



SARNIA - LAMBTON

INDUSTRIAL EDUCATIONAL CO-OPERATIVE

DRAFT HEALTH AND SAFETY TRAINING STANDARD

Course Title:

Fall Protection

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DRAFT

IEC Safety Training Standard Template

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? |
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| <p><i>Needs Analysis</i></p> <p><i>What is the opportunity or problem?</i></p> | <p><i>The primary problem identified is that at the present time it is virtually impossible to determine whether or not a worker has received sufficient and appropriate training to be competent in the use, care and maintenance of fall protection equipment.</i></p> |
| <p><i>What is the current state of affairs?</i></p> | <p><i>Different standards are being used in relation to the requirements for fall protection. The differences, as identified on the attached gap analysis, can be seen at both the Client and Contractor levels.</i></p> <p><i>Different levels of training are being provided in various organizations (CSAO, IEC, internal).</i></p> |
| <p><i>What is the desired state of affairs?</i></p> | <p><i>Every worker who may be required to use fall protection is trained to a recognized level of competence in the use, care and maintenance of fall protection equipment to a standard consistent throughout the area.</i></p> <p><i>Every worker who may be required to use fall protection is to be aware of the requirements for use and the various hazards associated with falls from elevation.</i></p> |
| <p><i>What are the gaps in the standards?</i></p> | <p><i>Gaps in standards have been identified in both use and training requirements. The gaps are identified on the attached gap analysis performed by the SME team.</i></p> |

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| <i>What level of performance/competency/behaviour is needed?</i> | <i>The trainees should be competent to use and inspect fall protection equipment, effectively don and doff their equipment, and understand when, where and how the equipment is to be used.</i> |
| Element | Learner characteristics/demographics – What are their characteristics? What about other workers? Level of readiness? |
| <i>Target Audience</i> | <i>Anyone who may be exposed to the hazards associated with a fall from height. Training to be delivered in a language participant can comprehend.</i> |

OUTCOMES OF THE NEEDS ANALYSIS: LEARNING OBJECTIVES!

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.

A well-written learning objective states what someone should be able to know, do, or feel (performance), how well they should perform the desired learning objective (measurement/standard), and any required training aids needed to accomplish the learning objective (inputs/conditions)

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| <p>Objectives <i>Describe Fall Hazards and their effects on:</i></p> <ul style="list-style-type: none"> a. <i>Workers</i> b. <i>Family</i> c. <i>Co-workers</i> | <p>Knowledge Component – What do you want people to know? <i>Types of fall hazards.</i> <i>Falls are the major cause of injury and death in Ontario construction.</i> <i>How this affects family, friends and co-workers both emotionally and financially.</i></p> | <p>Content/Topic</p> <ul style="list-style-type: none"> ▪ <i>Falls major cause of injury and death in Ontario construction</i> ▪ <i>Site conditions, including poor housekeeping</i> ▪ <i>Improper use of fall arrest systems</i> ▪ <i>Failure to use or wear equipment provided</i> ▪ <i>Taking shortcuts with procedures and equipment</i> ▪ <i>Leaving openings in floors, roofs and platforms unprotected</i> ▪ <i>Improperly constructed or inadequate guardrails</i> ▪ <i>Temporarily removing fall protection for short-term tasks</i> ▪ <i>Having no warning barriers or bump lines</i> ▪ <i>Inadequate anchor points</i> ▪ <i>Improper ladder use</i> | <p>Required Training Aids</p> <ul style="list-style-type: none"> ▪ <i>Powerpoint presentation</i> ▪ <i>Illustrations</i> ▪ <i>Impact video</i> ▪ <i>Experience sharing</i> ▪ <i>Discussion</i> |
| | <p>Skill Component – What do you want people to be able to do? <i>This is considered more of an attitudinal component.</i></p> | | |
| | <p>Attitude Component- What attitudes do you want to instill/change; how should people feel? <i>Respect for the need for training.</i> <i>Respect for the hazards associated with falling and an understanding that it CAN happen to them.</i></p> | | |

