

## **MODULE OVERVIEW**

This module covers the history of the trade and the kinds of work and work environments workers would find in the field. It describes the apprenticeship, training programs, and career opportunities. The responsibilities and characteristics a worker should possess are also described.

## **PREREQUISITES**

Prior to training with this module, it is recommended that the trainee shall have successfully completed Core Curriculum.

## **OBJECTIVES**

Upon completion of this module, the trainee will be able to do the following:

1. Describe the types of work performed by industrial maintenance craftworkers.
2. Identify career opportunities available to industrial maintenance craftworkers.
3. Explain the purpose and objectives of an apprentice training program.
4. Explain the responsibilities and characteristics of a good industrial maintenance craftworker.
5. Explain the importance of safety in relation to industrial maintenance craftworkers.
6. Explain the role of NCCER in the training process.

## **PERFORMANCE TASKS**

This is a knowledge-based module. There are no Performance Tasks.

## **MATERIALS AND EQUIPMENT LIST**

Overhead projector and screen	Job announcements for maintenance craftworkers from local newspapers (want ads)
Transparencies	NCCER Apprentice Training Recognition Forms
Blank acetate sheets	<i>OSHA Safety and Health Standards for the Construction Industry</i>
Transparency pens	Videos on lifting safety and materials storage
Whiteboard/chalkboard	TV/VCR/DVD player
Markers/chalk	Copies of the Trade Terms Quiz *
Pencils and scratch paper	Module Examinations**
Appropriate personal protective equipment	
Copy of an employee manual	

\*Located in the back of this module.

\*\*Located in the Test Booklet.

## SAFETY CONSIDERATIONS

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly.

## ADDITIONAL RESOURCES

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. This is optional material for continued education rather than for task training.

<http://www.plant-maintenance.com/index.shtml>

<http://www.doleta.gov>

<http://www.impomag.com/scripts/default.asp>

## TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 2½ hours are suggested to cover *Orientation to the Trade*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources.

Topic	Planned Time
<b>Session I. The Industrial Maintenance Trade</b>	
A. Introduction	_____
B. The Industrial Maintenance Trade	_____
C. Coordinating with the Construction Industry	_____
D. Career Paths	_____
E. Employee Responsibility and Human Relations	_____
F. Tools	_____
G. Safety	_____
H. Your Training Program	_____
I. Review	_____
J. Module Examination	_____
1. Trainees must score 70% or higher to receive recognition from NCCER.	
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.	

## **MODULE OVERVIEW**

This module provides an introduction to the hand and power tools used in industrial maintenance. It covers safety procedures and techniques for use of these tools.

## **PREREQUISITES**

Prior to training with this module, it is recommended that the trainee shall have successfully completed *Core Curriculum* and *Industrial Maintenance Mechanic Level One*, Module 32101-07.

## **OBJECTIVES**

Upon completion of this module, the trainee will be able to do the following:

1. Explain the purpose of each of the tools commonly used by industrial maintenance craftworkers.
2. Describe how to maintain each of the tools used by industrial maintenance craftworkers.
3. Demonstrate the proper use and basic maintenance of selected industrial maintenance tools.

## **PERFORMANCE TASKS**

Under the supervision of the instructor, the trainee should be able to do the following:

1. Correctly use a pipe vise.
2. Correctly use a pipe threading machine.
3. Correctly use a cut-off machine.
4. Correctly use a portable power drive.
5. Demonstrate inspection and basic maintenance of tools chosen by the instructor.

## **MATERIALS AND EQUIPMENT LIST**

Overhead projector and screen	Mallets
Transparencies	Steel hammers
Blank acetate sheets	Soft steel
Transparency pens	Diagonal cutters
Whiteboard/chalkboard	Tin snips
Markers/chalk	Taps and dies
Pencils and scratch paper	Scribers
Appropriate personal protective equipment	Tension meters
Pictures of various tools (optional)	Sheave gauges
Damaged or unsafe tools	Cylinder hones
Assorted diameters of pipe	Gear pullers
Strap wrench/chain wrenches	Packing pullers
Spanner wrenches	Reamers
Taper gauges	Inspection mirrors
Pipe and tubing cutters	Retaining ring pliers
Honing stones	Spiral screw extractors
Putty knives/scrapers	Tap extractors
Drift pins	Dial indicator
Barrel pins	Feeler gauge

Sleever and alignment bars	Pipe vise
Pipe sections	Pipe threading machine and die set
Scrap metal and equipment	Operator's manual for pipe threading machine
Sheet metal	Portable power drive
Patterns for shapes commonly cut in sheet metal	Geared threader and universal drive shaft
Old or broken motors, pumps, appliances, or other machines and equipment that trainees can disassemble and reassemble	Cutting oil
Pipe sections	Nipple chuck kit
Portable band saw and blades	Assorted hand tools for maintaining equipment
Grinders	Copies of the Quick Quiz *
Grinder accessories	Module Examinations**
	Performance Profile Sheet**

\* Located in the back of this module.

\*\*Located in the Test Booklet.

## **SAFETY CONSIDERATIONS**

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. This module requires trainees to use hand and power tools. Ensure that all trainees are briefed on hand and power tools safety and any shop safety procedures.

## **ADDITIONAL RESOURCES**

This module is intended to present thorough resources for task training. The following reference work is suggested for both instructors and motivated trainees interested in further study. This is optional material for continued education rather than for task training.

*Tools and Their Uses*, Latest Edition. Naval Education and Training Program and Development Center. Washington, DC: US Government Printing Offices.

## TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 5 hours are suggested to cover *Tools of the Trade*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	Planned Time
<b>Session I. Introduction, Safety, and Hand Tools</b>	
A. Introduction	_____
B. Hand Tools Safety	_____
C. Use and Care of Hand Tools	_____
D. Laboratory – Trainees practice using and caring for selected hand tools. This laboratory corresponds to Performance Tasks 1 and 5.	_____
<b>Session II. Power Tools, Review, and Performance Testing</b>	
A. Power Tool Safety	_____
B. Power Tools	_____
C. Laboratory – Trainees practice using a pipe threading machine, cut-off machine, and portable power drive. This laboratory corresponds to Performance Tasks 2 through 4.	_____
D. Review	_____
E. Module Examination	_____
1. Trainees must score 70% or higher to receive recognition from NCCER.	
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.	
F. Performance Testing	_____
1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.	
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.	



**Annotated Instructor's Guide****MODULE OVERVIEW**

This module covers the hardware and systems used by an industrial maintenance craftsperson. It also describes various types of anchors and supports, their applications, and how to install them safely.

