

NATIONAL OCCUPATIONAL STANDARD



# INDUSTRY TRAINER



MINING INDUSTRY  
HUMAN RESOURCES COUNCIL

## INTRODUCTION

National Occupational Standards (NOS) establish clear, objective benchmarks of the skills and knowledge required for workers to perform in a particular occupation. Each NOS reflects a complete list of competencies required to perform a specific job.

The Mining Industry Human Resources Council (MiHR) developed and maintains a suite of seven NOS for the Canadian mining industry. The development and maintenance of each NOS is led by a National Occupational Standard Development Committee (NOSDC) made up of

subject-matter experts from various groups across Canada, including industry, labour and education. NOS development committees undertake a regular review (every three to five years) of the NOS to ensure they remain current and relevant to industry.

For more information on the NOS or our Canadian Mining Skills Development Strategy, please visit [mihr.ca/standards-training-recognition](http://mihr.ca/standards-training-recognition) or email [standards@mihr.ca](mailto:standards@mihr.ca).

## UNDERSTANDING THE NOS

Each National Occupational Standard reflects a complete list of competencies required to perform a specific job. All areas of competence and their tasks for the entire suite of seven NOS have been pulled together in MiHR's Master Competency List. The Master Competency List allows you to understand those competencies and tasks that are common across multiple occupations versus the specialties that set them apart.

Competency areas that are common across multiple occupations within the mining industry are referred to as common competencies. They are the foundational competencies and skills required to work in the mining industry, and include tasks such as working safely, and knowledge of workplace policies and legislation.

Each NOS builds on the common competencies by including additional competencies that are unique to each occupation. Both types of

competencies are referenced in the NOS document with multiple tasks and sub-tasks to provide a deeper context and understanding of each area of competency. Each task is further defined by its general frequency. References and examples of abilities and knowledge are included to ensure adequate interpretation of each sub-task.

MiHR's Master Competency List reflects all areas of competency for MiHR's suite of NOS and each area of competency and its related tasks keep the same identification number regardless of the NOS in which they are included.

Should an area of competency or task not be included in an NOS, the related details for that area of competency or task will not be present in the NOS. In its place, there will be an indication that the task is not applicable to this NOS.

## ACKNOWLEDGEMENTS

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# INDUSTRY TRAINER

## Area of Competency 1: Policies and Legislation



## TASK 1.1

### COMPLY WITH COMPANY POLICIES AND PROCEDURES

#### ✓ SUB-TASK

1. Understand, sign off and follow company policies and procedures.

#### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Includes Standard Operating Procedures (SOP)
- Includes policies on the use of personal electronic devices, wearing jewellery, contact lenses, long hair, etc.
- Includes procedures on operation of equipment, use and handling of chemicals, care and maintenance of sumps and ventilation.
- Understand and apply human resource policies, procedures and collective bargaining agreements.
- Comply with drug and alcohol policy.
- Comply with updates and revisions to policies and procedures.



## TASK 1.2

### UNDERSTAND AND COMPLY WITH APPLICABLE WORKPLACE LEGISLATION AND REGULATIONS

#### ✓ SUB-TASK

1. Understand and follow work processes mandated by legislation and regulations.

#### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Includes Mine Health and Safety Act and Regulations, Workers' Compensation Regulations, Labour Standards, Hoisting Regulations, Environmental legislation, Explosive Regulations.
- Comply with updates and revisions to legislation and regulations.

# INDUSTRY TRAINER

## Area of Competency 2: Work Safely



## TASK 2.1

# SELECT, USE AND MAINTAIN PERSONAL PROTECTIVE EQUIPMENT (PPE)

### ✓ SUB-TASKS

1. Recognize situations that require use of PPE.
2. Select, inspect, use, maintain and store appropriate PPE for:
  - Head protection
  - Eye protection
  - Foot protection
  - Hand protection
  - Hearing protection
  - Respiratory protection
  - High-visibility clothing and apparel
  - Specific conditions (fall protection, welding, radiation, handling chemicals, energized work, roasting)
3. Wear clothing appropriate for work conditions and tasks.
4. Follow site, provincial and territorial standards.
  - Practice personal hygiene.

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Select appropriate PPE.
  - Wear PPE approved by recognized authority (Canadian Standards Association (CSA), American National Standards Institute (ANSI), Underwriters Laboratories (UL)).
  - Identify limitations of PPE.
  - Workers may not be aware of approved PPE and/or the PPE may be assigned by the company.
  - Contractors can be required to select their own PPE.
  - Ensure PPE is appropriate for the assigned work task.
- Inspect PPE.
  - Inspect PPE for wear, damage and defects before using.
  - Replace worn, damaged or defective PPE.
  - Report defects to appropriate personnel.
- Use PPE.
  - Ensure PPE fits correctly and is adjusted properly.
  - Follow manufacturer's instructions and specifications for proper use and maintenance of PPE.
  - Maintain and store PPE.
- Wear clothing appropriate for work conditions and tasks.
  - Do not wear loose or torn clothing.
  - Ensure all clothing adequately covers body to protect against hazards, contaminants, work and weather elements.
  - Dispose of contaminated clothing in compliance with company policies and legislation.
  - Use appropriate eye protection in place of contact lenses.
  - Wear high-visibility PPE as required.
- Practice personal hygiene.
  - Keep work clothes separate from street clothes if required.
  - Change and clean work clothes regularly.





## TASK 2.2

# PRACTICE AND MAINTAIN GOOD HOUSEKEEPING

### ✓ SUB-TASKS

1. Maintain clean work area.
2. Use appropriate equipment for task.
3. Take corrective action as required.
4. Appropriately dispose of waste materials safely.
5. Organize and classify materials, supplies and equipment.

