

## LOCALLY DEVELOPED COURSE OUTLINE

Autobody Repair K&E (2019)15-5

Autobody Repair K&E (2019)25-5

Autobody Repair K&E (2019)35-5

Submitted By:

**Chinook's Edge School Division No. 73**

Submitted On:

**Mar. 21, 2019**

## Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2019	08/31/2023	Acquired	Reauthorization	G10
25-5	125.00	09/01/2019	08/31/2023	Acquired	Reauthorization	G10
35-5	125.00	09/01/2019	08/31/2023	Acquired	Reauthorization	G10

## Course Description

The Autobody Repair (K&E) 15, 25, 35 courses are intended to meet individual student learning needs while developing flexible workplace skills. Through Knowledge and Employability courses, students become active and responsible citizens, achieve their educational and career goals, improve quality of life for themselves and their families and positively impact their communities. K&E courses provide students with opportunities to experience success and become well prepared for employment, further studies, citizenship and lifelong learning (Alberta Education Knowledge and Employability Courses Policy 1.4.2). This course aims to meet the educational needs of students who learn best through experiential learning activities and when meaningful connections are made between schooling and personal experiences.

The main topics of the Autobody Repair (K&E) course sequence include three competencies:

- 1 | Employability Competencies, such as managing transitions, personal management and working with others.
- 2 | Occupational Competencies, such as ensuring quality, achieving results, workplace health and safety, products and service, performing basic welding cutting, painting, masking, collision repair and plastics repair.
- 3 | Academic Competencies, such as effective English language skills, research, creative thinking and problem solving, mathematical skills and technological skills.

Required facilities for Autobody Repair (K&E) 15, 25, 35 include: a paint booth; infrastructure for appropriate venting and air flow; appropriate storage facilities for oxyacetylene and oxygen; and appropriate storage facilities for hand tools and electrical tools. Required equipment includes: various hand tools as standard and appropriate for an autobody repair shop; infrastructure for appropriate venting and air flow; and appropriate Personal Protective Devices required in an autobody repair shop. Health and safety risks and hazards of an autobody repair shop need to be considered in this course. The Risk Management Strategy for Autobody Repair (K&E) 15, 25, 35 includes adherence to Alberta Education's Guide to Health and Safety in Career and Technology Studies (CTS).

## **Course Prerequisites**

15: prerequisite | none

25: prerequisite | Autobody Repair (K&E) 15

35: prerequisite | Autobody Repair (K&E) 25

# Sequence Introduction (formerly: Philosophy)

All major aspects of the autobody trade are presented through the learning outcomes in the Autobody Repair (K&E) courses in order to provide students with the opportunity to understand the theoretical, as well as the practical aspects of the many skills and competencies that are relevant to their learning and to many workplace settings.

The main objectives of the three courses in the Autobody (K&E) sequence are:

- 1 | To gain general knowledge of the autobody trade
- 2 | To learn the basic skills required in order to pursue autobody as a career
- 3 | To acquire employability competencies

Students apply communication, computational and critical thinking skills as they learn all aspects of the autobody trade.

- Communication skills are developed in a variety of ways which include interaction with classmates, teachers, and customers.
- Interpersonal skills addressing teamwork, respect for, and cooperation with others, are addressed on a daily basis with interaction among peers, teachers and employer/employee relationships.
- Mathematical literacy and computational skills are enhanced through calculation of customer accounts, ordering of supplies and inventory control.
- Strategies to promote critical thinking, problem solving processes, and decision-making processes comprise part of each of the courses. Skills and strategies in these areas promote analysis and application of the information learned in order for the student to identify or pose problems and determines the causes, dimensions and solutions to the problems.



## Student Need (formerly: Rationale)

The Autobody Repair courses are intended to meet unique student learning needs while developing flexible workplace skills. This course helps students achieve their educational and career goals, improve their quality of life and positively impact their communities. This course reflects the purpose of K&E courses in the Alberta Education Knowledge and Employability Courses Handbook, 2013.

