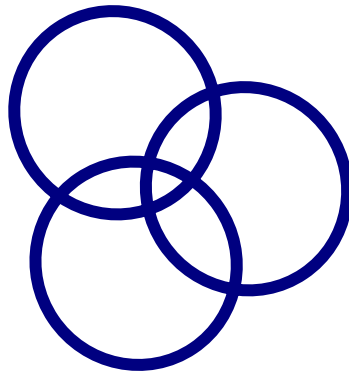




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Reviser: Shelley Brown Approver: IEC Exec	Effective Date: 29/3/11 Origin Date: 20/10/10

SAFETY PARTNERSHIP SAFETY TRAINING STANDARD



CONFINED SPACE ENTRY AND SAFETY ATTENDANT TRAINING



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Training Standard Design Template Worksheets

NEEDS ANALYSIS

Training design begins with identifying opportunities or problems, what is/what should be, resulting gaps, gaps in standards among IEC member companies, the purpose of planned instruction, and how the instruction or training will resolve the initial problem/realize the opportunity. Needs analysis also includes information about the proposed target audience, their characteristics and demographics

Element	Business Needs/Performance Goals - What is the opportunity or problem? What is the current state of affairs? What's the desired state of affairs? What's the gap? What level of performance/competency/behaviour is needed?
<i>Needs Analysis</i>	The opportunity is to standardize training across the Valley so that people going into a confined space and/or workers associated with CSE (i.e. Safety Attendant - SA) are operating under the same rules. The problem with the current state of affairs is that there is no standardized training program, so people's actual training in CSE/SA may vary greatly including content of the training, program length, and the targeted behaviours/performance as a result of the training program. The desired state of affairs is a common standard for CSE/SA training delivered in a consistent fashion regardless of the delivery agent/trainer. Standardized training results in better safety, elimination of duplication of training, and money saved because workers are not being trained over and over again in CSE/SA due to uncertainty over the quality of training.
Element	Learner characteristics/demographics – What are their characteristics? What about other workers? Level of readiness?
<i>Target Audience</i>	The target audience ranges from new/inexperienced workers (i.e. people performing the duties of CSE safety attendant considered an entry-level position in construction) all the way to experienced tradespeople who routinely work in confined spaces. The challenge will be to present information to learners in such a way that it doesn't bore the more experienced members of the audience; at the same it doesn't overwhelm inexperienced workers. Other members of the target audience are supervisors of the workers going into a confined space.



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OUTCOMES OF THE NEEDS ANALYSIS: CONTENT FOR TOPICS

Needs must be translated into descriptions of desirable outcomes (**learning objectives**). To prepare for writing objectives, a **task/topic analysis** is done to flesh out the necessary knowledge/skill/attitude components. Focus on the most critical components and consider: legislative protocols/requirements, hazards and safety conditions, definitions/physical characteristics/examples, etc.

Content/Topic Confined Space - Definition	Knowledge Component – What do you want people to know? How the construction regulation defines a confined space What is meant by “ not designed and constructed for continuous human occupancy” What is meant by an “atmospheric hazard” Examples of confined spaces that meet the legal definition Examples of spaces/places that DON’T meet the legal definition (e.g. controlled work space – spaces that for normal operator activities have been assessed as not being confined spaces; however they may become confined spaces for other work group/activities) Locations of confined spaces/where they may be encountered	Required Training Aids PPP Pictures of confined spaces OHSA/Regs. CSA Z1006-10 – Management of work in confined spaces Standard Confined space entry prop PPE
	Skill Component – What do you want people to be able to do? N/A	
	Attitude Component- What attitudes do you want to instill/change; how should people feel? Appreciation for how it feels to be working in a space that is partially or fully enclosed, not designed and constructed for human occupancy; and that may contain an atmospheric hazard	

Duplicate this page as many times as necessary to complete the critical knowledge/skill/attitude components for each topic area



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Content/Topic Confined Space Management Program	Knowledge Component – What do you want people to know? Companies must have a program to manage their confined space(s) and share this program with workers who will be entering the space(s) – workers, worker reps or both shall be encouraged to participate in program planning, implementation, training, evaluation, and corrective action The confined space management program must include: <ul style="list-style-type: none"> • Method for recognizing each confined space • Method for assessing the hazards to which workers will be exposed • Method for developing plans for controlling the hazards • Method for developing a rescue plan for each confined space • Method for training the workers on each confined space (including training record for each confined space entry worker and record of who delivered the training) • Entry permit system setting out measures and procedures to be followed when working in a confined space (assessment of hazards may be incorporated into the entry permit; however it is a separate process) • Requirements for knowing when multiple employer co-ordination documentation is to be completed and how it is done 	Required Training Aids PPP OHSA CSA Standard Z1006-10, Section 4
	Skill Component – What do you want people to be able to do? N/A	
	Attitude Component- What attitudes do you want to instill/change; how should people feel? <ul style="list-style-type: none"> • Workers should realize that no matter what client site a worker is going to, there is a written program that defines and documents how the company will safely manage work in a confined space 	