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| | | <p><i>Cont'd...</i></p> <ul style="list-style-type: none">▪ <i>Lack of training</i>▪ <i>Erecting or dismantling equipment without protective devices</i>▪ <i>Physical limitations or health problems</i>▪ <i>Job deadlines</i> <p><i>This can result in:</i></p> <ul style="list-style-type: none">▪ <i>Death or critical injury</i>▪ <i>Lifelong pain and suffering</i>▪ <i>Need to be retrained – no longer able to perform essential functions of job</i>▪ <i>Loss of ability to participate in extracurricular activities such as sports, etc.</i>▪ <i>Financial hardship</i>▪ <i>Stress on family, friends and co-workers</i> | |
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| <p>Objectives <i>Appreciate that statistics show falls are the #1 cause of fatalities in Ontario construction and they can happen to anyone.</i></p> | <p>Knowledge Components - What do you want people to know? <i>The current statistics as they relate to falls in Ontario construction.</i></p> | <p>Content/Topic</p> <ul style="list-style-type: none"> ▪ <i>Number of fatalities from falls in previous years</i> ▪ <i>Percent of overall fatalities that are as a result of a fall from heights</i> ▪ <i>Average height of fall</i> ▪ <i>Average age of worker</i> | <p>Required Training Aids</p> <ul style="list-style-type: none"> ▪ <i>Powerpoint presentation of current statistics for fatalities and critical injuries as a result of falls in Ontario construction obtained from:</i> - <i>Ministry of Labour</i> - <i>Construction Safety Association of Ontario</i> ▪ <i>Video</i> ▪ <i>Experience sharing</i> |
| | <p>Skill Components - What do you want people to be able to do? <i>N/A</i></p> | | |
| | <p>Attitude Component - What attitudes do you want to instill/change; how should people feel? <i>Realize that serious falls can occur at <u>any</u> height to <u>anyone</u> but zero injuries is possible.</i></p> | | |

IEC Safety Training Standard Template

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| <p>Objectives <i>Recognize where to access the Act, Regulations and Standards. Responsibilities of employers, supervisors and workers.</i></p> | <p>Knowledge Components - What do you want people to know? <i>The requirements under the Industrial and Construction Acts and Regulations and CSA Standards as they relate to Fall Protection. The legal responsibilities of employers, supervisors and workers.</i></p> | <p>Content/Topic</p> <ul style="list-style-type: none"> ▪ <i>O. Reg. 213/91 Section 26 Fall Protection</i> ▪ <i>O. Reg. 213/91 Sections 78 through 84 Ladders</i> ▪ <i>O. Reg. 213/91 Sections 125 through 136 Scaffolds and Work Platforms</i> ▪ <i>O. Reg. 213/91 Sections 143 through 149 Elevating Work Platforms</i> ▪ <i>Employers' responsibilities</i> ▪ <i>Supervisors' responsibilities</i> ▪ <i>Workers' responsibilities</i> ▪ <i>Fines and penalties</i> <p><i>Note: Excerpts from the Act and Regulations will be appendices to the learner's guide.</i></p> | <p>Required Training Aids <i>Powerpoint presentation Ontario Industrial and Construction OH&SA, Regulations; CSA Standards:</i></p> <ul style="list-style-type: none"> a. <i>CAN/CSA-Z259.16-04 - Design of Active Fall Protection Systems</i> b. <i>CAN/CSA-Z259.13-04 - Flexible Horizontal Lifeline Systems</i> c. <i>CAN/CSA-Z259.1-95 - (R1999) Safety Belts and Lanyards</i> d. <i>CAN/CSA Z259.11-M92 - (R2003) - Shock Absorbers for Personal Fall-Arrest Systems</i> e. <i>CAN/CSA Z259.12-0 - Connecting Components for Personal Fall-Arrest Systems (PFAS)</i> f. <i>CAN/CSA Z259.10-M90 - (R2003) - Full Body Harness</i> g. <i>CAN/CSA Z259.2.1-98 - Fall Arresters, Vertical Lifelines, and Rails</i> h. <i>CAN/CSA Z259.2.2-98 - Self-Retracting Devices for Personal Fall-Arrest Systems</i> i. <i>CAN/CSA-Z259.2.3-99 - Descent</i> |
| | <p>Skill Components - What do you want people to be able to do? <i>N/A</i></p> | | |
| | <p>Attitude Component - What attitudes do you want to instill/change; how should people feel? <i>Participants should appreciate the responsibilities of the employer.</i></p> | | |