Knowledge and Employability courses assist students in:

- transitioning from school to the workplace and community
- preparing for responsible citizenship
- gaining recognition, respect and value from employers and further education providers.

Knowledge and Employability courses promote student skills, abilities and work ethics, including:

- academic and occupational skills of a standard determined by the workplace to be necessary for success
- practical applications through on- and off-campus experiences and/or community partnerships
- career development skills to explore careers, develop a career-focused portfolio and assess career skills
- interpersonal skills to ensure respect, support and cooperation with others.

Knowledge and Employability courses provide students with practical and applied opportunities to develop the competencies necessary to meet or exceed the following goals:

- earn a senior high school credential
- enter the workplace upon leaving school with employability and occupational skills that meet industry standards
- make successful transitions to other courses or to further education and training
- become responsible and contributing members of society.



# Scope and Sequence (formerly: Learner Outcomes)

Upon successful completion of all three levels of the Autobody Repair (K&E) courses, students will demonstrate:

- 1 | Employability Competencies,
- 2 | Occupational Competencies, and
- 3 | Academic Competencies

Other skills will become progressively more proficient throughout the course sequence, including:

- Introductory skills required for entry into the autobody industry
- Organizational skills required for employment in the autobody industry
- The ability to use metric and imperial units, as well as calculate mathematical problems which relate to the autobody industry
- The ability to recognize and understand signs and symbols related to the autobody industry
- An awareness of the entrepreneurial skills required to start an autobody business
- The mastery of the work skills required to ensure success in the autobody industry

Employability Competencies (EC): These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects and activities.

Occupational Competencies (OC): Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

Academic Competencies (AC): These are the minimum academic competencies that provide a foundation for further learning. The following outcomes are provided as a reminder to address these academic competencies within the occupational context and to reinforce cross-curricular connections.

NOTE: Where the symbol √ appears at more than one level, it indicates an increased sophistication and independence in demonstrating the outcome. Overall, guiding questions and learning outcomes can be achieved and assessed concurrently rather than sequentially.

## **Guiding Questions (formerly: General Outcomes)**

- 1 EC - Managing transitions: How can students set and pursue their learning and workplace goals?**
- 2 EC - Personal management: How can students prepare for employment?**
- 3 EC - Working with others: What are effective communication skills for accountability in an occupational context?**
- 4 EC - Personal management: How can students achieve group and community goals?**
- 5 OC - Ensuring quality: What is effective task management?**
  
- 6 OC - Achieving Results: What are workplace protocols, procedures and standards of conduct in a variety of autobody-related occupations?**
- 7 OC - Workplace Health and Safety: What are entry-level autobody shop standards of safe workplace practices and procedures?**
- 8 OC - Products and Service: How can tools, equipment, materials and parts be used safely in an autobody shop in service of the customer?**
- 9 OC - Perform Basic Welding Cutting Operations: What are safe basic welding cutting operations?**
- 10 OC - Masking and Painting: What are safe masking and painting techniques?**
- 11 OC - Collision Repair and Plastics Repair: What are safe collision repair and plastics repair techniques?**
- 12 AC - What are the necessary English language skills in an autobody repair shop?**
- 13 AC - What are the necessary mathematical skills in an autobody repair shop?**
- 14 AC - What are the necessary technological skills in an autobody repair shop?**
- 15 AC - What are the necessary research, creative thinking and problem-solving strategies in an autobody repair shop?**

## Learning Outcomes (formerly: Specific Outcomes)

<b>1 EC - Managing transitions: How can students set and pursue their learning and workplace goals?</b>	15-5 25-5 35-5
1.1 Explore and identify personal learning preferences and styles	X
1.2 Apply personal learning preferences and styles	X
1.3 Create a plan for post-secondary by researching high school graduation requirements and post-secondary opportunities based on personal learning preferences and styles	X
1.4 Explore how learning contributes to personal success by exploring educational possibilities, such as Career and Technology Studies, or CTS courses, work experience, the Registered Apprenticeship Program, RAP, Green Certificate and Career Internship	X X
1.5 Apply how learning contributes to personal success by taking advantage of the educational possibilities, such as Career and Technology Studies, or CTS courses, work experience, the Registered Apprenticeship Program, RAP, Green Certificate and Career Internship	X
1.6 Explore and identify potential personal and financial barriers to post-secondary opportunities	X
1.7 Explore and identify personal, community and financial support resources to support post-secondary opportunities	X
1.8 Apply personal, community and financial support resources to support post-secondary opportunities	X
1.9 Explore and identify personal life goals, responsibilities and commitments	X
1.10 Prioritize and apply personal life goals, responsibilities and commitments to achieve a balanced lifestyle	X
1.11 Model responsibility and commitment by taking advantage of opportunities for improvement, innovation and entrepreneurship	X