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Maintain clean work area.
  - Ensure priority areas are clear first as identified in policies and procedures.
  - Keep work areas free from clutter.
  - Keep work areas free of ice, grease and mud.
- Use appropriate equipment for task (e.g., broom, scraper, water hose, vacuum, blow pipe or air lance, mobile equipment).
  - Clean, maintain and return tools and equipment to storage immediately after use.
  - Report, tag out and/or remove defective equipment.
- Take corrective action as required.
  - Clean all spills and/or leaks.
  - Install signs and barricades as required.
  - Ensure work area is free of obstructions.
- Dispose of waste materials.
  - Follow environmental plan.
- Organize and classify materials.
  - Use shadow boards for storing equipment.
  - Use tool cribs, bins and dedicated areas for storing similar materials.



## TASK 2.3

# IDENTIFY AND RESPOND TO WORKPLACE HAZARDS

### ✓ SUB-TASKS

1. Recognize hazardous or potentially hazardous conditions.
2. Observe safety precautions in hazardous conditions.
3. Take corrective action.
  - If hazardous condition cannot be immediately corrected: put up signs, barricade area or post guard, lock out and tag and de-energize.
4. Record and report all hazardous or potentially hazardous conditions to appropriate personnel.

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Recognize hazardous or potentially hazardous conditions.
  - Use risk assessment tools as per site policies and procedures.
  - Follow water management plans.
  - Types of hazardous conditions may include: dangerous weather and environmental conditions, heat and cold stress, wildlife, poor ground conditions (loose rock, swamp, ice), overhead hazards (trees, power lines, screen, vent tubing), underground hazards (gas lines, power lines), open holes (sumps, chutes, shafts, trapdoors, hoist pits, ladder ways), protruding objects (nails, anchors), tripping or slipping hazards (hoses, rocks, muck, ice, lichen, spills), moving equipment (trucks, loaders, forklifts, aircraft), explosives (dangerous gases, e.g., oxy-acetylene, methane, propane, H<sub>2</sub>S, HCN, chlorine), inadequate ventilation (ripped or torn vent tubing, non-operating fans), lack of or inadequate safety guards on equipment with moving or rotating parts, energy sources, reagents, engulfment, potential chemical reactions, dust, confined space, flocculants.
- Take corrective action.
  - Isolate hazard or potential hazard.
  - Guard all identified hazards using barricades and signs.
  - Post guard, if required.
  - Stop work if there are unsafe conditions.
  - Complete job hazard analysis.
  - Evacuate area if necessary.
- If hazardous condition cannot be immediately corrected.
  - Put up signs, barricade area or post guard.
  - Ensure safety of self and others.
  - Lock out, tag and de-energize as per site policies and procedures.



## TASK 2.4 MANUALLY LIFT AND CARRY MATERIALS

### ✓ SUB-TASKS

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Assess the load.</li> <li>2. Inspect pathway and destination.</li> <li>3. Prepare to lift the load.</li> </ol> | <ol style="list-style-type: none"> <li>4. Make the lift.</li> <li>5. Carry the load.</li> <li>6. Ground the load.</li> </ol> |
|--|--|

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Assess the load.                     <ul style="list-style-type: none"> <li>- Estimate and identify size, weight, center of gravity and dimensions of load.</li> <li>- Assess load and understand Musculoskeletal Disorder (MSD).</li> <li>- Determine if assistance is required.</li> <li>- Determine if mechanical lifting equipment is needed.</li> </ul> </li> <li>• Inspect pathway and destination.                     <ul style="list-style-type: none"> <li>- Identify and remove hazards, where possible.</li> <li>- Identify resting places, if needed.</li> <li>- Ensure clear path to travel.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Prepare to lift the load.                     <ul style="list-style-type: none"> <li>- Work within personal physical limits and limits identified in policies and procedures.</li> <li>- Ensure good footing and well-balanced stance.</li> <li>- Select safe and comfortable hand holds.</li> <li>- Grip with full palm of hand.</li> <li>- Use sit down position and keep back straight.</li> </ul> </li> <li>• Make the lift.                     <ul style="list-style-type: none"> <li>- Ensure back is kept straight, use leg muscles to lift.</li> <li>- Use proper lifting technique to avoid muscular skeletal injuries.</li> <li>- Ground the load.</li> <li>- Keep back straight and use leg muscles to lower load.</li> </ul> </li> </ul> |
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## TASK 2.6 WORK AROUND MOBILE EQUIPMENT

### ✓ SUB-TASKS

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Work in authorized locations only.</li> <li>2. Communicate with equipment operator.</li> </ol> | <ol style="list-style-type: none"> <li>3. Obey rules of conduct.</li> <li>4. Avoid hazardous conditions.</li> </ol> |
|--|---|

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Communicate with equipment operator.                     <ul style="list-style-type: none"> <li>- Communicate with equipment operator/skip tender/cage tender/dispatch and verify acknowledgement.</li> <li>- Be aware of locations of communication equipment.</li> <li>- Use hand signals.</li> </ul> </li> <li>• Obey rules of conduct.                     <ul style="list-style-type: none"> <li>- Maintain safe working distance and loads in tow.</li> <li>- Obey vehicle warning signals and alarms.</li> <li>- Yield the right of way.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Avoid hazardous conditions.                     <ul style="list-style-type: none"> <li>- Use designated travel ways around equipment.</li> <li>- Stay clear of suspended loads.</li> <li>- Avoid blind spots, remain visible.</li> <li>- Do not cross guards or barricades.</li> <li>- Recognize and utilize safety bays.</li> <li>- Be aware of trailing cables.</li> <li>- Obey signage and established right of way policies.</li> </ul> </li> </ul> |
|---|--|

## **TASK 2.7** **WORK AROUND STATIONARY EQUIPMENT**

### **SUB-TASKS**

1. Work in authorized locations only.
2. Communicate with equipment operator.
3. Obey rules of conduct.
4. Avoid hazardous conditions.

