

Boom Truck Hoist Operator Level 2

Boom Truck Hoist Operator

Unit: B1 Journeyperson Trainer

Level: Two

Duration: 7 hours

Theory: 7 hours

Practical: 0 hours

Overview:

Level 1 in-school technical training offers an entry-level orientation to the challenges of apprenticeship training as it relates to the development of core tasks and skill requirements, as well as social competencies. This unit introduces senior apprentices to the responsibilities of workplace training that they will assume as supervising journeypersons. Most trades have a rich tradition of refreshing and sharing their trade skills from one generation of trade practitioner to the next. This unit orients senior apprentices to some of the practical and conceptual tools that can enable them to contribute to this trade heritage when they become certified journeypersons and, ultimately, journeyperson trainers.

The journeyperson's obligation to assist entry-level apprentices to develop skills and knowledge is complex and challenging. It involves safety considerations, employer expectations, provincial regulations, as well as the tradition of skills stewardship that links modern practice with the long history of workplace teaching and learning that defines the apprenticeable trades. The ability to offer timely and appropriate support to apprentices is itself an important area of trade learning. This unit presents material intended to help refine this ability through reflection and discussion by senior apprentices, and discussion with their in-school instructor and journeyperson trainer.

This content reflects Manitoba and Canadian standards prescribed for journeyperson-level supervisory capabilities, as well as key topics in current research on the importance of workplace training in apprenticeship systems. These detailed descriptors represent suggested focal points or guidelines for potentially worthwhile exploration, and are neither mandatory nor exhaustive.

Note: No percentage-weightings for test purposes are prescribed for this unit's objectives. Instead, a 'Pass/Fail' grade will be recorded for the unit in its entirety.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
<p>1. Compare/contrast role-options and responsibilities of the supervising journeyperson.</p> <ul style="list-style-type: none"> a. Implicit vs. explicit standards and content: training goals are/are not codified; assessment measures are/are not used b. Accountability for results: e.g. journeyperson is/is not required to prepare performance evaluation that could affect apprentice's employability or wage-rate, etc. c. Long-term vs. short-term supervision assignments – e.g., considerable latitude/little latitude for apprentice to learn from mistakes d. Formally vs. informally structured – e.g. supervision assignment is part of a prescribed cycle of assignments involving coordination among multiple journeypersons; apprentice is trained according to an individual training plan negotiated with employer e. Types of supervisory role options and what is implied by each: 	n/a

- Journeyperson Trainer (JT) role: often initiated by someone other than apprentice, and limited to a particular skill set, task, or production requirement
- Mentor role: often initiated by apprentice, and relatively open-ended regarding content, duration, etc.
- Peer role: typically involves individual upgrading or cross-training of one journeyperson by another; can include senior apprentice assisting less-experienced trade learner
- Coordinator role: often a senior-level journeyperson appointed by an organization to assume responsibilities for monitoring progression of groups of apprentices
- Other roles: may be improvised by journeyperson, such as combination or multiple roles of the above