<b>2 EC - Personal management: How can students prepare for employment?</b>	15-5 25-5 35-5
2.1 Explore and identify personal interests related to occupational opportunities	X
2.2 Apply personal interests to a few potential occupations by exploring a variety of roles and responsibilities	X
2.3 Prepare for entry-level employment in an occupation that reflects personal interests by building support networks, including Alberta Learning Information Service, ALIS	X
2.4 Explore and identify how work contributes to individual goals	X
2.5 Measure and celebrate personal contributions to workplace goals	X
2.6 Analyze elements of job satisfaction; including recognition, environment, pay, benefits, prestige	X
2.7 Explore and identify employer and employee expectations, rights and responsibilities	X
2.8 Assess personal performance in terms of workplace expectations	X
2.9 Prepare for entry-level employment through community partnership activities by organizing and completing specific job tasks effectively and efficiently	X

<b>3 EC - Working with others: What are effective communication skills for accountability in an occupational context?</b>	15-5 25-5 35-5
3.1 Develop communication skills in an occupational context	X
3.2 Practice and assess the effectiveness of communication skills in an occupational context	X
3.3 Model effective communication skills in an occupational context	X
3.4 Develop strategies to accept praise and/or criticism and to deal constructively with conflict	X
3.5 Practice strategies to accept praise and/or criticism and to deal constructively with conflict	X

3.6 Model effective communication with others to achieve personal and workplace goals, specifically regarding praise, criticism and conflict	X
3.7 Follow health and safety procedures at home, at school, in the community and in the workplace	X X X
3.8 Identify risks associated with occupational activities, such as: current health and safety procedures at home, at school, in the community and in the workplace chemical, physical, biological and ergonomic; potential emergency situations and strategies for emergency responses; in personal lives and in the workplace in relationship to entrepreneurship	X
3.9 Assess risks and be accountable for actions, such as: action plans to ensure safety regarding potential hazards; emergency responses; in personal lives and in the workplace; in relationship to comfort level with and potential consequences of entrepreneurship	X
3.10 Manage risks to achieve both personal and workplace goals, such as: reducing the impact of hazards on self and others; working with others to respond to emergencies; taking planned risks to contribute to personal growth; in relationship to entrepreneurship	X

<b>4 EC - Personal management: How can students achieve group and community goals?</b>	<b>15-5 25-5 35-5</b>
4.1 Demonstrate respect for the thoughts and opinions of others	X
4.2 Work effectively within a group	X
4.3 Promote equity in work and community endeavours	X
4.4 Identify short-term and long-term group goals	X
4.5 Plan and make decisions with others	X
4.6 Assess the effectiveness of group and personal contributions, including leadership roles, once group tasks are completed	X

<b>5 OC - Ensuring quality: What is effective task management?</b>	<b>15-5 25-5 35-5</b>
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5.1 Identify and analyze the parameters of the task	X
5.2 Ask questions to clarify expected outcomes, procedures and timelines for task requirements	X
5.3 Generate and review alternative ideas and their consequences	X
5.4 Explore knowledge and skills to simulated and actual work situations to meet task requirements	X
5.5 Apply knowledge and skills to simulated and actual work situations to meet task requirements	X
5.6 Model knowledge and skills to simulated and actual work situations to meet task requirements	X
5.7 Explore a project plan, including steps, budget, timeline, tools, equipment, materials, standards and specifications	X
5.8 Execute a project plan, including steps, budget, timeline, tools, equipment, materials, standards and specifications	X
5.9 Improve a project plan, including steps, budget, timeline, tools, equipment, materials, standards and specifications	X
5.10 Create evidence to support task management for inclusion in a portfolio	X X X