### **REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE**

- Work in authorized locations only.
  - Including but not limited to: drill, pumps, pneumatic equipment, high pressure hoses and generators, ensuring guards are in place.
  - Work from safe location.
- Obey rules of conduct.
  - Maintain safe working distance.
  - Observe alarms and warning systems.
  - Communicate with co-workers.
- Avoid hazardous conditions.

## **TASK 2.12** **RECOGNIZE AUTHORIZED AND RESTRICTED AREAS**

### **SUB-TASKS**

1. Recognize hazardous areas.
2. Complete necessary training for entry to authorized and restricted areas.
3. Follow entry and exit protocols.

### **REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE**

- Recognize hazardous areas.
  - Examples include: reagent room, electrical rooms, leach plant, hot work, confined spaces, explosive magazines, active lifting areas.
- Complete necessary training for entry to authorized and restricted areas.
  - Training could include applicable respiratory protection training (e.g., SCBA), WHMIS, Transportation Dangerous Goods, Arc flash training.
- Follow entry and exit protocols.
  - Follow notification process.
  - Utilize sign-in, sign-out sheets.

# INDUSTRY TRAINER

## Area of Competency 3: Signs, Barricades, Traffic, Plans and Drawings



### TASK 3.1

## RECOGNIZE AND COMPLY WITH SIGNAGE, BARRICADES, AUDIBLE ALARMS AND EQUIPMENT LIGHT INDICATORS

#### ✓ SUB-TASKS

1. Recognize and comply with signage.
2. Recognize and comply with barricades.
3. Recognize equipment and system audible and visual alarm signals.
4. Recognize equipment and system indicator lights.
5. Do not alter or remove warning signs, lights, audible alarms or barricades, without proper authorization.

#### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Recognize and comply with signage.
  - Includes informational signs and tags, cautionary and danger signs (e.g., electrical hazard), directional signs, labels (e.g., Workplace Hazardous Information System (WHMIS)).
- Recognize and comply with barricades.
  - Includes cautionary tape, danger/do not enter tape, physical barriers (i.e., berms, concrete stoppers, steel cable) and protective barriers (i.e., snow fence, environmental).
- Recognize equipment and system audible and visual alarm signals.
  - Includes bells, buzzers, horns, whistles, sirens, shaft signals.
  - Includes ready lights, fault indicators, emergency indicators.
- Recognize equipment and system indicator lights.
  - Includes shaft warning lights, open hole lights, transportation of explosives, strobe light, equipment audible alarms, blast warning signs and lights, gaseous alarms, equipment start up, mixing alarms, amperes meter, pressure gauges, fault finder alarms.



### TASK 3.3

## INSTALL, REMOVE, MAINTAIN AND STORE SIGNS AND BARRICADES

#### ✓ SUB-TASKS

1. Select correct sign/barricade for specific application (e.g., unsafe walkway, open hole).
2. Follow site policy and procedure for posting/installing signs and barricades.
3. Maintain and store signs and barricades in proper locations.

#### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- No additional references or examples.



## TASK 3.4

# RECOGNIZE AND COMPLY WITH TRAFFIC MANAGEMENT PLANS

### ✓ SUB-TASKS

1. Recognize traffic signs and lights.
2. Comply with traffic rules and patterns.

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Recognize traffic signs and lights.
  - Includes: traffic signs, blasting signs, directional signs, restricted area signs.
- Comply with traffic rules and patterns.
  - Includes: traffic lights, restricted traffic area, right of way, right- and left-hand drive areas, emergency vehicle movement.
  - Follow site policies and procedures (e.g., call-in protocols, ramp protocols, designated parking).



## TASK 3.5

# UNDERSTAND AND USE INFORMATION PRESENTED ON PLANS AND DRAWINGS

### ✓ SUB-TASKS

1. Recognize symbols, abbreviations, colour coding.
2. Interpret drawings.
3. Recognize and comply with Emergency Response Drawings.

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Recognize symbols, abbreviations, colour coding.
  - Includes direction, scale, elevation, depth.
- Interpret drawings.
  - Includes blueprints, P&ID (piping and instrumentation diagram), drill layout patterns, evacuation routes, shaft compartments, services (e.g., air, water, ventilation).

# INDUSTRY TRAINER

## Area of Competency 4: Fire Safety

## **TASK 4.1** **BE PREPARED TO RESPOND TO FIRES**

### **SUB-TASKS**

1. Classify fires by hazard.
2. Know location of fire extinguishers and fire hoses.
3. Demonstrate knowledge of components and use of fire extinguishers.
4. Inspect fire extinguishers and keep up to date.
5. Report all discharged or defective fire extinguishers to appropriate personnel.
6. Demonstrate knowledge of equipment fire suppression system.
7. Know location of emergency evacuation/in-evacuation/muster points.
8. Knowledge of location of fire suppression activation points.

### **REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE**

- Classify fires by hazard.
  - Rubber, compressor rooms, electrical, grease, oil, equipment, chemical, concentrate.
- Demonstrate knowledge of components and use of fire extinguishers.
  - Identify classes of fires: A - paper, wood, trash; B - flammable liquids, lubricants, paints; C - electrical; D - combustible metals.
  - Recognize potential for explosion (e.g., equipment fire, tire fire).
  - Identify standard types, sizes and applications of fire extinguishers.
- Identify names and functions of principal components of fire extinguishers.
- Identify ranges and limitations of fire extinguishers.
- Understand safety precautions for fire extinguishers, including CO2 hazards due to misuse.
- Demonstrate knowledge of equipment fire suppression system.
  - Activate fire suppression system.
  - Ability to dismount safely after activation if needed.