2. Describe and demonstrate common requirements about providing journeyperson level supervision. n/a

- a. Apprenticeship learning adapted to journeyperson supervision assignments and a journeyperson perspective
 - Application of adult education concepts to trades teaching and learning (e.g. responsibilities and expectations of senior-level apprentices)
 - Practical significance of 'styles' of adult learning and teaching
 - Helping senior-level apprentices integrate in-school technical training and on-the-job practical training experiences
 - Providing help and guidance about new tasks and skills
 - Providing help and guidance about fixing mistakes
 - Learning and teaching "the ropes" – socialization of apprentice within a community of trade practice (e.g. how to borrow a tool, interrupt a journeyperson, and seek advice of experienced co-workers)
 - Coverage and documentation of prescribed tasks and subtasks where applicable.
 - Discuss the limits of the journeyperson trainers' own responsibilities and competence (e.g. scope, willingness to train, etc.)
 - Benefits of maintaining a personal record of achievements, ideas, and needs as a journeyperson trainer (e.g. resume, portfolio, training credentials, logbook, etc.)
- b. Individual reflection and guided group discussion about personal experiences of workplace learning as an apprentice
 - Identification of best and worst practices of journeyperson trainer
 - Identification of workplace and other factors that can contribute to good and bad trades teaching/learning experiences
 - Development of professional standards and work ethics about responsibility to share one's knowledge and skill with others in the workplace (e.g., use/misuse of humour, rigour, discretion, craft-pride, etc.)
 - Qualities of a good journeyperson trainer
 - Components of workplace journeyperson training
 - Processes and recommended practices re: journeyperson training
 - Troubleshooting problems re: supervision assignments
- c. Role of assessment in supervising, coaching, or guiding other people to learn or improve their skills (e.g. formative and summative evaluation), and how this might contribute to how the journeyperson-level supervision task is approached in future
- d. Compare and contrast discussion results with current knowledge and resources about workplace training methods as they apply to journeyperson-level supervision assignments
- e. Other (as may be specified by instructor)

Boom Truck Hoist Operator

Unit: B2 Trade Math II

Level: Two

Duration: 14 hours

Theory: 14 hours

Practical: 0 hours

Overview:

This unit, which builds on *A5 Trade Math I*, is designed to provide the apprentice with additional knowledge about trade math. The unit covers load weight, sling tension and multiple crane lift calculations.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Review unit <i>A5 Trade Math I</i>.	20%
a. Relevant mathematical operations	
b. Trade-related calculations	
2. Perform load weight calculations.	30%
a. Weight of load	
b. Center of gravity	
3. Perform sling tension calculations.	25%
a. Equal sling lengths	
b. Unequal sling lengths	
c. Offset center of gravity	
4. Perform multiple crane lift calculations.	25%
a. Load weight distribution	
b. Placement of connection points	
c. Load hoisting sequence (which crane picks first)	

Boom Truck Hoist Operator

Unit: B3 Lift Planning II

Level: Two

Duration: 14 hours

Theory: 7 hours

Practical: 7 hours

Overview:

This unit, which builds on *A7 Lift Planning I*, is designed to provide the apprentice with additional knowledge about lift planning. The unit covers proper use of load charts and lift plan considerations for specialty operations.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Review unit <i>A7 Lift Planning I</i>.	30%
2. Describe and demonstrate proper use of load charts. a. Capacities based on crane configurations b. Multiple part lines	50%
3. Describe lift plan considerations for specialty operations. a. Operating near high voltage b. Multiple crane lifts c. Hoisting of personnel d. Other cranes operating within swing area e. Blind hoisting f. Precision lift	20%

Boom Truck Hoist Operator

Unit: B4 Rigging II

Level: Two

Duration: 21 hours

Theory: 7 hours

Practical: 14 hours

Overview:

This unit, which builds on *A9 Rigging I*, is designed to provide the apprentice with additional knowledge about rigging. The unit covers specialty rigging procedures.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Review unit <i>A9 Rigging I</i>.	70%
a. Rigging hardware and tools	
b. Wire rope types and applications	
c. Rigging procedures for handling materials	
2. Describe and demonstrate specialty rigging procedures.	30%
a. Rigging for multiple crane lifts	
b. Rolling loads	
c. Transferring loads	
d. Rigging complex loads	

Boom Truck Hoist Operator

Unit: B5 Boom Truck Operation

Level: Two

Duration: 56 hours

Theory: 21 hours

Practical: 35 hours

Overview:

This unit, which builds on *A10 Hoisting Equipment Operation*, is designed to provide the apprentice with additional knowledge about boom truck operation.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Review unit <i>A10 Hoisting Equipment Operation</i>.	20%
a. Pre-operational inspection and maintenance procedures	
b. Boom truck set-up procedures	
c. Procedures for leaving boom trucks unattended	
2. Describe and perform boom truck operation.	80%
a. Determine load characteristics	
b. General hoisting operations	
• Operational controls and applications	
• Boom deflection	
• Load control	
• Simultaneous functions	
• Monitoring of systems and conditions	
• Operating limitations	
• Manufacturer's specifications and procedures	
c. Specialty hoisting operations	
• Operating near high voltage	
• Personnel hoisting	
• Precision hoisting	
• Bucket service	
• Emergency shutdown procedures	
• Critical lifts	
d. Operation specific to boom truck type	
• Telescopic boom	
• Knuckle boom	
• Enclosed/Rotating cab	
• Open cab	
• Digger-derrick	

Boom Truck Hoist Operator

Unit: B6 Transportation and Load Securement

Level: Two

Duration: 28 hours

Theory: 14 hours

Practical: 14 hours

Overview:

This unit is designed to provide the apprentice with the knowledge about transportation and load securement. The unit covers the regulations governing transportation, load securement procedures, and daily inspection and maintenance procedures.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Describe the regulations governing transportation.	30%
a. Licensing	
• Driver's licence class requirements	
• Driver's licence endorsement requirements	
b. Documentation	
• Permit requirements and procurement	
• Inspection records	
• Logbooks	
• Vehicle registration	
• Signage	
• Others	
2. Describe and perform daily inspection and maintenance procedures.	35%
a. Truck components	
b. Tie down equipment	
c. Deck and anchorage points	
3. Describe and perform load securement procedures.	35%
a. Tie down types and terminologies	
b. Tie down capacities and uses	
c. Tie down protection	
d. Load protection	
e. Blocking/Dunnage	
f. Safe work procedures	

Boom Truck Hoist Operator

Unit: B7 Pre-Provincial Exam Review

Level: Two

Duration: 35 hours

Theory: 35 hours

Practical: 0 hours

Overview:

This unit offers senior apprentices a systematic review of skills and knowledge required to pass the Provincial Examination. It promotes a purposeful personal synthesis between on-the-job learning and the content of in-school technical training. The unit includes information about the significance of Provincial certification and the features of the Provincial Examination.

Note: No percentage-weightings for test purposes are prescribed for this unit's objectives. Instead, a 'Pass/Fail' grade will be recorded for the unit in its entirety.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
<p>1. Describe the significance, format and general content of Provincial Examinations for the trade of Boom Truck Hoist Operator.</p> <p>a. Scope and aims of Provincial certification; value of certifications</p> <p>b. Obligations of candidates for Provincial certification</p> <ul style="list-style-type: none"> • Relevance of Provincial Examinations to current, accepted trade practices; industry-based provincial and national validation of test items • Supplemental Policy (retesting) • Confidentiality of examination content <p>c. Multiple-choice format (four-option) item format, standards for acceptable test items</p> <p>d. Government materials relevant to the Provincial Examinations for Boom Truck Hoist Operator apprentices</p> <ul style="list-style-type: none"> • Provincial Occupational Analysis (POA); prescribed scope of the skills and knowledge which comprise the trade • POA "Pie-chart" and its relationship to content distribution of provincial Examination items • Apprenticeship Manitoba Technical Training package. 	n/a
<p>2. Identify resources, strategies and other considerations for maximizing successful completion of written examinations.</p> <p>a. Personal preparedness</p> <ul style="list-style-type: none"> • Rest • Nutrition • Personal study regimen • Prior experience in test situations (e.g., Unit Tests) <p>b. Self-assessment, consultation and personal study plan</p> <ul style="list-style-type: none"> • Self-assessment of individual strengths/weaknesses in trade related skills and 	n/a

knowledge

- Approved textbooks
- Study groups

3. Review program content regarding boom truck lift preparation and inspections. n/a
4. Review program content regarding boom truck setup and operations. n/a
5. Review program content regarding boom truck specialties. n/a
6. Review program content regarding boom truck transport and hauling. n/a
7. Review program content regarding boom truck maintenance. n/a
8. Review program content regarding rigging for boom truck operations. n/a