<b>6 OC - Achieving Results: What are workplace protocols, procedures and standards of conduct in a variety of autobody-related occupations?</b>	15-5 25-5 35-5
6.1 Explore a variety of autobody-related occupations: working conditions; required education; duties; salary	X
6.2 Orient toward an autobody-related occupation: matching personal interests to their job search; entry-level competencies and requirements; potential career pathways and networks; sources of support	X

6.3 Prepare for entry-level employment within an autobody-related occupation by: assessing entry-level competencies; recognizing opportunities for further education/training; selecting post-secondary opportunities; establishing contacts with local businesses/industries present marketable skills and strengths; preparing a résumé; writing a letter of application; completing application forms; identifying contacts and references; collecting evidence of competencies in a portfolio	X
6.4 Identify workplace protocols, procedures and standards of conduct	X
6.5 Develop workplace protocols, procedures and standards of conduct	X
6.6 Demonstrate workplace protocols, procedures and standards of conduct	X

<b>7 OC - Workplace Health and Safety: What are entry-level autobody shop standards of safe workplace practices and procedures?</b>	<b>15-5 25-5 35-5</b>
7.1 Demonstrate knowledge of and adherence to safety rules specific to tools, equipment and materials	X X X
7.2 Maintain a safe and clean work area	X X X
7.3 Use appropriate Personal Protective Equipment, PPE, including eye protection, protective clothing, protective footwear	X X X
7.4 Demonstrate the correct procedures for addressing injuries	X X X
7.5 Demonstrate an understanding of the Workplace Hazardous Materials Information System, WHMIS, including symbols, classes, labeling requirements, disposal requirements and Safety Data Sheets, SDS	X X X
7.6 Identify important standards/codes and governing bodies in the autobody industry	X X X
7.7 Demonstrate knowledge of, and the ability to access information about, Occupational Health and Safety, OHS and the Workers' Compensation Board, WCB	X X X
7.8 Demonstrate the importance of safety while using hand tools, power tools, equipment, materials and parts	X X X



7.9 Implement new developments into the autobody repair shop	X
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<b>8 OC - Products and Service: How can tools, equipment, materials and parts be used safely in an autobody shop in service of the customer?</b>	15-5 25-5 35-5
8.1 Identify, select, safely operate, maintain and store appropriate tools and equipment for the task, including: layout and measurement tools; autobody equipment, such as clamps and vices, floor jacks, sprayers, roll forming machine, bending brakes; hand tools, such as chisel, hacksaw, bolt cutter, tin snips, shears, hammers, dollies, spoons; power tools, such as grinders, sanders, drills, die grinders, air chisels, shears; power tools, such as sandblaster and grinder; hand and power sanding; materials for repair of tools and equipment	X X X
8.2 Identify materials used on autobody-related job sites, including: hardware items, such as nuts, bolts, washers, clips, snap rings, screws; fluids, such as fillers, thinners, paints, reducers; minimizing waste of materials through proper use; comparing ferrous and non-ferrous metals; body panels, frame, trim, interior hardware, moldings, glass	X X X
8.3 Adhere to proper disposal methods for different materials	X X X
8.4 Identify: various types of fasteners and their uses; metric and imperial threaded fasteners; the appropriate methods of replacing automobile external trim; the importance of correct alignment of automobile body parts and chart vehicle parts	X X
8.5 Identify and demonstrate the proper use of: wash primers; high solid primers; spot putties; abrasives in panel preparation; block sanding with guide coating; painted surface assessments to determine appropriate restoration procedures	X X X
8.6 Demonstrate the proper use of: power sanders; spot putties; abrasive materials; block sanding and guide coating; unit-welder in pulling out inaccessible dents; pick and file techniques; removal and replacement of automobile body panels; palm of hand as gauge to find low and high spots on surface	X X