## **TASK 4.2** **EXTINGUISH MINOR FIRES\*, IF SAFE TO DO SO**

### **SUB-TASKS**

1. Report all fires and discharged or defective fire extinguishers to appropriate personnel.
2. Know location of emergency evacuation/in-evacuation/muster points.
3. Select and use appropriate fire extinguisher and/or suppression equipment.
4. Use proper fire extinguishing techniques.

### **REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE**

- Select and use appropriate fire extinguisher and/or suppression equipment.
  - 10- or 20-pound extinguisher.
  - Fire suppression system.
  - Know manual bypass of suppression system.
- Use proper fire extinguishing techniques.
  - P.A.S.S. (Pull, Aim, Squeeze and Sweep).
  - Follow operational instructions.

*\*Excluding battery fires, report to appropriate personnel.*





## TASK 4.3 FIRE PREVENTION

### ✓ SUB-TASKS

1. Properly store combustible materials.
2. Proper maintenance of equipment.
3. Control sources of flame/ignition.
4. Safely operate open flame and hot work equipment.

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Properly store combustible materials.
- Combustible wastes in covered bins or other designated containers.
- Oily rags, oil, empty grease tubes, wastepaper, coal, sulfide, wood and timber.
- Proper maintenance of equipment.
  - Ensure fire suppression is intact.
  - Clean grease buildup.
  - Clean diesel filters.
  - Do not overfill fluid levels.
- Control sources of flame/ignition.
  - Cigarettes, sparks, electrical discharges, friction, foreign material near exhaust, open flame.
- Safely operate open-flame and hot work equipment.
  - Includes: acetylene torch, tiger torch, coil torch, diesel heater and stove.
  - Refer to company hot work policies and procedures.
  - Follow manufacturer's instructions for use (e.g., use for intended purpose only, follow lighting and extinguishing procedures, follow re-fueling procedures, adhere to maintenance procedures and inspections).
  - Have appropriate class of fire extinguisher available.

# INDUSTRY TRAINER

## Area of Competency 5: Emergency Situations



## TASK 5.1

# PREPARE FOR EMERGENCY SITUATIONS AND CONDITIONS

### ✓ SUB-TASKS

1. Know the locations of emergency evacuation/in-evacuation/muster points.
2. Know the locations of fire extinguishers, hoses, equipment.
3. Know the location of first aid kits, stations and attendants.
4. Know the location of and how to use eye wash stations, emergency showers, Safety Data Sheets (SDS), respiratory protection (e.g., self-contained breathing apparatus (SCBA), self-rescuer), gas detectors.
5. Know the location of emergency tents, escape way locations, routes and markings, refuge stations.
6. Know the location of equipment emergency stop devices.
7. Know the location of spill kits.
8. Know the emergency procedures.
9. Know emergency reporting protocols.

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Know the location of equipment emergency stop devices.
  - E.g., pull cord on conveyors, fuel shut offs, positive air shut offs, AED equipment.
- Know the emergency procedures.
  - E.g., alarm procedure, communication protocol and emergency response.
  - Emergency contact number, appropriate radio channel to report emergency.



## TASK 5.2

# COMPLY WITH WORKPLACE HAZARDOUS MATERIALS INFORMATION SYSTEMS (WHMIS)

### ✓ SUB-TASKS

1. Identify hazard symbol classifications.
2. Access, understand and follow SDS instructions.
3. Maintain WHMIS certification.

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Identify hazard symbol classifications.
  - Hazard symbols include: Class A: compressed gas; Class B: flammable and combustible material; Class C: oxidizing material; Class D: poisonous and infectious material; Class E: corrosive material; Class F: dangerously reactive materials.
- Access, understand and follow SDS instructions.
  - Knowledge of location of further instructions and key contact personnel.



## TASK 5.3 PARTICIPATE IN SAFETY PROGRAMS

### ✓ SUB-TASKS

1. Attend and participate in safety meetings.
2. Follow company safety initiatives.
3. Management of change.

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Attend and participate in safety meetings.
  - Identify types of safety meetings (site orientation, work area orientation, toolbox meeting, joint health and safety committee meeting).
- Follow company safety initiatives.
  - Safety initiatives include (zero harm, five-point safety, behavioural-based safety).
  - Implement safety practices such as Internal Responsibility System (IRS), Job Task Observations.
  - Conduct risk assessments.
- Management of change.
  - Understand and participate in development safety protocols and documents including but not limited to JHA, JHC.



## TASK 5.4 UNDERSTAND, RESPOND TO AND REPORT EMERGENCIES

### ✓ SUB-TASKS

1. Understand and properly respond to all emergencies.
2. Report all incidents/emergencies, as per company policies.
3. Secure incident/emergency site.

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Respond to all emergencies.
  - E.g., fire, medical, chemical, equipment, environmental (in-rush of water, major falls of ground, rush of muck), inadvertent stops, stray bells, dogging, high water shaft bottom, power failure.
  - Stay calm and assess the situation.
  - Interpret alarms and other indicators to determine type of emergency and need for evacuation.
  - Activate emergency protocol, release stench gas (if applicable).
  - Follow emergency response plan.
  - Evacuate if necessary.
  - Follow safest escape route.
  - If unable to reach refuge station, barricade self in safe location, ensuring supply of air.
  - Await further instructions.
  - Follow instructions of designated emergency personnel.
- Report and document all emergencies and incidents.
  - Complete all required reports and forms.
  - Report emergency or incident to appropriate personnel according to policies and procedures.
- Secure incident/emergency site.
  - Secure and freeze the scene.
  - Warn others.
  - Activate alarms.
  - Follow communication protocols.
  - Take corrective action if appropriate (e.g., emergency shutdown procedure).