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Content/Topic Confined Space Entry Team Members and Responsibilities	Knowledge Component – What do you want people to know? Who are the members of a Confined Space Entry Team and their corresponding roles/responsibilities: <ul style="list-style-type: none"> • Management representatives – ensure that a competent person carries out the hazard identification/risk assessment of each confined space; consult with workers on development/performance of program elements; ensure workers have access to hazard information, etc; ensure and document that each worker understands/is trained to carry out his/her role in the program; ensure control of hazards is provided/maintained; develop & implement an internal emergency response for any type of emergency that could occur; provide info on each confined space to enable the emergency response team to plan for rescue operations before emergencies arise; report on the program’s performance to management, workers, worker reps for review/improvement • Entry supervisor/leader – ensure program requirements including proper execution of duties are followed; ensure those entering the confined space are competent and trained prior to entry; verify all required action taken before endorsing confined space entry permit; ensure all required paperwork is linked (i.e. risk assessment/permit/co-ordination document correspond with each other); ensure that acceptable conditions are maintained for the duration of the entry; verify rescue services are available prior to and throughout the entry; ensure means for summoning them are operable; assist the emergency response team if required; communicate status/requirements of entry to next entry supervisor when replaced; terminate entry/ensure removal of personnel & equipment at appropriate time 	Required Training Aids PPP OHSA CSA Standard Z1006-10, Section 5
	Skill Component – What do you want people to be able to do? N/A	
	Attitude Component- What attitudes do you want to instill/change; how should people feel? <ul style="list-style-type: none"> • Respect for, and confidence in the roles/responsibilities played by all members of the Confined Space Entry Team 	



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Content/Topic Confined Space Entry Team Members and Member Responsibilities (con't)	Knowledge Component – What do you want people to know? Who are the members of a Confined Space Entry Team and their corresponding roles/responsibilities: <ul style="list-style-type: none"> Entry Attendants – Must be trained in CSE; review assessment/rescue plan/permit; remain alert and fit for work; be stationed at all times immediately outside the point of access/egress from the confined space and maintain constant communication with the entrants unless relieved by another attendant, the space has been vacated, or the entry is terminated; log all entrants in/out of the confined space with the correct time noted; be knowledgeable about actual and potential hazards associated with entry; have a working knowledge of gas-testing monitors; where req'd by the risk assessment, monitor conditions or changes that could adversely affect health/safety of the entrants; recognize signs/symptoms of illnesses, injuries, and hazard exposures that can compromise entrants' health and safety; have a means available for two-way communication with operations personnel; provide assistance to entrants entering/exiting the confined space; where req'd by the risk assessment, deploy/operate/maintain hazard control systems for protecting entrants from hazards; direct entrants to exit the confined space when any irregularities are observed; initiate the emergency call to operations; order an evacuation of the confined space; assist with non-entry rescue as specified by the organization's procedures and emergency response plan 	Required Training Aids PPP OHSA CSA Standard Z1006-10, Section 5
	Skill Component – What do you want people to be able to do? N/A	
	Attitude Component- What attitudes do you want to instill/change; how should people feel? <ul style="list-style-type: none"> Respect for, and confidence in the roles/responsibilities played by all members of the Confined Space Entry Team 	