8.7 Demonstrate the proper use of: hand and power sanding techniques; feather edging; wet and dry sanding primers; spot putties; jacks, jack stands, impact wrenches, torches, plasma arc and abrasive cutters to remove or replace parts; hand tools; mixing and application of fibreglass resins; application of plastic resins	X
8.8 Identify effective autobody repair client relationships and customer service	X
8.9 Apply effective autobody repair client relationships and customer service	X
8.10 Model effective autobody repair client relationships and customer service	X
8.11 Explore services needed, required or provided, including purchase and work orders	X
8.12 Identify services needed, required or provided, including purchase and work orders	X
8.13 Apply services needed, required or provided, including purchase and work orders	X

<b>9 OC - Perform Basic Welding Cutting Operations: What are safe basic welding cutting operations?</b>	<b>15-5 25-5 35-5</b>
9.1 Identify and describe safe work practices when metal forming and finishing in relation to: basic components of oxyacetylene welding stations; use, start-up and shut down of oxyacetylene welding equipment; basic competence in welding 18-20-gauge steel sheet metal in flat position; techniques for using welding rods; handling procedures for oxygen and acetylene; handling procedures for regulators and hoses; purge and leak test; tip installation; regulator and torch flame balancing and adjustment; metal heating; impact tools, drills, grinders, cutters, sheet metal brake and shear; hazards of body fillers; dent pullers, hammer and dolly	X
9.2 Apply safe work practices when metal forming and finishing in relation to specifics in Learning Outcome 9.1	X
9.3 Model safe work practices when metal forming and finishing in relation to specifics in Learning Outcome 9.1	X

9.4 Describe and demonstrate safe work practices and technique when Gas Metal Arc Welding, GMAW, in relation to: basic components of a GMAW station and equipment; wire type, size and feed rate; current; shielding gas type and flow rate; prepare all surfaces to be welded; properly position metal for welding; identify precautions to take against electric shock, toxic fumes and radiant energy associated with GMAW; tack and weld components to gain competency; weld on light gauge tubing; basic skills of Metal Inert Gas, MIG, welder	X X X
9.5 Describe and demonstrate safe work practices and technique when welding in relation to: balancing the torch; weld beads across the plate; make light gauge fillet welds in the flat and horizontal positions; make a butt weld and lap weld in flat position using both welding techniques; metal shrinking and metal cutting techniques; applications of plasma cutters; applications of GMAW welders; use, care and maintenance of torches and tips; assemble, light and adjust cutting torch; maintain cutting torch and tips; select correct tip for planned activity to cut holes in metal plate, to cut and remove rivets and bolts; shut down cutting torch	X
9.6 Perfect safe work practices and technique when welding in relation to: use of oxyacetylene welding equipment; weld in flat, horizontal and vertical positions; metal shrinking and metal cutting; advanced application of MIG welder safe handling procedures; basic skills of plasma cutters; use of GMAW equipment; corrective measures for malfunctioning GMAW equipment; maintenance required for wire drive systems and gun assemblies; advanced application of MIG welder	X

<b>10 OC - Masking and Painting: What are safe masking and painting techniques?</b>	15-5 25-5 35-5
10.1 Masking: Demonstrate basic techniques of masking and taping using appropriate materials	X
10.2 Masking: Demonstrate intermediate techniques of masking and taping using appropriate materials	X
10.3 Masking: Demonstrate advanced techniques of masking and taping using appropriate materials	X
10.4 Painting: When painting, explore: health hazards and environmental impacts of products used; PPE; WHMIS; refinishing materials and equipment	X

10.5 Painting: When painting, apply: understanding of health hazards and environmental impacts of products used; PPE; WHMIS; refinishing materials and equipment	X
10.6 Painting: When painting, model: understanding of health hazards and environmental impacts of products used; PPE; WHMIS; refinishing materials and equipment	X
10.7 Painting with Spray Guns: Identify parts of spray gun; Clean spray gun; Correctly apply spray finishes	X
10.8 Painting: Apply (25-level) or model (35-level) an understanding of: top coats, solvents and additives; refinishing equipment accessories; spray gun types; paint selection; proper paint preparation procedure; spray finish and top coat preparation and graphic and air application techniques; troubleshoot basic application and spray gun problems; deficiency determination; final detailing	X X
10.9 Painting: Apply: two or more of the following finishes: metallic, two-tone, base/clear coat, acrylic, enamel; a vehicle re-coat; knowledge of plates and code books; refinishing equipment	X