**PREREQUISITES**

Please refer to the Course Map in the Trainee Module. Prior to training with this module, it is recommended that the trainee shall have successfully completed the following: *Core Curriculum*; and *Industrial Maintenance Mechanic Level One*, Modules 32101-07 and 32102-07.

**OBJECTIVES**

Upon completion of this module, the trainee will be able to do the following:

1. Identify and explain the use of threaded fasteners.
2. Identify and explain the use of non-threaded fasteners.
3. Identify and explain the use of anchors.
4. Select the correct fasteners and anchors for given applications.
5. Install fasteners and anchors.

**PERFORMANCE TASKS**

Under the supervision of the instructor, the trainee should be able to do the following:

1. Install threaded fasteners.
2. Install selected screws.
3. Install selected anchors.
4. Install selected toggle bolts.

**MATERIALS AND EQUIPMENT LIST**

Overhead projector and screen	Taper, spring, and cotter pins
Transparencies	Pop rivets
Blank acetate sheets	Rivet gun
Transparency pens	Tie wraps
Whiteboard/chalkboard	Eye bolts
Markers/chalk	Threaded inserts
Pencils and scratch paper	J-nuts
Appropriate personal protective equipment	Cage nuts
Miscellaneous hand tools used with screws and bolts	One-step anchors
Various types of screws and bolts	Wedge anchors
Various types of nuts	Stud bolt anchors
Several types of washers	Sleeve anchors
Torque wrench	Hammer-set anchors
Retaining rings	Threaded rod anchors
Keys	Lead or caulk-in anchors
Motor	Single- and double-expansion anchors
Pin fasteners	Manufacturer's literature on anchors
	Masonry anchors

Two-part epoxy anchor  
Collection of odd screws, bolts, and fasteners  
Thread gauges  
Micrometers  
Gypsum wallboard (optional)  
Plywood (optional)

\* Located in the back of this module

\*\*Located in the Test Booklet.

Weights or other loads  
Copies of the Quick Quiz\*  
Module Examinations\*\*  
Performance Profile Sheet\*\*

## **SAFETY CONSIDERATIONS**

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. This module requires trainees to use hand and power tools. Emphasize basic tool safety.

## **ADDITIONAL RESOURCES**

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. This is optional material for continued education rather than for task training.

<http://www.Thomasglobal.com>

<http://www.confast.com>

<http://www.boltdepot.com/fastenerinformation>



## TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 5 hours are suggested to cover *Fasteners and Anchors*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	Planned Time
<b>Session I. Introduction, Threaded Fasteners, and Non-Threaded Fasteners</b>	
A. Introduction	_____
B. Thread Standards	_____
C. Bolt and Screw Types	_____
D. Nuts and Washers	_____
E. Installing Threaded Fasteners	_____
F. Laboratory – Trainees practice installing threaded fasteners, screws, and toggle bolts. This laboratory corresponds to Performance Tasks 1, 2, and 4.	_____
G. Non-Threaded Fasteners	_____
H. Special Threaded Fasteners	_____
<b>Session II. Anchors, Review, and Testing</b>	
A. Mechanical Anchors	_____
B. Epoxy Anchoring Systems	_____
C. Laboratory – Trainees practice installing anchors. This laboratory corresponds to Performance Task 3.	_____
D. Review	_____
E. Module Examination	_____
1. Trainees must score 70% or higher to receive recognition from NCCER.	
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.	
F. Performance Testing	_____
1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.	
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.	



## **MODULE OVERVIEW**

This module explains the safety requirements for oxyfuel cutting. It identifies oxyfuel cutting equipment and provides instruction for setting up, lighting, and using the equipment. It includes straight line cutting, piercing, beveling, and washing.

## **PREREQUISITES**

Please refer to the Course Map in the Trainee Module. Prior to training with this module, it is recommended that the trainee shall have successfully completed the following: *Core Curriculum; Industrial Maintenance Mechanic Level One, Modules 32101-07 through 32103-07.*

## **OBJECTIVES**

Upon completion of this module, the trainee will be able to do the following:

1. Identify and explain the use of oxyfuel cutting equipment.
2. State the safety precautions for using oxyfuel equipment.
3. Set up oxyfuel cutting equipment.
4. Light and adjust an oxyfuel torch.
5. Shut down oxyfuel cutting equipment.
6. Disassemble oxyfuel equipment.
7. Change empty cylinders.
8. Perform oxyfuel cutting:
  - Straight line and square shapes
  - Piercing and slot cutting
  - Bevels
  - Washing
9. Apply a rosebud flame to remove frozen components (also for preheat and expanding larger fittings).
10. Operate a motorized, portable oxyfuel gas cutting machine.

## **PERFORMANCE TASKS**

Under the supervision of the instructor, the trainee should be able to do the following:

1. Set up oxyfuel equipment.
2. Light and adjust an oxyfuel torch.
3. Shut down and disassemble oxyfuel cutting equipment.
4. Perform oxyfuel cutting:
  - Straight line and square shapes
  - Piercing and slot cutting
  - Bevels
  - Washing
5. Operate a track burner.

## MATERIALS AND EQUIPMENT LIST

Overhead projector and screen  
Transparencies  
Blank acetate sheets  
Transparency pens  
Whiteboard/chalkboard  
Markers/chalk  
Pencils and scratch paper  
Appropriate personal protective equipment:  
    Safety goggles  
    Face shields  
    Welding helmets  
    Ear protection  
    Welding cap  
    Leather jacket  
    Leather pants or chaps  
    Gauntlet-type welding gloves  
    Respirators  
*ANSI Z49.1-1999*  
*OSHA 29 CFR 1910.146*  
Brass valves  
MSDS for cutting products  
Oxygen cylinder with cap  
Fuel gas cylinder with cap  
Regulators (oxygen and fuel gas)  
Hose set  
One-piece cutting torch  
Combination cutting torch and torch tips  
Assorted acetylene, liquefied fuel gas, and special-purpose cutting torch tips

Tip cleaners  
Tip drills  
Mechanical guide  
Cylinder cart  
Motorized oxyfuel track cutter  
Framing squares  
Combination squares with protractor head  
Tape measure  
Soapstone  
Penknife  
Pliers  
Chipping hammer  
Friction lighter  
Tip manuals and tip manufacturer's charts  
Vendor cutting tip chart  
Wrenches (torch, hose, and regulator)  
Examples of good and bad cuts  
Steel plate  
    Thin (16 to 10 gauge)  
    Thick (¼ inch to 1 inch)  
Steel pipe  
Vises and pipe jacks to hold steel for cutting  
Grinding equipment  
Safety video/DVD (optional)  
TV/VCR/DVD player (optional)  
Copies of the Quick Quiz\*  
Module Examinations\*\*  
Performance Profile Sheets\*\*

\* Located in the back of this module

\*\* Located in the Test Booklet.