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<p>Content/Topic Confined Space Entry Team Members and Member Responsibilities (con't)</p>	<p>Knowledge Component – What do you want people to know? Who are the members are of a Confined Space Entry Team and their corresponding roles/responsibilities:</p> <ul style="list-style-type: none"> • Supplied air system attendants (A dedicated supplied air system attendant or attendants shall be assigned when entrants are working with an air line supply system) – remain alert and fit for work; ensure all respiratory equipment is in proper working order and deployed in accordance with CAN/CSA-Z94.4; manage the air lines to ensure they do not become entangled or otherwise compromised; ensure the air supply is uninterrupted • Entrants – Must be trained in CSE; remain alert and fit for work; possess working knowledge of gas-testing; know the gas-testing results prior to initial entry and when the space is unoccupied or unattended; review assessment/rescue plan/permit; login/logout of the confined space; be knowledgeable about actual and potential hazards associated with entry; recognize hazards during entry activities; properly use and know the limitations of equipment for control of entry hazards; recognize signs/symptoms of illnesses, injuries, and hazard exposures that can compromise their health/safety; notify attendant of any emergency or unacceptable condition in the confined space; exit the confined space immediately if unacceptable conditions occur or if directed by an attendant • Only workers listed on the entry permit may enter the confined space 	<p>Required Training Aids PPP OHSA CSA Standard Z1006-10, Section 5</p>
	<p>Skill Component – What do you want people to be able to do? N/A</p>	
	<p>Attitude Component- What attitudes do you want to instill/change; how should people feel?</p> <ul style="list-style-type: none"> • Respect for, and confidence in the roles/responsibilities played by all members of the Confined Space Entry Team 	



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<p>Content/Topic Confined Space Entry Team Members and Member Responsibilities (con't)</p>	<p>Knowledge Component – What do you want people to know?</p> <p>Who are the members of a Confined Space Entry Team and their corresponding roles/responsibilities:</p> <ul style="list-style-type: none"> • Emergency responders – consists of people trained to perform the following: emergency response team leader, dispatcher, rescue system operator/helper, one or more rescuers; one or more trained in first aid/CPR (external service provider could supply emergency response functions) • Ensure knowledge of who is actually doing emergency response (not all plants rely solely on ERT crew for rescue) • General duties of emergency responders are to facilitate the rescuing of entrants from a confined space in a situation that prevents or hampers the entrants from exiting the confined space on their own • Prior to entry, the emergency responders (and typically the emergency response team leader) shall ensure a written emergency response plan is developed to enable rescue from the confined space in case of an emergency; be available during the entry and ready to respond upon notification; be present and ready to respond immediately if the space contains an atmosphere that is immediately dangerous to life and health (IDLH) and extract entrants from the confined space • Auxiliary team members – be aware that there are other supporting members of the team, i.e. gas tester, job preparer, area operations personnel, permit issuer 	<p>Required Training Aids</p> <p>PPP OHSA CSA Standard Z1006-10, Section 5 Video</p>
	<p>Skill Component – What do you want people to be able to do? N/A</p>	
	<p>Attitude Component- What attitudes do you want to instill/change; how should people feel?</p> <ul style="list-style-type: none"> • Respect for, and confidence in the roles/responsibilities played by all members of the Confined Space Entry Team 	



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Content/Topic Confined Space Entry Co-ordination Document	Knowledge Component – What do you want people to know? <ul style="list-style-type: none"> When workers of more than one organization are working in or near a confined space, the lead employer that <i>controls</i> the confined space shall co-ordinate and document the work of all organizations involved, so that work is performed in a way that protects the health and safety of all workers who perform work in or near the confined space A copy of the co-ordination document shall be provided to the employer(s) who are performing work in the confined space or related work with respect to the same confined space; a copy shall also be provided to the JHSC or health & safety rep 	Required Training Aids PPP OHSA CSA Standard Z1006-10, 5.4.5
	Skill Component – What do you want people to be able to do? N/A	
	Attitude Component- What attitudes do you want to instill/change; how should people feel? N/A	



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Content/Topic Hazard Identification/ Assessment/Controls/ Elimination (CSE Written Plan)	Knowledge Component – What do you want people to know? <ul style="list-style-type: none"> Hazard assessment begins before a confined space is even constructed, installed, or modified; a system shall be developed to identify every hazard that can exist in a confined space in the absence of controls Every confined space must have a risk assessment done by a competent person to identify/eliminate/mitigate all hazards; additionally, learners need to know what qualifies someone to perform the risk assessment (i.e. criteria for determining competency) Unknown atmospheric conditions shall be deemed immediately dangerous to life or health (IDLH) until a hazard assessment conducted by a competent person has proved otherwise The components of the hazard identification process including: current/past uses of the confined space; work activities planned inside or near the confined space; potential for a hazardous atmosphere to be present or develop in or near a confined space before/during entry; conditions that could be present prior to entry/develop during entry including potential for unplanned/unintentional conditions; physical characteristics, including configuration and location of the confined space; hazardous substances or energy requiring lockout, isolation, or other controls; potential for engulfment or entrapment; potential for fire or explosion; biological hazards; physical hazards including but not limited to temperature extremes, humidity, lighting, noise, and vibration; and any other known or potential hazard The duration of occupancy can affect conditions in a confined space by introducing new conditions or changing existing conditions and related hazards 	Required Training Aids PPP OSHA CSA Standard Z1006-10, 6.3. Confined space prop Video
	Skill Component – What do you want people to be able to do? N/A	
	Attitude Component- What attitudes do you want to instill/change; how should people feel? <ul style="list-style-type: none"> Respect for the hazards (actual or potential) presented by confined spaces 	
Content/Topic Hazard Identification/	Knowledge Component – What do you want people to know? <ul style="list-style-type: none"> A competent person/worker shall conduct a risk assessment of the identified hazards 	Required Training Aids PPP