# INDUSTRY TRAINER

## Area of Competency 6: Energy Sources



## TASK 6.1

# LOCK OUT, TAG, DE-ENERGIZE AND TEST EQUIPMENT

### ✓ SUB-TASKS

1. Lock out equipment for repair or maintenance as per site policies and applicable regulations.
2. Tag equipment for repair or maintenance as per site policies and applicable regulations.
3. De-energize equipment and verify zero energy state for repair or maintenance.

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Lock out equipment for repair or maintenance as per site policies and applicable regulations.
  - De-energize equipment.
  - Ensure safety of self and others.
  - Ensure safety of equipment.
  - Identify types of locks including personal locks, enclosures, multi-locks, lock boxes.
- Lock out and tag for commissioning and testing as per site policies and procedures.
- Electrically powered equipment.
  - Isolate power supply by: disconnecting switch, shutting off breaker, using isolation bar/scissor locks, locking out equipment correctly, attaching required lock to isolation bar/scissor lock, ensuring appropriate key storage and handling.
- Mechanical equipment.
  - Lock out by: ensuring that no material can enter equipment being repaired/maintained, shutting down process as required, shutting off valve nearest flange to be blanked, draining, purging, depressurizing or flushing lines before repair/maintenance to ensure that stored energy is dissipated or contained, locking out valves using chain lock where applicable.
- Tag equipment for repair or maintenance as per site policies and applicable regulations.
  - Identify types of tags, the colours and their use.
  - Complete all required information on tag.
  - Record lock out.
  - Inform appropriate personnel of equipment lock out.
- De-energize equipment and verify zero energy state for repair or maintenance.
  - Ensure zero energy state (ZES) for equipment (e.g., local and remote bump test).



## TASK 6.2

# WORK AROUND ENERGY SOURCES

### ✓ SUB-TASKS

1. Understand and recognize energy sources, stored and potential.
2. Recognize when equipment is locked out and tagged and de-energized.

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Recognize energy sources, stored and potential.
  - Mechanical, hydraulic, kinetic, potential, pneumatic, electrical, thermal, chemical, nuclear, overhead and underground services.

# INDUSTRY TRAINER

## Area of Competency 8: Communicate

## TASK 8.1 LISTEN ACTIVELY

### ✓ SUB-TASKS

1. Pay attention to person giving the message.
2. Ask person to repeat information if not understood completely.
3. Confirm information by repeating or rephrasing.

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Pay attention to person giving the message.
  - Reduce surrounding noises by stopping equipment and tools or moving away from noise.
  - Allow speaker to finish message before responding.

## TASK 8.2 SPEAK CLEARLY AND CONCISELY

### ✓ SUB-TASKS

1. Give clear and concise directions.
2. Use common language and terminology of work site.
3. Confirm understanding.

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Give clear and concise directions.
  - Organize your thoughts before speaking.
  - Use appropriate volume and tone of voice.
  - Use appropriate body language.
  - Use sketches as required to assist in understanding.
- Confirm understanding.
  - Ask open-ended questions to make sure directions were understood.

## TASK 8.3 USE COMMUNICATION DEVICES

### ✓ SUB-TASKS

1. Familiarize self with equipment.
2. Know how to use equipment.
3. Conduct pre-operational check.
4. Use proper communication etiquette.

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Familiarize self with equipment.
  - Includes: two-way radios, telephones, bells, pager phones, public address systems, CB radios, dispatch system (e.g., Modular, WENCO).
  - Use only authorized communication systems.
- Conduct pre-operational check.
  - For two-way radios and pager phones (prepare radio, ensure battery is fully charged, test radio).
  - Use proper communication etiquette.
- Use appropriate radio channels, language and codes.
  - Avoid unnecessary chatter.
  - Maintain radio silence as appropriate.
  - Reduce background noise, such as satellite radio.
  - Follow control room protocol.



## **TASK 8.4** **CONVEY MESSAGE USING SIGNALS**

### **SUB-TASKS**

1. Ensure visual contact.
2. Use and understand appropriate signals for the task.

### **REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE**

- Ensure visual contact.
  - Take signals from one person only.
  - Confirm signals.
- Use appropriate signals for the job.
  - Includes visual and audible (e.g., hand signals, light signals, horns, bells and whistles).
  - Includes signals for: lifting devices (cranes, cage, skip), tramming, conveyance, aircraft and helicopters.

## **TASK 8.5** **USE WORKPLACE TECHNOLOGIES**

### **SUB-TASKS**

1. Use digital-based training modules.
2. Read and understand machine parameters.
3. Receive and follow dispatch instructions.
4. Use digital input services.

### **REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE**

- Use digital-based training modules.
  - Interactive digital program, simulators.
  - Enter and track training data.
- Read and understand machine parameters.
  - Electronic warning cluster, warning lights and audible alarms, computer screens.
  - Includes heavy equipment status monitoring screens, in-plant diagrams, on-line references (SDS, SOPs).
- Receive and follow dispatch instructions.
  - Dispatch screen (e.g., Modular, WENCO, Mine Star).
- Use digital input services.
  - Electronic forms, databases, Internet, e-mail.
  - Control and maintenance of Standard Operating Targets and Standard Operating Procedures.

## **TASK 8.6** **COMPLETE WORKPLACE DOCUMENTATION**

### **SUB-TASKS**

1. Use appropriate form.
2. Write legibly.
3. Be specific.
4. Use correct terminology.
5. Submit or file immediately, as required.

### **REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE**

- Use appropriate form.
  - Includes inspection checklists, logbooks, cross shift notes, shift reports, production reports, near miss reports, incident reports, safety system cards, time cards, training status reports.
- Be specific and timely.
  - Include accurate information, appropriate details and complete report in full and submit in a timely manner.