## SAFETY CONSIDERATIONS

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. This module requires that the trainees operate oxyfuel cutting equipment. Ensure that trainees are briefed on fire and shop safety policies prior to performing any work. Emphasize the special safety precautions associated with the use of cylinders and oxyfuel cutting equipment.

## ADDITIONAL RESOURCES

This module is intended to present thorough resources for task training. The following reference work is suggested for both instructors and motivated trainees interested in further study. This is optional material for continued education rather than for task training.

*Safety in Welding, Cutting, and Allied Processes, ANSI Z49.1-99, 1999.* Miami, FL: American Welding Society.

## TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 17½ hours are suggested to cover *Oxyfuel Cutting*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	Planned Time
<b>Session I. Introduction, Safety, and Oxyfuel Cutting Equipment</b>	
A. Introduction	_____
B. Oxyfuel Cutting Safety	_____
C. Oxyfuel Cutting Equipment	_____
1. Cylinders, Regulators, and Hoses	_____
2. Cutting Torch, Tips, and Tip Equipment	_____
3. Friction Lighters	_____
4. Cylinder Cart	_____
5. Soapstone Markers	_____
6. Specialized Equipment	_____
<b>Session II. Setting Up Oxyfuel Equipment</b>	
A. Setting Up Oxyfuel Equipment	_____
1. Cylinders	_____
2. Hoses and Regulators	_____
3. Torches and Tips	_____
4. Purging and Testing	_____
B. Laboratory – Trainees practice setting up oxyfuel equipment. This laboratory corresponds to Performance Task 1.	_____
<b>Sessions III and IV. Torch Operations</b>	
A. Controlling the Oxyfuel Torch Flame	_____
B. Shutting Down Oxyfuel Equipment	_____
C. Laboratory – Trainees practice lighting, adjusting, and shutting down the equipment. This laboratory corresponds to Performance Tasks 2 and 3.	_____
D. Disassembling Oxyfuel Equipment	_____
E. Changing Empty Cylinders	_____
F. Laboratory – Trainees practice disassembling the equipment. This laboratory corresponds to Performance Task 3.	_____
<b>Sessions IV and V. Performing Cutting Operations</b>	
A. Performing Cutting Procedures	_____
B. Laboratory – Trainees practice oxyfuel cutting. This laboratory corresponds to Performance Task 4.	_____

**Session VI. Portable Cutting Machine Operation**

- A. Portable Oxyfuel Cutting Machine Operation \_\_\_\_\_
- B. Laboratory – Trainees practice operating a track burner. This laboratory corresponds to Performance Task 5. \_\_\_\_\_

**Session VII. Review and Testing**

- A. Review \_\_\_\_\_
- B. Module Examination \_\_\_\_\_
  - 1. Trainees must score 70% or higher to receive recognition from NCCER.
  - 2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.
- C. Performance Testing \_\_\_\_\_
  - 1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.
  - 2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.

## **MODULE OVERVIEW**

This module introduces types of gaskets and gasket material, types of packing and packing material, and types of O-ring material. It also explains the use and choice of gaskets, packing, and O-rings, and teaches how to fabricate a gasket.

## **PREREQUISITES**

Please refer to the Course Map in the Trainee Module. Prior to training with this module, it is recommended that the trainee shall have successfully completed the following: *Core Curriculum; Industrial Maintenance Mechanic Level One, Modules 32101-07 through 32104-07.*

## **OBJECTIVES**

Upon completion of this module, the trainee will be able to do the following:

1. Identify the various types of gaskets and explain their uses.
2. Identify the various types of gasket materials and explain their applications.
3. Lay out, cut, and install a flange gasket.
4. Describe the use of O-rings.
5. Explain the importance of selecting the correct O-ring for an application.
6. Select an O-ring for a given application and install it.
7. Describe the uses and methods of packing.

## **PERFORMANCE TASKS**

Under the supervision of the instructor, the trainee should be able to do the following:

1. Lay out and install a gasket.
2. Cut and install packing.
3. Install O-rings.

## MATERIALS AND EQUIPMENT LIST

Overhead projector and screen  
Transparencies  
Blank acetate sheets  
Transparency pens  
Whiteboard/chalkboard  
Markers/chalk  
Pencils and scratch paper  
Appropriate personal protective equipment  
Assorted gaskets  
Gasket manufacturer's literature including color coding chart  
Pump manufacturer's literature specifying replacement gaskets  
Samples of some of the more common gasket materials  
Hand tools for measuring and cutting gaskets  
Dividers  
Scribers  
Steel rules  
Adjustable gasket cutters  
Hole punch sets  
Mallets

Compasses with an ink pen holder and ink pens with silver or white ink  
Gasket materials or old rubber inner tubes that can be cut up as substitute gasket material  
Various types of packing  
Old appliances, pumps, or valves with packing seals  
Sheet metal  
Tin snips  
Bluing  
Rags  
Hand tools for assembling and disassembling valves and motors  
Torque wrenches  
Flanges  
Old or broken equipment such as pumps, motors, and old appliances  
Assorted O-rings  
Packing manufacturer's literature  
Copies of the Quick Quiz\*  
Module Examinations\*\*  
Performance Profile Sheet\*\*

\* Located in the back of this module.

\*\*Located in the Test Booklet.



## SAFETY CONSIDERATIONS

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. This module may require trainees to work with equipment and cut gaskets. Ensure that all trainees are briefed on hand tool safety and have appropriate personal protection equipment.

## ADDITIONAL RESOURCES

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. This is optional material for continued education rather than for task training.

*Specifications for Gaskets, O-Rings, and Packing.* Washington, DC: American National Standards Institute. (ANSI).

*Specifications for Gaskets, O-Rings, and Packing.* West Conshohocken, PA: American Society for Testing and Materials.

*Specifications for Gaskets, O-Rings, and Packing.* Warrendale, PA: Society of Automotive Engineers.

## TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 10 hours are suggested to cover *Gaskets and Packing*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	Planned Time
<b>Session I. Introduction, Gaskets, and Gasket Materials</b>	
A. Introduction	_____
B. Types of Gaskets	_____
C. Gasket Materials	_____
<b>Session II. Fabricating and Installing Gaskets</b>	
A. Laying Out a Gasket	_____
B. Tracing a Gasket	_____
C. Machine Gaskets	_____
D. Installing Gaskets	_____
E. Laboratory – Trainees practice laying out and installing a gasket. This laboratory corresponds to Performance Task 1.	_____
<b>Session III. Installing Packing and O-Rings</b>	
A. Packing	_____
B. Laboratory – Trainees practice cutting and installing packing. This laboratory corresponds to Performance Task 2.	_____
C. O-Rings	_____
D. Laboratory – Trainees practice installing an O-ring. This laboratory corresponds to Performance Task 3.	_____

## Session IV. Review and Testing

### A. Review

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### B. Module Examination

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1. Trainees must score 70% or higher to receive recognition from NCCER.
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.

### C. Performance Testing

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1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.

## **MODULE OVERVIEW**

This module explains how to use ratios and proportions, solve basic algebra, area, volume, and circumference problems, and solve for right triangles using the Pythagorean theorem.

## **PREREQUISITES**

Please refer to the Course Map in the Trainee Module. Prior to training with this module, it is recommended that the trainee shall have successfully completed the following: *Core Curriculum; Industrial Maintenance Mechanic Level One, Modules 32101-07 through 32105-07.*

## **OBJECTIVES**

Upon completion of this module, the trainee will be able to do the following:

1. Identify and explain the use of special measuring devices.
2. Use tables of weights and measurements.
3. Use formulas to solve basic problems.
4. Solve area problems.
5. Solve volume problems.
6. Solve circumference problems.
7. Solve right triangles using the Pythagorean theorem.

## **PERFORMANCE TASKS**

This is a knowledge-based module; there are no Performance Tasks.

## **MATERIALS AND EQUIPMENT LIST**

Overhead projector and screen

Transparencies

Blank acetate sheets

Transparency pens

Whiteboard/chalkboard

Markers/chalk

Pencils and scratch paper

Architect's scale

Engineer's scale

Copies of the Quick Quiz\*

Module Examinations\*\*

\* Located in the back of this module.

\*\* Located in the Test Booklet.

## SAFETY CONSIDERATIONS

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly.

## ADDITIONAL RESOURCES

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. This is optional material for continued education rather than for task training.

*Pipe Fitter's Math Guide*, 1989. Johnny Hamilton. Clinton, NC: Construction Trade Press.

*Applied Construction Math*, Latest Edition. Upper Saddle River, NJ: Prentice Hall Publishing.

## TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 15 hours are suggested to cover *Craft-Related Mathematics*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources.

Topic	Planned Time
<b>Sessions I and II. Measuring and Using Tables and Formulas</b>	
A. Introduction	_____
B. Special Measuring Devices	_____
C. Using Tables	_____
D. Using Ratios and Proportions	_____
E. Using Formulas	_____
<b>Session III. Solving Area Problems</b>	
A. Rectangles	_____
B. Triangles	_____
C. Circles	_____
<b>Session IV. Solving Volume Problems</b>	
A. Rectangular Solids	_____
B. Cylinders	_____
C. Spheres	_____
D. Pyramids	_____
E. Cones	_____
<b>Session V. Solving Circumference Problems and Right Triangles</b>	
A. Solving Circumference Problems	_____
B. Pythagorean Theorem	_____

## **Session VI. Review and Testing**

A. Module Review

B. Module Examination

1. Trainees must score 70% or higher to receive recognition from NCCER.
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.





## **MODULE OVERVIEW**

This module introduces the trainee to plot plans, structural drawings, elevation drawings, as-built drawings, equipment arrangement drawings, P&IDs, isometric drawings, spool sheets, and detail sheets.

## **PREREQUISITES**

Please refer to the Course Map in the Trainee Module. Prior to training with this module, it is recommended that the trainee shall have successfully completed the following: *Core Curriculum; Industrial Maintenance Mechanic Level One, Modules 32101-07 through 32106-07.*

## **OBJECTIVES**

Upon completion of this module, the trainee will be able to do the following:

1. Explain the basic layout of a blueprint.
2. Describe the information included in the title block of a blueprint.
3. Identify the types of lines used on blueprints.
4. Identify common symbols used on blueprints.
5. Understand the use of architect's and engineer's scales.
6. Demonstrate the use of an architect's scale.

## **PERFORMANCE TASKS**

Under the supervision of the instructor, the trainee should be able to do the following:

1. Identify parts of a drawing:
  - Title block
  - Scales and measurements
  - Symbols and abbreviations
  - Notes
  - Revision blocks
  - Coordinates
2. Interpret the following:
  - Drawing indexes
  - Line lists
3. Identify the following types of drawings:
  - Plot plans
  - Structural drawings
  - Elevation and section drawings
  - P&IDs
  - Schematics
  - Circuit diagrams
  - Orthographic drawings

## **MATERIALS AND EQUIPMENT LIST**

Overhead projector and screen	Circuit diagrams
Transparencies	Architect's scale
Blank acetate sheets	Engineer's scale
Transparency pens	Metric scale
Whiteboard/chalkboard	Digital scaling tool (optional)
Markers/chalk	Schematics
Pencils and scratch paper	Exploded diagrams
Appropriate personal protective equipment	Specifications
Set of blueprints	Calculators
Site plan	Copies of the Quick Quizzes*
Floor plan	Module Examinations**
Cross sections and detail drawings	Performance Profile Sheets**

\* Located in the back of this module.

\*\* Located in the Test Booklet.

## **SAFETY CONSIDERATIONS**

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly.

## **ADDITIONAL RESOURCES**

This module is intended to present thorough resources for task training. The following reference work is suggested for both instructors and motivated trainees interested in further study. This is optional material for continued education rather than for task training.

*American Electrician's Handbook*, 2002. Terrell Croft, Winfred Summers. New York, NY: McGraw-Hill.

*National Electrical Code® Handbook*, Latest Edition. Quincy, MA: National Fire Protection Association.

*The Pipefitter's Bluebook*, Latest Edition. W.V. Graves. Clinton, NC: Construction Trades Press.



## TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 12½ hours are suggested to cover *Construction Drawings*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	Planned Time
<b>Sessions I and II. Identifying and Interpreting Drawings</b>	
A. Introduction	_____
B. Blueprint Layout	_____
C. Scale Drawings	_____
D. Analyzing Drawings	_____
E. Laboratory – Trainees practice identifying parts of drawings. This laboratory corresponds to Performance Task 1.	_____
F. Drafting Lines	_____
G. Laboratory – Trainees practice interpreting drawing indexes and line lists. This laboratory corresponds to Performance Task 2.	_____
<b>Sessions III through IV. Identifying Different Types of Drawings</b>	
A. Circuit Diagrams	_____
B. Scale Drawings	_____
C. Site Plans	_____
D. Floor Plans	_____
E. Elevation and Section Drawings	_____
F. P&IDs	_____
G. Schematics	_____
H. Exploded Diagrams	_____
I. Writing Specifications	_____
J. Laboratory – Trainees practice identifying different types of drawings. This laboratory corresponds to Performance Task 3.	_____
<b>Session V. Review and Testing</b>	
A. Module Review	_____
B. Module Examination	_____
1. Trainees must score 70% or higher to receive recognition from NCCER.	
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.	
C. Performance Testing	_____
1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.	
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.	