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<p>Assessment/Controls/ Elimination (CSE Written Plan – con’t)</p>	<ul style="list-style-type: none"> • The risk assessment shall include recommendations for elimination of hazards and control of risks to ensure safety of workers • To ensure the risk assessment remains current, it shall be reviewed by one or more competent persons as part of the planning process prior to entry; when there is a change in physical characteristics of, environment inside or near, or activities inside the confined space that could adversely affect workers inside or near the confined space; when risks not previously identified are discovered • As part of the implementation plan of the confined space management program, the lead employer/constructor shall establish/maintain a documented process for preventive and protective measures according to the following priority: elimination of the hazard; substitution of other materials, processes, or equipment; use of engineering controls; provision of administrative controls; and provision of PPE • The written plan shall contain provisions for: duties of workers; co-ordination of work; on-site rescue procedures, rescue equipment that has been properly inspected prior to deployment/each use , and methods of communication; protective clothing, personal equipment and devices; isolation of energy and control of materials movement; attendants; adequate means of access/egress; atmospheric testing; adequate procedures for working in the presence of explosive/flammable substances; ventilation and purging 	<p>OHSA CSA Standard Z1006-10, 4.4.1.1 and 6.3</p>
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	<i>Skill Component – What do you want people to be able to do N/A</i>	
	<i>Attitude Component- What attitudes do you want to instill/change; how should people feel?</i> <ul style="list-style-type: none"> Confidence in the risk assessment process/written plan including recommendations to eliminate hazards/control risks for worker safety 	

Content/Topic Atmospheric Hazards/Atmospheric Testing	<i>Knowledge Component – What do you want people to know?</i> <ul style="list-style-type: none"> The definition of acceptable atmospheric levels and atmospheric hazards What is meant by the terms “oxygen-deficient” and “oxygen-enriched” Atmospheric testing is done to check for three types of dangerous atmospheres: oxygen-deficient/oxygen-enriched, flammable/explosive, and toxic; examples of each; main dangers; how to Recognize/Assess/Control/Eliminate (RACE) - <u>primary focus</u> on elimination of hazards <u>first</u> Signs and symptoms of carbon monoxide poisoning; effects of oxygen deficiency Explosive range for common gases and vapours (including upper and lower limits and local best practices for acceptable safe atmospheric levels) If the hazard assessment determines there is an atmospheric hazard in the confined space, a competent person must perform adequate tests safely before and during the time a worker is in a confined space to ensure that acceptable atmospheric levels are maintained If the confined space is left unoccupied or unattended, the testing must be performed again; the requirement for continuous gas testing while hot work is being performed The initial gas-testing results and results of samples taken upon return from an unoccupied or unattended confined space must be recorded on the permit Layering of gases within a confined space and checking for layers of gas at various levels The importance of selecting the appropriate type of calibrated instrument for the hazards identified in the assessment 	<i>Required Training Aids</i> PPP OHSA CSA Standard Z1006-10, 7.2.8 Confined space prop Gas-testing equipment
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	<i>Skill Component – What do you want people to be able to do? N/A</i>	
	<i>Attitude Component- What attitudes do you want to instill/change; how should people feel?</i> <ul style="list-style-type: none"> • Appreciate the importance of atmospheric testing to ensure that a safe working environment inside and near the confined space is maintained 	
Content/Topic Confined Space Entry Permit	<i>Knowledge Component – What do you want people to know?</i> <ul style="list-style-type: none"> • An entry permit shall be required before anyone enters the space • The entry permit shall include at least the following: date/location of entry; names of entrants, attendants, and entry supervisory/CSE Team leader; scope of the work; duration of the permit; approval of the permit by entry supervisor/CSE Team leader; verification of emergency/rescue plan; name of permit issuer; documentation of permit closure/sign-off; documentation of control measures • After the initial entry, a gas test shall be performed prior to each re-entry for an unoccupied or unattended confined space in order for the permit to remain in effect • After the entry, the entry permit/documentation shall be retained for a minimum period of one year (industrial regulations) – for construction projects, the permit is retained for the duration of the project and for one year after the project is completed 	<i>Required Training Aids</i> PPP OHSA CSA Standard Z1006-10, 6.5 and 7.2.5 Sample hazard identification/risk assessment form Sample CSE permit
	<i>Skill Component – What do you want people to be able to do? N/A</i>	
	<i>Attitude Component- What attitudes do you want to instill/change; how should people feel? N/A</i>	