## TASK 8.7

# COACH OR MENTOR OTHER COWORKERS/PEERS

### ✓ SUB-TASKS

1. Demonstrate proper technique.
  2. Check for understanding.
  3. Observe coworkers/peers.
  4. Provide assistance and appropriate feedback.
  5. Continue to observe/follow up.
  6. Report to supervisors, if applicable.
- 

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- No additional references or examples.

# INDUSTRY TRAINER

## Area of Competency 9: Be Professional

## **TASK 9.1** **WORK IN A TEAM ENVIRONMENT**

### **SUB-TASKS**

1. Respect team members.
2. Be professional.

### **REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE**

- Respect team members.
  - Accommodate each other's communication needs (language differences).
  - Cooperate with each other (need to be able to trust one another and rely upon each other).
  - Be tolerant of others.
  - Be willing to learn from others; be willing to mentor others.
- Be professional.
  - Understand requirements for the job.
  - Show up to work on time.
  - Demonstrate a strong work ethic.
  - Understand chain of command.
  - Follow, model and promote safety and legislative requirements.

## **TASK 9.2** **WORK IN A CULTURALLY DIVERSE ENVIRONMENT**

### **SUB-TASKS**

1. Respect practices of co-workers and local populations.
2. Respect social and cultural differences.

### **REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE**

- Respect practices of co-workers and local populations.
  - Be open-minded.
- Respect social differences.
  - Show interest in others (ask about work experience, family).
  - Be a role model for others.

## **TASK 9.3** **MAINTAIN GOOD COMMUNITY RELATIONS**

### **SUB-TASKS**

1. Consider yourself an ambassador for the industry and the company.
2. Support local businesses and events.

### **REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE**

- Consider yourself an ambassador for the industry and the company.
  - Recognize that personal behavior both in person and online affects public perception of employer.
- Support local businesses.
  - Buy supplies locally.



## TASK 9.4

# DEMONSTRATE HIGH STANDARDS OF CONDUCT

### ✓ SUB-TASKS

1. Model safety leadership.
  2. Be both consistent and fair.
  3. Maintain integrity.
  4. Protect company proprietary.
- 

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Model safety and environmental leadership.
  - Lead by example, “walk the talk”.
  - Lead toolbox/safety huddle and safety meetings.
  - Ensure safety of crew (fit for work, proper PPE).
- Maintain integrity.
  - Ensure strong moral principles both online and in person.
- Protect company proprietary.
  - Knowledge and understanding of company proprietary process.

# INDUSTRY TRAINER

## Area of Competency 10: Equipment Knowledge



## TASK 10.1

# DEMONSTRATE EQUIPMENT KNOWLEDGE

### ✓ SUB-TASKS

1. Trained, qualified and authorized for proper use and operation of equipment.
2. Conduct pre-operational checks.
3. Properly mount and dismount equipment.
4. Start equipment.
5. Conduct operational checks.
6. Drive equipment to worksite, as required.
7. Shut down equipment (normal and emergency situations).
8. Conduct post-operational check.
9. Knowledge of refueling procedure.
10. Toggle controls to release stored energy.
11. Use appropriate ventilation supplies for operating.

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Trained and authorized for proper use and operation of equipment.
  - Follow manufacturer's recommendations and specifications.
  - Follow safe operating procedures.
  - Know capabilities and limitations of equipment.
- Conduct pre-operational checks.
  - Inspect equipment for defects, hazards and potential hazards.
  - Identify and assess severity of equipment defects.
  - Take corrective action to restore normal equipment operation.
  - Record defect(s) and corrective action taken in logbook.
  - Damage to equipment.
  - Steering.
  - Test brakes, as per manufacturer's specifications.
  - Tires and undercarriage pre op check.
  - Know and understand fire suppression systems.
  - Bolts, keepers and holders.
  - Oil spills and/or excessive grease.
  - Pinion and ball gears.
  - Rope windows.
- Inspect layout of hoist.
  - Conveyance inspections.
  - Test all forms of communication – radio, bell phones, pager phones.
  - Mechanical, electrical and HMI (Human-Machine Interface).
- Properly mount and dismount equipment.
- Ensure equipment is shut down before exiting.
  - Use three-point contact.
  - Use grab handles and handrails.
- Start equipment.
  - Neutralize controls (transmission, control levers).
  - Activate power supply (master switch).
  - Use warning signal before start-up.
  - Activate ignition.
- Conduct operational checks.
  - Read and countersign logbook.
  - Fill out pre-operational check sheet.
  - Check gauges, consoles and alert indicators.
  - Ensure air and oil are at required levels.
  - Listen for unusual noises (engine, power train).
  - Check brakes and steering are functional.
  - Check warning systems and lights are operating.
- Hoist testing (trial run, brake tests, conveyance checks, cage and skip checks).
  - Test hoist limits of travel – over wind, under wind, track limit.
- Drive equipment to worksite, as required.
  - Wear seat belts.
  - Use appropriate warning lights and signals.
  - Test service and emergency brakes.
  - Follow designated travel routes.
  - Observe speed limit, traffic signs, traffic patterns and rights-of-way.
  - Adjust speed according to road and weather conditions.
  - Listen for unusual noises (engine, power train).
- Operate equipment.
  - Wear seatbelts.
  - Use appropriate warning lights and signals.
  - Test service and emergency brakes.
  - Follow designate travel routes.
  - Observe speed limit, traffic signs, traffic patterns and rights-of-way.
  - Operate machine controls smoothly.
  - Adjust speed according to road and weather conditions.
  - Listen for unusual noises (engine, power train).
  - To maximize efficiency and ensure safety of other personnel and equipment.
  - Assess material and site conditions to determine appropriate operating techniques and speeds.
  - Monitor ammeter.
- Shut down equipment (normal situations)
  - Park in designated areas.
  - Set parking/emergency brake.
  - Ground all equipment implements.
  - Shut off ignition and/or fuel supply.
  - Toggle controls to release stored energy.
  - Shut off master switch.
  - Set wheel chocks.
  - Lock out and tag as required.
- Shut down equipment (emergency situations).
  - Recognize and respond to alarms.
  - Shut down as prescribed for type of hazard.
  - Set off fire suppression system, as required.
  - Report incident to appropriate personnel.
- Conduct post-operational check.
  - Fill out logbook.