## **MODULE OVERVIEW**

This module explains centrifugal, rotary, reciprocating, metering, and vacuum pump operation and installation methods, as well as types of drivers. It also covers net positive suction head and cavitation.

## **PREREQUISITES**

Please refer to the Course Map in the Trainee Module. Prior to training with this module, it is recommended that the trainee shall have successfully completed the following: *Core Curriculum; Industrial Maintenance Mechanic Level One, Modules 32101-07 through 32107-07.*

## **OBJECTIVES**

Upon completion of this module, the trainee will be able to do the following:

1. Identify and explain centrifugal pumps.
2. Identify and explain rotary pumps.
3. Identify and explain reciprocating pumps.
4. Identify and explain metering pumps.
5. Identify and explain vacuum pumps.
6. Explain net positive suction head and cavitation.
7. Identify types of drivers.

## **PERFORMANCE TASKS**

Under the supervision of the instructor, the trainee should be able to do the following:

1. Identify centrifugal pumps.
2. Identify rotary pumps.
3. Identify reciprocating pumps.
4. Identify metering pumps.
5. Identify vacuum pumps.

## **MATERIALS AND EQUIPMENT LIST**

Overhead projector and screen	Small object
Transparencies	Several types of reciprocating pumps
Blank acetate sheets	Hot water bottle with small hose
Transparency pens	Several types of metering pumps
Whiteboard/chalkboard	Various types of vacuum pumps
Markers/chalk	Manufacturer's installation instructions for a pump
Pencils and scratch paper	Copies of the Quick Quizzes*
Appropriate personal protective equipment	Module Examinations**
Various types of centrifugal pumps	Performance Profile Sheets**
Various types of rotary pumps	
Glass of water	

\* Located in the back of this module.

\*\* Located in the Test Booklet.

## SAFETY CONSIDERATIONS

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. If you require trainees to visit power plants or utility areas, ensure that they are briefed on site safety procedures.

## ADDITIONAL RESOURCES

This module is intended to present thorough resources for task training. The following reference work is suggested for both instructors and motivated trainees interested in further study. This is optional material for continued education rather than for task training.

*Mechanical and Electrical Systems in Building*, Third Edition. Upper Saddle River, NJ: Prentice Hall Publishing.

## TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 5 hours are suggested to cover *Pumps and Drivers*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	Planned Time
<b>Session I. Identifying Pumps I</b>	
A. Introduction	_____
B. Centrifugal Pumps	_____
C. Laboratory – Trainees practice identifying centrifugal pumps. This laboratory corresponds to Performance Task 1.	_____
D. Rotary Pumps	_____
E. Laboratory – Trainees practice identifying rotary pumps. This laboratory corresponds to Performance Task 2.	_____
F. Reciprocating Pumps	_____
G. Laboratory – Trainees practice identifying reciprocating pumps. This laboratory corresponds to Performance Task 3.	_____
H. Metering Pumps	_____
I. Laboratory – Trainees practice identifying metering pumps. This laboratory corresponds to Performance Task 4.	_____

## Session II. Pumps II, Cavitation, Drivers, Review and Testing

- A. Vacuum Pumps \_\_\_\_\_
- B. Laboratory – Trainees practice identifying vacuum pumps. This laboratory corresponds to Performance Task 5. \_\_\_\_\_
- C. Cavitation \_\_\_\_\_
- D. Installing Pumps \_\_\_\_\_
- E. Drivers \_\_\_\_\_
- F. Module Review \_\_\_\_\_
- G. Module Examination \_\_\_\_\_
  - 1. Trainees must score 70% or higher to receive recognition from NCCER.
  - 2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.
- H. Performance Testing \_\_\_\_\_
  - 1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.
  - 2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.



**Annotated Instructor's Guide****MODULE OVERVIEW**

This module identifies and provides installation methods for different types of valves. It also covers valve storage and handling.

**PREREQUISITES**

Please refer to the Course Map in the Trainee Module. Prior to training with this module, it is recommended that the trainee shall have successfully completed the following: *Core Curriculum; Industrial Maintenance Mechanic Level One, Modules 32101-07 through 32108-07.*

**OBJECTIVES**

Upon completion of this module, the trainee will be able to do the following:

1. Identify types of valves that start and stop flow.
2. Identify types of valves that regulate flow.
3. Identify valves that relieve pressure.
4. Identify valves that regulate the direction of flow.
5. Explain how to properly store and handle valves.
6. Explain valve locations and positions.

**PERFORMANCE TASKS**

Under the supervision of the instructor, the trainee should be able to do the following:

1. Identify types of valves that start and stop flow.
2. Identify types of valves that regulate flow.
3. Identify valves that relieve pressure.
4. Identify valves that regulate the direction of flow.
5. Demonstrate how to properly store and handle valves.
6. Demonstrate valve locations and positions.

**MATERIALS AND EQUIPMENT LIST**

Overhead projector and screen	Angle valves
Transparencies	Y-type valves
Blank acetate sheets	Butterfly valves
Transparency pens	Diaphragm valves
Whiteboard/chalkboard	Needle valves
Markers/chalk	Control valves
Pencils and scratch paper	Safety valves
Appropriate personal protective equipment	Pressure-relief valves
Gate valves with various types of bonnets and stems	Various types of check valves
Knife gate valve	Swing check valves
Ball valves	Lift check valves
Venturi-type and top-entry ball valves	Ball check valves
Various types of plug valves	Butterfly check valves
Plug lubricants	Foot valves
Globe valves	Gear operators
	Chain operators

Electric motor-driven actuators  
 Pneumatic and hydraulic actuators  
 Photograph or picture of valve boxes  
 Manufacturers' literature on pressure-relief valves  
 Backflow preventer

Copies of the Quick Quizzes\*  
 Module Examinations\*\*  
 Performance Profile Sheets\*\*

\* Located in the back of this module.

\*\*Located in the Test Booklet.

## SAFETY CONSIDERATIONS

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. If you require trainees to visit construction sites or utility areas, ensure that they are briefed on site safety procedures.