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Content/Topic Emergency response/rescue plan	Knowledge Component – What do you want people to know? <ul style="list-style-type: none"> • The employer shall ensure that an emergency response plan is established and maintained to enable rescue of entrants from a confined space • Requirement for the availability of the rescue team • The rescue team will be trained in appropriate rescue techniques and use of the rescue equipment • When an immediate danger to life and health (IDLH) atmosphere is present, the emergency response team shall be present and ready to respond <i>immediately</i> • Four basic types of rescue options in horizontal and vertical rescues: self-rescue; external rescue; entry rescue; IDLH rescue 	Required Training Aids PPP OHSA CSA Standard Z1006-10, 6.5 and 7.2.5 Sample rescue plan
	Skill Component – What do you want people to be able to do? N/A	
	Attitude Component- What attitudes do you want to instill/change; how should people feel? N/A	



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EVALUATION

Evaluation strategies should be defined at this stage as evaluation helps drive program content/design - an appropriate evaluation strategy determines if:

- 1) Level One - the learners liked the training
- 2) Level Two - they learned and acquired the desired behaviours
- 3) Level Three - learners applied these behaviours in the field/on the job
- 4) Level Four - the training had the desired impact

For the learning level evaluation, will assessment be on a pass/fail basis, or will a certain percentage be required?

Element	Level One: Reaction – <i>Did they like it? What was their reaction?</i>	Level Two: Learning - <i>What did they learn? How will you assess that? Give a test? A practical demonstration?</i>	Level Three: Field Audit – <i>Can learners demonstrate new behaviours/competency on the job?</i>	Level Four: Impact – <i>Were gaps closed? Was the problem solved? Or opportunity realized?</i>
<i>Evaluation</i>	<ul style="list-style-type: none"> • Participants will complete a course evaluation/feedback form at the conclusion of the program 	<ul style="list-style-type: none"> • Written quiz based on learning objectives 	<ul style="list-style-type: none"> • Random sampling between 3-6 months post-training using an audit protocol 	



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ADDITIONAL INFORMATION

Recertification	What is the recertification method? What is the frequency? Recertification is completion of the training program every three years
Trainer Requirements	What specific background/experience/skills does a potential trainer require to deliver the training? A working knowledge* of all aspects of Confined Space Entry and safety attendant training
References	<p>Regulations OHSA and Construction Regulations</p> <p>Any additional reference material CSB Video Confined Spaces</p> <p>Reference material used to develop content CSA Standard Z1006-10 Management of Work in a Confined Space</p>
Exemptions	Are there any exemptions from any or all of this training? What is the basis for the exemption? No exemptions

* **Working Knowledge Definition:** Possessing sufficient fundamental understanding and skills to perform required tasks; possessing good knowledge of related concepts, theories, principles, standards, frameworks, procedures, etc.



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Gap Analysis

Topic	Needs Analysis	Company A	Company B	Company C
Use Topic Structure from Needs Analysis	<ul style="list-style-type: none"> • Bullet point form • Define the need • What does the trainee need to understand/ perform/ behave like 	<ul style="list-style-type: none"> • Analyze Gaps from Company against needs • Add additional companies as needed 		
Sub topic titles, topic specific				

This table may be used to identify gaps in standards between/among IEC member companies

Additionally, the SME teams may want to do this in excel and then import into report

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Rev. Date	Rev. No.	Reason	Description	Reviser	Approver
28/09/10	0	Document required	Develop original	Shelley Brown	Shelley Brown
19/11/10	1	SME Team review	Edit sections as per SME Team input	Shelley Brown	CSE SME Team
01/03/11	2	Document Completion	Trainer Qualifications Finalized	Shelley Brown	CSE SME Team
03/29/11	3	Stakeholder Review	Suggested changes x	Shelley Brown	IEC Exec

Following Revision, forward 'Revised Document Awareness Notification' to relevant persons