, aspects of the trade, attitudes and interests, influence of the practicum experience on their choice of employment, etc.
- Identifying aspects of the trade that correspond to the training received, and those that are different.

Instructional Guidelines

- Create an atmosphere where all students feel respected and can express themselves freely.
- Make pertinent information and documentation available to students.
- Motivate students to participate in the proposed activities.
- Maintain close collaboration between the school and the company.
- Encourage the students to respect others and engage in self-criticism.
- Provide students with regular supervision during the practicum.
- Make sure that students are supervised by a person in the company.
- Intervene in the case of difficulties or problems.

Participation Criteria

Information Phase

- Consult available sources of information.
- Take steps to find a practicum position (collect information about the companies selected, communicate with the companies, meet with the person in charge of workplace practicums, etc.).
- Take part in discussions during meetings.

Participation Phase

- Produce or update their practicum documents.
- Comply with company policies.
- Follow occupational health and safety rules.
- Record information about the work context and the tasks performed in the company.

Synthesis Phase

- Produce a practicum report.
- Share their experience in the workplace.

Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each phase of the learning context, along with their attendant guidelines.

Information Phase

- Consultation of documentation.
- Search for a practicum position, updating of resumé, preparation of a cover letter.
- Types of companies in the field of furniture and architectural unit finishing.
- Production processes depending on the type of company and work organization.
- Agreement on the terms and conditions of the practicum.

Participation Phase

- Company policies:
  - Company history
  - Mission, vision and values
  - Structure
  - Work schedules
  - Types of work
  - Occupational health and safety rules
  - Rules of professional ethics, etc.
- Sense of responsibility and attitudes sought by employers: see Competency 2: *Adopt responsible and safe behaviours.*
- Information about the practicum: schedule, tasks performed, work techniques, tools, activities carried out, difficulties encountered, etc.

Synthesis Phase

- Content of report: profile of the company, first impression, tasks and operations performed during the practicum, specific situations experienced and reactions, self-evaluation of their participation in the workplace, consistency between the training received and the realities of the job market, etc.
- Comparison of their training with the job market: similarities, differences, etc.
- Openness to constructive comments.
- Reflection on their aptitudes and interests with respect to furniture and architectural unit finishing: see Competency 1: *Determine their suitability for the trade.*

Éducation
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