## ADDITIONAL RESOURCES

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. This is optional material for continued education rather than for task training.

*Choosing the Right Valve.* New York, NY: Crane Company.

*Piping Pointers; Application and Maintenance of Valves and Piping Equipment.* New York, NY: Crane Company.

## TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 5 hours are suggested to cover *Valves*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

<b>Topic</b>	<b>Planned Time</b>
<b>Session I. Introduction to Valves</b>	
A. Introduction	_____
B. Valves That Start and Stop Flow	_____
C. Laboratory – Trainees practice identifying valves that start and stop flow. This laboratory corresponds to Performance Task 1.	_____
D. Valves that Regulate Flow and Pressure	_____
E. Laboratory – Trainees practice identifying valves that regulate flow. This laboratory corresponds to Performance Task 2.	_____
F. Valves That Relieve Pressure	_____
G. Laboratory – Trainees practice identifying valves that relieve pressure. This laboratory corresponds to Performance Task 3.	_____
H. Valves That Regulate the Direction of Flow	_____
I. Laboratory – Trainees practice identifying valves that regulate the direction of flow. This laboratory corresponds to Performance Task 4.	_____



## Session II. Installation, Applications, Review, and Testing

- A. Valve Actuators \_\_\_\_\_
- B. Storing and Handling Valves \_\_\_\_\_
- C. Laboratory – Trainees practice properly handling and storing valves.  
This laboratory corresponds to Performance Task 5. \_\_\_\_\_
- D. Installing Valves \_\_\_\_\_
- E. Valve Selection, Types, and Applications \_\_\_\_\_
- F. Valve Markings \_\_\_\_\_
- G. Laboratory – Trainees practice identifying valve locations and  
positions. This laboratory corresponds to Performance Task 6. \_\_\_\_\_
- H. Module Review \_\_\_\_\_
- I. Module Examination \_\_\_\_\_
  - 1. Trainees must score 70% or higher to receive recognition from NCCER.
  - 2. Record the testing results on Craft Training Report Form 200, and submit  
the results to the Training Program Sponsor.
- J. Performance Testing \_\_\_\_\_
  - 1. Trainees must perform each task to the satisfaction of the instructor to receive  
to receive recognition from NCCER. If applicable, proficiency noted during  
laboratory exercises can be used to satisfy the Performance Testing requirements.
  - 2. Record the testing results on Craft Training Report Form 200, and submit the  
results to the Training Program Sponsor.



## **MODULE OVERVIEW**

This module introduces the basic test equipment that an industrial maintenance Mechanic might use, including tachometers, pyrometers, strobe meters, voltage testers, and automated diagnostic tools.

## **PREREQUISITES**

Please refer to the Course Map in the Trainee Module. Prior to training with this module, it is recommended that the trainee shall have successfully completed the following: *Core Curriculum; Industrial Maintenance Mechanic Level One, Modules 32101-07 through 32109-07.*

## **OBJECTIVES**

Upon completion of this module, the trainee will be able to do the following:

1. Explain the operation of and describe the following pieces of test equipment:
  - Tachometers
  - Pyrometers
  - Multimeters
  - Automated diagnostic tools
  - Wiggy<sup>®</sup> voltage tester
  - Stroboscope
2. Explain how to read and convert from one scale to another using the above test equipment.
3. Define frequency and explain the use of a frequency meter.

## **PERFORMANCE TASKS**

Under the supervision of the instructor, the trainee should be able to do the following:

1. Demonstrate the use of the following pieces of test equipment:
  - Tachometer
  - Pyrometer
  - Multimeter
  - Voltage tester
  - Strobe light
2. Demonstrate the use of automated diagnostic tools chosen by the instructor.

## **MATERIALS AND EQUIPMENT LIST**

Overhead projector and screen

Transparencies

Blank acetate sheets

Transparency pens

Whiteboard/chalkboard

Markers/chalk

Pencils and scratch paper

Appropriate personal protective equipment

    Gloves

    Rubber sleeves

    Rubber blankets

Test circuits

Volt-ohm-milliammeter and operator's manual

Digital multimeter and operator's manual

Clamp-type multimeter and operator's manual

Frequency meter and operator's manual

Tachometer and operator's manual

Voltage tester and operator's manual

Strobe light and operator's manual

Pyrometer and operator's manual

Company safety manual

Copies of the Quick Quiz\*

Module Examinations\*\*

Performance Profile Sheets\*\*

\* Located in the back of this module

\*\* Located in the Test Booklet.

## SAFETY CONSIDERATIONS

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. This module requires trainees to use various types of test equipment. Ensure that all trainees are briefed on electrical safety and any other shop safety procedures. This module may require that the trainees visit job sites. Ensure that trainees are briefed on site safety policies prior to any site visits.

## ADDITIONAL RESOURCES

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. These are optional materials for continued education rather than for task training.

*Electronics Fundamentals*, Thomas L. Floyd. New York: Prentice Hall.

*Principles of Electric Circuits*, Thomas L. Floyd. New York: Prentice Hall.

## TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 7½ hours are suggested to cover *Introduction to Test Instruments*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	Planned Time
<b>Session I. Introduction and Meters I</b>	
A. Introduction	_____
B. Volt-Ohm-Milliammeter	_____
C. Digital Meters	_____
D. Laboratory – Trainees practice using selected test equipment. This laboratory corresponds to Performance Task 1.	_____
<b>Session II. Meters II and Safety</b>	
A. Frequency Meter	_____
B. Continuity Tester	_____
C. Voltage Tester	_____
D. Laboratory – Trainees practice using selected test equipment. This laboratory corresponds to Performance Task 1.	_____
E. Safety	_____

**Session III. Troubleshooting Motors, Review, and Testing**

A. Troubleshooting Motors

\_\_\_\_\_

B. Laboratory – Trainees practice using selected automated diagnostic tools.  
This laboratory corresponds to Performance Task 2.

\_\_\_\_\_

C. Review

\_\_\_\_\_

D. Module Examination

\_\_\_\_\_

1. Trainees must score 70% or higher to receive recognition from NCCER.

2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.

E. Performance Testing

\_\_\_\_\_

1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.

2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.



## **MODULE OVERVIEW**

This module introduces the maintenance mechanic to the equipment and techniques of material handling, and to the basic knowledge required for rigging and communicating with riggers.