## **TASK 10.2** **WORKING WITH MOBILE EQUIPMENT**

### **SUB-TASKS**

1. Use appropriate personal protective equipment.
2. Be cautious around moving parts of equipment.
3. Identify potential pedestrian, traffic interaction, subsurface and overhead utilities.
4. Avoid hazardous conditions.
5. Demonstrate knowledge of working in vicinity of explosives.
6. Demonstrate knowledge of working in close quarters and around equipment.

### **REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE**

- Be cautious around moving parts of equipment.
  - Avoid pinch points.
  - Ensure appropriate guards are in place.
  - Stay clear of moving pulleys and belts.
- Avoid hazardous conditions.
  - Identify blind spots.
  - Use designated travel ways.
  - Check for power, telephone and cable lines, guy wires and fences, low clearance areas and stationary equipment.
  - Call before you dig.
  - Avoid debris resulting from work or movement of equipment.

## **TASK 10.3** **WORK WITH STATIONARY EQUIPMENT**

### **SUB-TASKS**

1. Use appropriate personal protective equipment.
2. Avoid hazardous conditions.
3. Demonstrate knowledge of working in close quarters and around equipment.

### **REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE**

- Be cautious around moving parts of equipment.
  - Avoid pinch points.
  - Ensure appropriate guards are in place.
  - Stay clear of moving pulleys and belts.
- Avoid hazardous conditions.
  - Identify blind spots.
  - Use designated travel ways.
  - Avoid debris resulting from work or equipment.



# INDUSTRY TRAINER

## Area of Competency 11: Protect the Environment



## TASK 11.1

# COMPLY WITH ENVIRONMENTAL POLICIES, PROCEDURES AND PERMITS

### ✓ SUB-TASKS

1. Minimize environmental impact of operations.
2. Follow appropriate handling and clean-up procedures for various substances.
3. Comply with environmental policies.

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Minimize environmental impact of operations.
  - Minimize waste produced (use recommended quantities of additives, do not let equipment run/idle unnecessarily, recycle fluid returns).
  - Use biodegradable and non-toxic additives and store and handle with caution to prevent loss.
  - Use appropriate waste disposal measures.
  - Be aware of restrictions for emissions and noise.
  - Avoid practices that may cause erosion, soft ground rutting.
  - Follow existing roads when possible.
  - When constructing new access routes avoid sensitive areas (swamps, rivers, streams, lakes), avoid cutting, pushing or dumping debris into water courses, use proper bridging techniques, avoid recreational and historical/cultural/archaeological sites, plantations, fish, wildlife and their habitats and whenever possible, minimize tree cutting.
- When setting up work site avoid unnecessary stripping or grubbing of vegetation, neatly stockpile disturbed overburden for reclamation purposes, maintain required distance from water bodies and courses, ensure campsite construction conforms to regulations and safety practices (structure spacing, noise abatement, fire control).
- Follow appropriate handling and clean-up procedures for various substances.
  - Identify environmental issues.
  - Assess severity of environmental issue.
  - Take corrective action.
  - Report environmental issue and corrective action to appropriate personnel.
  - Record environmental issue and corrective action in logbook.



## TASK 11.3

# MANAGE WASTE

### ✓ SUB-TASKS

1. Select and use appropriate PPE.
2. Identify type of waste.
3. Manage solid waste.
4. Manage liquid waste.
5. Manage recycling waste.
6. Manage biohazard waste.

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Select and use appropriate PPE.
- Identify type of waste.
  - Identify generated waste including solid, liquid and recycling.
  - Identify the need to set up waste management measures.
  - Select appropriate type of waste management measures.
  - Follow waste management policies and procedures.
  - Adhere to applicable environmental legislation and regulations.
- Manage solid waste, as per company policies and regulations.
  - Use sumps to remove excess water from solids (ensure sumps are of adequate size and capacity; direct water to designated areas with good drainage where natural percolation can occur without reappearance).
- Manage liquid waste, company policies and regulations.
  - Includes sludge, cuttings, waste oil.
  - Select compatible disposal equipment.
  - Document and follow instructions for disposal of all effluent.
  - Collect used petroleum products (transfer used oil into clean pails/containers marked "waste oil" and dispose of as required).
  - Use special precautions when working adjacent to lakes, rivers or creeks (do not direct excess fluid into any watercourse unless treated and approved by regulatory authorities).
- Manage recycling waste, company policies and regulations.
  - Cardboard, scrap metal, empty fuel drums, empty propane tanks and unused lumber must be salvaged and recycled.
- Manage biohazard waste, company policies and regulations.
  - Comply with WHMIS, if applicable.



## TASK 11.5 RESPOND TO SPILLS

### ✓ SUB-TASKS

1. Assess danger.
2. Manage spill.
3. Complete follow-up spill reporting procedures.

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Assess danger.
  - Halt operations.
  - Identify substance.
  - Determine risk to self and others.
  - Take precautions if substance is highly volatile.
- Manage spill.
  - Take action to stop a continuous spill (turn off pump, reposition overturned containers).
  - Determine spill spread (into ground, run off into watercourse).
  - Initiate spill containment (initiate company contingency plan for specific situation, isolate and remove spill material and contaminated material under and around spilled material if possible).
  - Monitor safe, uncontained spill until relieved by appropriate personnel.
  - Complete follow-up spill reporting procedures.
- Notify supervisor.
  - Notify proper authorities (Spill Line).
  - Complete required documentation (Spill Report form).