<b>11 OC - Collision Repair and Plastics Repair: What are safe collision repair and plastics repair techniques?</b>	<b>15-5 25-5 35-5</b>
11.1 Collision Repair: Explore and identify: legal obligations; materials used in automobile fabrication; locations of paint codes on various models of automobiles; damaged parts and transmitted damage; tools used in frame alignment measurements; basic upper frame measurements; steps in preparing a repair estimate; preliminary repair procedures	X
11.2 Collision Repair: Apply knowledge of: safety concerns with automobile frame alignment; automobile frames and wheel alignment; upper and lower measurements to determine frame damage; measurement charts to determine misalignment; computer programs to identify and assess damage; detailed repair estimates; body frame repair procedure	X
11.3 Plastics Repair: Apply knowledge of: plastics-specific hazards and safety precautions; various types of plastics; materials and method for repairing and/or refinishing plastic parts	X

<b>12 AC - What are the necessary English language skills in an autobody repair shop?</b>	<b>15-5 25-5 35-5</b>
12.1 Reading: Interpret and follow written instructions	X
12.2 Reading: Apply occupation-related information, such as text, graphs, charts, diagrams, manuals, terms of employment documents	X
12.3 Reading: Analyze occupation-related information, such as text, graphs, charts, diagrams, manuals, terms of employment documents	X
12.4 Writing: Present main ideas in a clear, concise manner	X
12.5 Writing: Create a text formatted to suit a purpose and audience: forms, reports, memos	X
12.6 Writing: Create text for a specific purpose that clearly communicates information: résumé; cover letter; job description; job application forms	X
12.7 Listening: Follow oral instructions	X
12.8 Listening: Listen attentively to organize and classify information and ideas of others	X
12.9 Listening: Listen to the thoughts and ideas of others to effectively complete a task	X
12.10 Speaking: Rephrase main ideas in a clear, concise manner	X
12.11 Speaking: Communicate original thoughts and ideas	X
12.12 Speaking: Give effective oral instructions when necessary	X

<b>13 AC - What are the necessary mathematical skills in an autobody repair shop?</b>	<b>15-5 25-5 35-5</b>
13.1 Apply arithmetic operations: addition, subtraction, multiplication and division	X X X
13.2 Apply concepts of rate, ratio, percentage and proportion	X X X
13.3 Estimate, measure and compare, using standard units of measure as whole numbers, decimals or fractions: mass, length, volume, time, perimeter, surface area	X X X

13.4 Apply metric and imperial units of measure	X X X
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<b>14 AC - What are the necessary technological skills in an autobody repair shop?</b>	15-5 25-5 35-5
14.1 Explore and identify the most appropriate technology tool and proper etiquette for the task such as e-mail, telephone, Internet, etc.	X
14.2 Apply the most appropriate technology tool and proper etiquette for the task such as e-mail, telephone, Internet, etc.	X
14.3 Model the most appropriate technology tool and proper etiquette for the task such as e-mail, telephone, Internet, etc.	X
14.4 Explore and identify personal responsibility for the ethical use of technology	X
14.5 Apply personal responsibility for the ethical use of technology	X
14.6 Model and assume personal responsibility for the ethical use of technology	X
14.7 Explore and identify basic technological skills to complete a task, including information location, selection, storage, organization and retrieval	X
14.8 Apply basic technological skills to complete a task, including information location, selection, storage, organization and retrieval	X
14.9 Model basic technological skills to complete a task, including information location, selection, storage, organization and retrieval	X

<b>15 AC - What are the necessary research, creative thinking and problem-solving strategies in an autobody repair shop?</b>	15-5 25-5 35-5
15.1 Identify and explore the problem	X
15.2 Apply a problem-solving model to creatively address the issue	X