## **PREREQUISITES**

Please refer to the Course Map in the Trainee Module. Prior to training with this module, it is recommended that the trainee shall have successfully completed the following: *Core Curriculum; Industrial Maintenance Mechanic Level One, Modules 32101-07 through 32110-07.*

## **OBJECTIVES**

Upon completion of this module, the trainee will be able to do the following:

1. Identify and describe the uses of common rigging hardware and equipment.
2. Inspect common rigging equipment.
3. Select, use, and maintain special rigging equipment, including:
  - Jacks
  - Block and tackle
  - Chain hoists
  - Come-alongs
4. Tie knots used in rigging.
5. Use and understand the correct hand signals to guide a crane operator.
6. Identify basic rigging and crane safety procedures.

## **PERFORMANCE TASKS**

Under the supervision of the instructor, the trainee should be able to do the following:

1. Perform a safety inspection on hooks, slings, and other rigging equipment.
2. Select, inspect, and use special rigging equipment, including:
  - Block and tackle
  - Chain hoists
  - Come-alongs
  - Jacks
  - Tuggers
3. Tie knots used in rigging.
4. Determine the center of gravity of a load.
5. Properly attach rigging hardware for routine lifts.
6. Use and interpret hand signals.
7. Perform sling tension calculations.

## MATERIALS AND EQUIPMENT LIST

Overhead projector and screen  
Transparencies  
Blank acetate sheets  
Transparency pens  
Whiteboard/chalkboard  
Markers/chalk  
Pencils and scratch paper  
Appropriate personal protective equipment  
Manufacturer's literature on different rigging hooks  
Various rigging hooks with wear, cracks, and corrosion  
Manufacturer's literature on shackles  
Various types of shackles  
Various eyebolts  
Various lifting lugs  
Turnbuckles  
Manufacturer's literature on beam clamps  
Manufacturer's literature on plate clamps  
Various rigging plates and links  
Various types of slings  
Rigging pocket guide  
*29 CFR Section 1926.251, Rigging Equipment for Material Handling*

Samples of wire rope that have failed inspection  
Rope for tying knots  
Block and tackle lifting system  
Sample loads for lifting  
Spur-gear chain hoist  
Electric chain hoist  
Ratchet-lever hoist or come-along  
Ratchet jack  
Screw jack  
Hydraulic jack  
Tugger  
Walkie-talkies  
Throat microphone  
Hardwired communication system  
*ASME B30.5 Consensus Standard*  
*29 CFR 1926.550*  
Completed lift plan  
Crane manufacturer's literature  
Typical teeter-totter and weights  
Various lifting eyebolts  
Rigging hardware  
Copies of the Quick Quizzes\*  
Module Examinations\*\*  
Performance Profile Sheets\*\*

\* Located in the back of this module

\*\*Located in the Test Booklet.



## SAFETY CONSIDERATIONS

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. This module requires trainees to use various types of hoists, jacks, and tuggers. Ensure that all trainees are briefed on lifting safely and any other shop safety procedures. If you require trainees to visit job sites, ensure that trainees are briefed on site safety policies.

## ADDITIONAL RESOURCES

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. These are optional materials for continued education rather than for task training.

*Machinery's Handbook*, Latest Edition. Erik Oberg, Franklin D. Jones, Holbrook L. Horton, and Henry H. Ryffel. New York, NY: Industrial Press Inc.

*Occupational Safety and Health Standards for the Construction Industry, 29 CFR Part 1926*. Washington, DC: OSHA Department of Labor, U.S. Government Printing Office.

## TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 15 hours are suggested to cover *Material Handling and Hand Rigging*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	Planned Time
<b>Sessions I and II. Introduction and Rigging Hardware</b>	
A. Introduction	_____
B. Rigging Hardware	_____
C. Laboratory – Trainees practice attaching rigging hardware for routine lifts. This laboratory corresponds to Performance Task 5.	_____
D. Determining Sling Tension	_____
E. Laboratory – Trainees practice calculating sling tension. This laboratory corresponds to Performance Task 7.	_____
F. Slings	_____
G. Laboratory – Trainees practice performing a safety inspection on hooks, slings, and other rigging equipment. This laboratory corresponds to Performance Task 1.	_____
H. Tag lines	_____
I. Laboratory – Trainees practice tying knots used in rigging. This laboratory corresponds to Performance Task 3.	_____
<b>Session III. Block and Tackle and Hoists</b>	
A. Block and Tackle	_____
B. Chain Hoists	_____
C. Ratchet-Lever Hoists and Come-Alongs	_____
D. Jacks	_____
E. Tuggers	_____
F. Laboratory – Trainees practice selecting, inspecting, and using special rigging equipment. This laboratory corresponds to Performance Task 2.	_____

**Sessions IV and V. Cranes**

- A. Cranes \_\_\_\_\_
- B. Laboratory – Trainees practice using and interpreting hand signals. This laboratory corresponds to Performance Task 6. \_\_\_\_\_
- C. General Rigging Safety \_\_\_\_\_
- D. Laboratory – Trainees practice determining the center of gravity. This laboratory corresponds to Performance Task 4. \_\_\_\_\_
- E. Working Around Power Lines \_\_\_\_\_
- F. Site Hazards and Emergency Response \_\_\_\_\_
- G. Using Cranes to Lift Personnel \_\_\_\_\_
- H. Lift Planning \_\_\_\_\_
- I. Crane Component Terminology \_\_\_\_\_

**Session VI. Review and Testing**

- A. Review \_\_\_\_\_
- B. Module Examination \_\_\_\_\_
  - 1. Trainees must score 70% or higher to receive recognition from NCCER.
  - 2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.
- C. Performance Testing \_\_\_\_\_
  - 1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.
  - 2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.

## **MODULE OVERVIEW**

This module explains the safety procedures and methods of operation for motorized support equipment, including forklifts, manlifts, compressors, and generators.

## **PREREQUISITES**

Please refer to the Course Map in the Trainee Module. Prior to training with this module, it is recommended that the trainee shall have successfully completed the following: *Core Curriculum*; and *Industrial Maintenance Mechanic Level One*, Modules 32101-07 through 32111-07.

## **OBJECTIVES**

Upon completion of this module, the trainee will be able to do the following:

1. State the safety precautions associated with the use of motor-driven equipment in industrial plants.
2. Explain the operation and applications of the following motor-driven equipment commonly used in industrial plants:
  - Portable generators
  - Air compressors
  - Portable pumps
  - Aerial lifts
  - Forklifts
  - Mobile cranes
3. Operate and perform preventive maintenance on the following equipment:
  - Portable generators
  - Air compressors
  - Aerial lifts

## **PERFORMANCE TASKS**

Under the supervision of the instructor, the trainee should be able to do the following:

1. Describe an aerial lift inspection.

## **MATERIALS AND EQUIPMENT LIST**

Overhead projector and screen

Transparencies

Blank acetate sheets

Transparency pens

Whiteboard/chalkboard

Markers/chalk

Pencils and scratch paper

Appropriate personal protective equipment

Portable generators and accessories

Portable generator operator's manual

\* Located in the back of this module.