# INDUSTRY TRAINER

## Area of Competency 12: Operate Support Equipment

**THE FOLLOWING PRINCIPLES APPLY TO ALL TASKS UNDER THIS AREA OF COMPETENCY**

- ✓ Adhere to Area of Competency 10 – Equipment Knowledge
- ✓ Adhere to Task 3.4 - Recognize and comply with traffic management plans
- ✓ Adhere to Task 8.4 - Convey message using signals
- ✓ Adhere to operating manuals and manufacturers' specifications/recommendations

**TASK 12.1****OPERATE LIGHT OR SERVICE VEHICLE****✓ SUB-TASKS**

1. Demonstrate equipment knowledge.
2. Ensure proper housekeeping of vehicle.
3. Load, transport and unload materials, supplies and/or personnel.

**✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE**

- Ensure proper housekeeping of vehicle.
  - Keep vehicle free from clutter.
  - Ensure vehicle is equipped with appropriate equipment including but not limited to; first aid kit, survival kit, spill kit, fire extinguisher, wheel chalk.
- Load, transport and unload materials, supplies and/or personnel.
  - Ensure protection of self and others.
  - Ensure non-movement of vehicle while loading.
  - Observe load limitations.
  - Secure seats, safety bars and chains.
  - Follow procedures when: towing trailers/carriers to transport materials (capacity, transporting materials on board, positioning and fastening).
  - Secure loads.

# INDUSTRY TRAINER

## Area of Competency 36: Training and Assessment

## **TASK 36.1** **CREATE TRAINING PLAN**

### **SUB-TASKS**

1. Consult with supervisors and others to determine training needs.
2. Confirm training completed/prerequisites required.
3. Create training schedule.
4. Arrange logistics.
5. Prepare training materials.

### **REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE**

- Confirm training completed/prerequisites required.
  - Review trainee skill inventory to identify performance gaps and progression sequence.
  - Assess training needs based on safety and production.
- Create training schedule.
  - Coordinate trainee availability.
  - Develop alternate plan to cover sudden changes.
- Arrange logistics.
  - Order materials, arrange for ppe, arrange internet access, if required.
  - Organize and confirm equipment availability.
  - Enter trainees in learning management system (LMS).

## **TASK 36.2** **DESIGN TRAINING PACKAGES**

### **SUB-TASKS**

1. Update/edit training packages.
2. Develop training packages.
3. Review/develop Standard Operating Procedures (SOP).
4. Assist with Job Task Analysis (JTA).

### **REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE**

- Update/edit training packages.
  - Modify training handouts.
  - Modify performance checklists.
  - Add test items.
- Develop training packages.
  - Consult with subject matter experts.
  - Review equipment manufacturers' maintenance operation manual.
  - E-learning modules.

## **TASK 36.3** **DELIVER AND ASSESS THEORY TRAINING**

### **SUB-TASKS**

1. Lead theory training.
2. Conduct orientations.
3. Assign and mark theory test.
4. Collect and review trainee course evaluation.
5. Facilitate e-learning.

### **REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE**

- Lead theory training.
  - Be aware of and accommodate learning styles.
  - Be prepared to adjust/modify presentation style.
- Conduct orientations.
  - New hires.
  - Site and workplace tours.



## TASK 36.4

# FACILITATE AND ASSESS ON-THE-JOB PRACTICAL TRAINING

### ✓ SUB-TASKS

1. Demonstrate required skills and/or assign trainee to a coach/mentor.
2. Supervise simulator training.
3. Ensure all SOPs are followed.
4. Observe trainee progress.
5. Conduct follow-up training, as required.
6. Monitor and document training progress.
7. Assess trainee competency/demonstrated skill.
8. Manage trainee performance.

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Observe trainee progress.
  - Job observation spot check.
  - Discussion with coach/mentor.
  - Discussion with supervisor.
- Assess trainee competency/demonstrated skill.
  - Determine if trainee is “good to go”, can operate under supervision, requires additional training.
- Manage trainee performance.
  - Determine need for coaching, counselling, other corrective action.
  - Participate in probationary and progression reviews.



## TASK 36.5

# MAINTAIN TRAINING RECORDS

### ✓ SUB-TASKS

1. Enter competency assessments into Learning Management System (LMS).
2. Update training hours accumulated.
3. Prepare training status report.
4. Review training matrix with supervisors.

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- No additional references or examples.



## TASK 36.6 TRAIN COACHES OR MENTORS

### ✓ SUB-TASKS

1. Identify potential coach/mentors.
2. Train the coach/mentor.
3. Assign trainee to coach.
4. Assess coach/mentor.
5. Plan progression with coach/mentor.

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Identify potential coach/mentors.
  - Consult with supervisors.
  - Consider knowledge and experience of the individual.
- Train the coach/mentor.
  - Develop proper training techniques and procedures.
  - Conduct on-the job training.
  - Training assessment.
  - Competency assessment.
- Assign trainee to coach/mentor.
  - Consult with supervisor.
- Assess coach/mentor.
  - Observe coach/mentor.
  - Quality of instruction.
  - Incidents and deficiencies.
  - Provide assistance and feedback.
  - Self-evaluation of training effectiveness (e.g., Coach's notes, competency checklist).
- Plan progression with coach/mentor.
  - Identify short term goals.
  - Identify long term goals (e.g., Certification, qualification, professional development).

## TASK 36.7 TRAINER DEVELOPMENT

### ✓ SUB-TASK

1. Participate in on-going trainer development activities.

### ✓ REFERENCE/EXAMPLES OF ABILITIES AND KNOWLEDGE

- Participate in on-going trainer development activities.
  - Train-the-trainer programs (e.g. new equipment purchases, instructor certification, confined space, fall arrest, rigging).