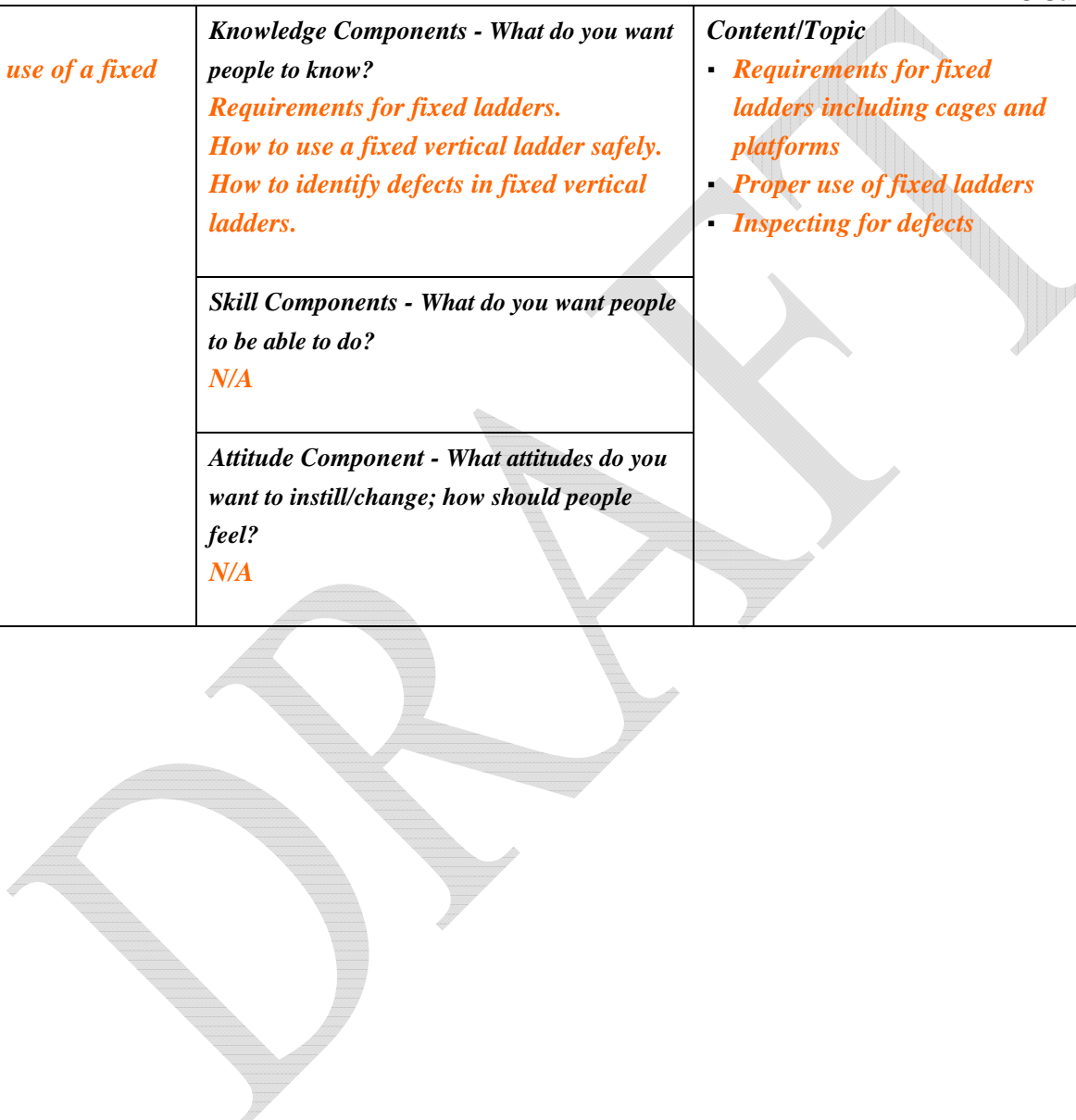
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| <p>Objectives <i>Describe the fall protection requirements of a Powered Elevated Work Platform (PEWP)</i></p> | <p>Knowledge Components - What do you want people to know? <i>Requirement to be trained to specific class of PEWP.</i> <i>The minimum fall protection requirements.</i> <i>The hazards of PEWP's as they relate to fall protection.</i></p> | <p>Content/Topic</p> <ul style="list-style-type: none"> ▪ <i>Operators must be trained on each specific class of PEWP they use</i> ▪ <i>Fall protection requirements</i> ▪ <i>Importance of identifying approved tie-points</i> ▪ <i>Dangers of climbing on guardrails</i> ▪ <i>Effects of boom orientation on machine centre of gravity</i> ▪ <i>Requirement to lower/retract platform prior to moving</i> ▪ <i>Operate PEWP's on a level surface</i> ▪ <i>Inspect for overhead hazards prior to operating</i> ▪ <i>Inspect the work/travel areas for grade changes, curbs or drop-offs.</i> ▪ <i>Observing minimum permitted distances from overhead power lines</i> ▪ <i>Use of 3-point contact and proper climbing techniques for mounting/dismounting</i> | <p>Required Training Aids</p> <ul style="list-style-type: none"> ▪ <i>Powerpoint presentation</i> ▪ <i>Illustrations</i> ▪ <i>Quiz</i> |
| | <p>Skill Components – What do you want people to be able to do? <i>N/A</i></p> | | |
| | <p>Attitude Component – What attitudes do you want to instill/change; how should people feel? <i>N/A</i></p> | | |