\*\*Located in the Test Booklet.

Portable air compressor and accessories

Portable air compressor operator's manual

29 CFR 1926.453

Aerial lift operator's manual

Pallet jack and pallets

Copies of the Quick Quiz\*

Module Examinations\*\*

Performance Profile Sheets\*\*

## SAFETY CONSIDERATIONS

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. This module requires trainees to use various types of mobile and support equipment. Review hazards associated with each type of equipment and general precautions needed when operating mobile and support equipment.

## ADDITIONAL RESOURCES

This module is intended to present thorough resources for task training. The following reference work is suggested for both instructors and motivated trainees interested in further study. This is optional material for continued education rather than for task training.

*Construction Equipment Guide*, Latest Edition. New York, NY: John Wiley & Sons.

*Machinery's Handbook*, Latest Edition. Erik Oberg, Franklin D. Jones, Holbrook L. Horton, and Henry H. Ryffel. New York, NY: Industrial Press, Inc.

## TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 10 hours are suggested to cover *Mobile and Support Equipment*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

Topic	Planned Time
<b>Session I. Introduction, Safety, and Generators</b>	
A. Introduction	_____
B. Safety Precautions	_____
C. Generators	_____
<b>Session II. Air Compressors and Aerial Lifts</b>	
A. Air compressors	_____
B. Aerial Lifts	_____
C. Laboratory – Trainees describe an aerial lift inspection. This laboratory corresponds to Performance Task 1.	_____
<b>Session III. Forklifts and Cranes</b>	
A. Forklifts	_____
B. Cranes	_____

## Session IV. Review, Module Examination, and Performance Testing

A. Review

---

B. Module Examination

---

1. Trainees must score 70% or higher to receive recognition from NCCER.
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.

C. Performance Testing

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1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.



**Annotated Instructor's Guide****MODULE OVERVIEW**

This module explains lubrication safety, storage, and classifications. It also explains selecting lubricants, additives, lubrication equipment, and lubricating charts.

**PREREQUISITES**

Please refer to the Course Map in the Trainee Module. Prior to training with this module, it is recommended that the trainee shall have successfully completed the following: *Core Curriculum*; and *Industrial Maintenance Mechanic Level One*, Modules 32101-07 through 32112-07.

**OBJECTIVES**

Upon completion of this module, the trainee will be able to do the following:

1. Explain OSHA hazard communication as pertaining to lubrication.
2. Read and interpret a material safety data sheet (MSDS).
3. Explain the EPA hazardous waste control program.
4. Explain lubricant storage.
5. Explain lubricant classification.
6. Explain lubricant film protection.
7. Explain properties of lubricants.
8. Explain properties of greases.
9. Explain how to select lubricants.
10. Identify and explain types of additives.
11. Identify and explain types of lubricating oils.
12. Identify and use lubrication equipment to apply lubricants.
13. Read and interpret a lubrication chart.

**PERFORMANCE TASKS**

Under the supervision of the instructor, the trainee should be able to do the following:

1. Read and interpret an MSDS.
2. Identify and use lubricating equipment to apply lubricants.
3. Read and interpret a lubrication chart.

**MATERIALS AND EQUIPMENT LIST**

Overhead projector and screen	Various types of grease
Transparencies	Product literature for lubricants with additives or lubricant additives
Blank acetate sheets	Lubricating oils or product literature on lubricating oils
Transparency pens	Manual lubricating equipment:
Whiteboard/chalkboard	Lever gun
Markers/chalk	Transfer pump
Pencils and scratch paper	Gear lube dispenser
Appropriate personal protective equipment	Bucket pump
MSDS for lubricants	Power-operated lubrication equipment
Lubricants with various viscosities	
Heat source	

Lubrication fittings  
 Lubrication chart  
 Old or broken equipment, such as pumps or motors, and corresponding lubrication charts

Copies of the Quick Quiz\*  
 Module Examinations\*\*  
 Performance Profile Sheets\*\*

\* Located in the back of this module.

\*\* Located in the Test Booklet.

## SAFETY CONSIDERATIONS

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. This module requires trainees to use various types of lubricants and lubricating equipment. Review hazards associated with each type of lubricant and additive and general precautions needed when using, storing, and disposing of lubricants.

## ADDITIONAL RESOURCES

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. These are optional materials for continued education rather than for task training.

*Shell Lubricants Handbook*, available through Shell Lubricant Sales Offices and Suppliers, published yearly.

*Chevron Salesfax Digest*, available through Chevron Lubricant Sales Offices and Suppliers, published yearly.

*Mobil Brief Products Descriptions*, available through Mobil Lubricant Sales Offices and Suppliers, published yearly.

## TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 12½ hours are suggested to cover *Lubrication*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources.

<b>Topic</b>	<b>Planned Time</b>
<b>Session I. Introduction and Safety</b>	
A. Introduction	_____
B. Lubrication Safety and OSHA standards	_____
C. MSDS	_____
D. Laboratory – Trainees practice reading and interpreting an MSDS. This laboratory corresponds to Performance Task 1.	_____
E. EPA Programs	_____
F. Storing Lubricants	_____
<b>Session II. Lubricants</b>	
A. Lubricant Film Protection	_____
B. Properties of Lubricants	_____
C. Properties of Grease	_____
D. Selecting Lubricants	_____
E. Additives	_____
F. Lubricating Oils	_____



**Sessions III and IV. Equipment and Methods**

- A. Manual Lubricating Equipment \_\_\_\_\_
- B. Power-Operated Lubricating Equipment \_\_\_\_\_
- C. Lubrication Fittings \_\_\_\_\_
- D. Lubricating Methods \_\_\_\_\_
- E. Laboratory – Trainees practice identifying and using lubricating equipment to apply lubricants. This laboratory corresponds to Performance Task 2. \_\_\_\_\_
- F. Lubrication Charts \_\_\_\_\_
- G. Laboratory – Trainees practice reading a lubrication chart. This laboratory corresponds to Performance Task 3. \_\_\_\_\_

**Session V. Review, Module Examination, and Performance Testing**

- A. Review \_\_\_\_\_
- B. Module Examination \_\_\_\_\_
  - 1. Trainees must score 70% or higher to receive recognition from NCCER.
  - 2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.
- C. Performance Testing \_\_\_\_\_
  - 1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.
  - 2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.