15.3 Model an effective problem-solving model to creatively address the issue	X
15.4 Identify and explore the results in terms of expected outcomes	X
15.5 Evaluate the results in terms of expected outcomes related to the initial problem and evaluate personal satisfaction with the outcome of the idea	X
15.6 Evaluate the results in terms of expected outcomes and assess the impact of the results on their purpose and audience	X

## Facilities or Equipment

### Facility

Unique facilities required for the delivery of the Autobody Repair (K&E) courses include:

- Paint booth
- Infrastructure for appropriate venting and air flow
- Appropriate storage facilities for oxyacetylene and oxygen
- Appropriate storage facilities for hand tools and electrical tools

Facilities:

## **Equipment**

Specialized equipment required for the delivery of the Autobody Repair (K&E) courses include:

- Various hand tools as standard and appropriate for an autobody repair shop
- Infrastructure for appropriate venting and air flow
- Appropriate Personal Protective Devices required in an autobody repair shop

## **Learning and Teaching Resources**

No required resources.

## **Sensitive or Controversial Content**

No sensitive or controversial content.

## **Issue Management Strategy**



## **Health and Safety**

Health and safety risks and hazards of an autobody repair shop need to be considered in this course. The Risk Management Strategy for Autobody Repair (K&E) 15, 25, 35 includes adherence to Alberta Education's Guide to Health and Safety in Career and Technology Studies (CTS). Autobody (K&E) teachers are expected to model safe practices and behaviours that contribute to a culture of health and safety awareness. Appropriate equipment, facilities and instructional qualifications need to be in place to support safe learning. Learning outcomes in each CTS course, including this Locally Developed Course, require safety awareness and the demonstration of safe practices related to the autobody trade and autobody repair shops.

Health and safety risks and hazards of an autobody repair shop need to be considered in this course. The Risk Management Strategy for Autobody Repair (K&E) 15, 25, 35 includes adherence to Alberta Education's Guide to Health and Safety in Career and Technology Studies (CTS). Autobody (K&E) teachers are expected to model safe practices and behaviours that contribute to a culture of health and safety awareness. Appropriate equipment, facilities and instructional qualifications need to be in place to support safe learning. Learning outcomes in each CTS course, including this Locally Developed Course, require safety awareness and the demonstration of safe practices related to the autobody trade and autobody repair shops.

## **Risk Management Strategy**

## Statement of Overlap with Existing Programs

### Provincial Courses with Overlap and/or Similarity

Alberta Education CTS Course Similarity with:

Autobody Repair (K&E) 15:

MEC1015: Mechanics Tools & Materials

MEC1160: Structures & Materials

MEC1165: Mechanics Welding Fundamentals

MEC1170: Metal Forming & Finishing

MEC1190: Surface Preparation 1

Autobody Repair (K&E) 25:

MEC2010: Vehicle Detailing

MEC2170: Metal Repair & Finishing

MEC2190: Surface Preparation 2

MEC2200: Refinishing 1

MEC2210: Touch-Up & Finishing

Autobody Repair (K&E) 35:

MEC3160: Body Repair & Estimation

MEC3180: Damage Repair 1

MEC3200: Refinishing 2

MEC3210: Plastics & Fiberglass

MEC3230: Refinishing 3

### Identified Overlap/Similarity

The competencies listed in the Program of Studies for Autobody Repair (K & E) 15, 25, 35 cover the content required for all three levels of this course. In an integrated setting, these Autobody Repair (K&E) courses may align with the learning outcomes contained in the CTS courses as listed above to address the learning needs of all students. Personalization is required to meet each student's learning needs in relation to the learning outcomes for Autobody Repair (K & E) 15, 25, 35.

### Reasoning as to Why LDC Is Necessary

This LDC is necessary to serve the learning needs of students taking Knowledge & Employability courses. See "Student Need" section of this document.

## Student Assessment

Assessment practices in this course follow board policies. This course has no unique assessment requirements.

## **Course Approval Implementation and Evaluation**

