

Journeyman Level I Instructors Program Overview

What will make the training a success is you, using your personality and experience when delivering the material. Use personal stories to support and better explain a situation or item. Remember your training from the Train the Trainer class and be prepared for your class. Below is a quick reminder list.

- Organize the builds to be efficient and move smoothly and in a manner that you are comfortable with.
- Should you be asked a question and you do not know the answer, say you do not know but state you will find an answer.
- It is imperative that you, as the instructor are organized and prepared for the day's activities.
- When ever possible arrive at the training location an hour ahead of the students.
- Arrange the class to suit the days training.
- All white boards/chalk boards should be clean and only the information for the day be written on them.
- Have a supply of markers and or chalk.
- Do you have a good supply of paper for the students too use?
- Are there sufficient pens, pencils, and erasers for the students?
- Have all your hand outs for the day organized and on the deck before the students arrive.
- Have your computer setup and ready for the days instruction, (this would include any connections required to a digital display, sound system, etc.)
- Ensure the practical location is set up for the day. Sufficient tool belts (c/w standard tools and lanyards), hard hats, fall arrest equipment, gloves, safety glasses. When ever possible have the students supply their own tools and P.P.E.
- Maintain good house keeping at all times.
- The scaffold material to be used is organized and enough material is available for the days' activities.

Journey person Level I Build

The multi-bay scaffolds erected may need to remain standing to provide the structure necessary to complete the additional builds.

System Scaffold: A Multi-level, multi-bay scaffold Decked, Guardrail, Tor Board, Ladder and Ladder cage. The build as well requires a buttress, 3'10" cantilever and a push tie.

A hanging scaffold 3'10' wide 7' long hanging below support structure 7'. Correctly braced, supported, decking, and ladder access from above.

A system scaffold 7' cantilever (7' wide) using system material only. The only tube and coupler shall be a plan brace.

There are several drawings available for reference and handout.

Tube and Coupler: A Multi-level, multi-bay scaffold Decked, Guardrail, Tor Board, Ladder and Ladder cage. The build as well requires a buttress, 3'10" cantilever and a push tie.

A hanging scaffold 3'10' wide 7' long hanging below support structure 7'. Correctly braced, supported, decking, and ladder access from above.

A tube and coupler cantilever 7' wide and 8' out from edge of supporting scaffold. Correct bracing, decking, guardrail system and toe board.

There are several drawings available for reference and handout.

Instructor to ensure that all material, re-turned to original placement.

There are various drawings that can be used to explain and show the students build variations. Discussing with the class the importance and knowing how to read and understand drawings how the manufactures specs apply.

The importance of doing leg load calculations, loads on ties and correctly completing the scaffold tag.

As the instructor you need to become comfortable with calculating the loads. There is common areas but there is as well the difference between the three major systems each have.

Frame and Brace Review Chapter 9 of the manual. The Frame and Brace drawing in the chapter to be reviewed and a material take off completed. Explain the difference of using manufactured decking and 16-foot wood planks. Calculate leg loads, load on ties with and without hoarding. How does the provincial OH&S and CSA Standard affect the calculations and the builds?

System Review chapter 10 of the manual. The system drawing in the chapter of a bridging unit is an exercise drawing for the class that should be completed and discussed in class. The drawing labeled Wall 2 ABC Masonry is a handout exercise for the class. From the drawing provided ask the class questions (provided complete with answers). This will assist the class to read and perform material take offs from a system drawing.

Explain the relationship between the A<B<C<D and the 1,2,3,4 and the impact on you as the builder.

Tube and Clamp Review chapter 11 of the manual. The tube and coupler bridging unit scaffold is an excellent drawing for instruction and teaching. The student needs to read and understand the drawings to produce the correct answers for the material take off sheet.

Project Management Review chapter 12 of the manual. Engage with the class the relationship between the Project management and the building of the scaffold and the understanding of the drawings and the load ratings.

Importance of Liability – Open Discussion

Scaffold Loads, Ties, Enclosures It is one thing to say, “I can do the math for the various requirements and types of scaffolds”. It is another thing to understand the impact of the calculations in relationship to the current project at hand.

Spending additional time on the Scaffold load calculation, the tie load calculations and the Enclosure forces may be necessary.

Hand out homework and review the manual chapter test questions. It will go a long way to the students being successful on the expression of knowledge portion of the course.

Documents to support instructor lead class.

- Several copies of manufactures specifications i.e., Direct scaffold, Urban, Layher etc.
- Copy of CSA Standard (Classroom use only)
- Web sites of the provincial OH&S codes
- Hand out drawings