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| <p>Objectives <i>Identify properly constructed guardrails</i></p> | <p>Knowledge Components – What do you want people to know? <i>Requirements under Provincial legislation on components required for properly constructed guardrails. Recognize potentially hazardous situations where guardrails are incomplete or deficient.</i></p> | <p>Content/Topic</p> <ul style="list-style-type: none"> ▪ <i>Basic requirements for guardrails</i> ▪ <i>When guardrails should be used</i> ▪ <i>Loads a guardrail must be capable of resisting</i> ▪ <i>Requirements for mid/top rails</i> ▪ <i>Proper kick plate installation</i> ▪ <i>Proper use of safety gate closure procedures</i> ▪ <i>Identify properly installed safety gates</i> | <p>Required Training Aids</p> <ul style="list-style-type: none"> ▪ <i>Powerpoint presentation</i> ▪ <i>Illustrations used to identify faulty guardrails</i> ▪ <i>Quiz</i> |
| | <p>Skill Components – What do you want people to be able to do? <i>N/A</i></p> | | |
| | <p>Attitude Component – What attitudes do you want to instill/change; how should people feel? <i>Awareness of the potential dangers of guardrail non-compliance.</i></p> | | |

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| <p>Objectives <i>Identify how to select, inspect and use portable ladders.</i></p> | <p>Knowledge Components – What do you want people to know? <i>How to select a ladder according to task. Proper way to position and secure ladders. How to check for defects. The importance of 3 point contact. The possible hazards of ladder use e.g. electrical lines, high winds, etc.</i></p> | <p>Content/Topic</p> <ul style="list-style-type: none"> ▪ <i>Portable ladder requirements</i> ▪ <i>Proper choice of type, material</i> ▪ <i>How to inspect ladder prior to use and what to do if found to be defective/damaged</i> ▪ <i>Proper way to position and secure ladders</i> ▪ <i>3- point contact</i> ▪ <i>Possible hazards</i> ▪ <i>Fall protection requirements for ladders set up next to an unprotected edge where a fall of 1.8 metres or more could occur</i> | <p>Required Training Aids</p> <ul style="list-style-type: none"> ▪ <i>Powerpoint presentation</i> ▪ <i>Illustrations using local examples</i> ▪ <i>Quiz</i> ▪ <i>CAN/CSA-Z11-M81 (R2005)- Portable Ladders</i> |
| | <p>Skill Components - What do you want people to be able to do? <i>N/A</i></p> | | |
| | <p>Attitude Component - What attitudes do you want to instill/change; how should people feel? <i>Value the importance of ladder safety both <u>on</u> and <u>off</u> the job.</i></p> | | |

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| <p>Objectives <i>Correctly identify the safe use of a fixed vertical ladder.</i></p> | <p>Knowledge Components - What do you want people to know? <i>Requirements for fixed ladders.</i> <i>How to use a fixed vertical ladder safely.</i> <i>How to identify defects in fixed vertical ladders.</i></p> | <p>Content/Topic</p> <ul style="list-style-type: none"> ▪ <i>Requirements for fixed ladders including cages and platforms</i> ▪ <i>Proper use of fixed ladders</i> ▪ <i>Inspecting for defects</i> | <p>Required Training Aids</p> <ul style="list-style-type: none"> ▪ <i>Powerpoint presentation</i> ▪ <i>Illustrations</i> ▪ <i>Quiz</i> |
| | <p>Skill Components - What do you want people to be able to do? <i>N/A</i></p> | | |
| | <p>Attitude Component - What attitudes do you want to instill/change; how should people feel? <i>N/A</i></p> | | |



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| <p>Objectives <i>Recognize the fall protection requirements of a scaffold system.</i></p> | <p>Knowledge Components - What do you want people to know? <i>Scaffold guardrails – when is FP required.</i> <i>Scaffold 3-tag system.</i> <i>Scaffold as an anchor point.</i> <i>Proper use of scaffolds.</i></p> | <p>Content/Topic</p> <ul style="list-style-type: none"> ▪ <i>Guardrail requirements of a scaffold system</i> ▪ <i>When additional means of fall protection required</i> ▪ <i>3-tag system as it relates to fall protection</i> ▪ <i>Ladders and climbing</i> ▪ <i>Guardrails missing or removed</i> ▪ <i>Standing on objects above the platform</i> ▪ <i>Overloading of scaffold</i> ▪ <i>Debris on scaffold decks</i> ▪ <i>Scaffold as an anchor point</i> ▪ <i>Scaffold tubes not to be used for storage</i> | <p>Required Training Aids</p> <ul style="list-style-type: none"> ▪ <i>Powerpoint presentation</i> ▪ <i>Illustrations to identify improperly constructed scaffold systems</i> ▪ <i>Hands-on with tags</i> ▪ <i>Quiz</i> |
| | <p>Skill Components - What do you want people to be able to do? <i>N/A</i></p> | | |
| | <p>Attitude Component - What attitudes do you want to instill/change; how should people feel? <i>N/A</i></p> | | |

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| <p>Objectives <i>Identify the requirements for warning barriers and bump lines.</i></p> | <p>Knowledge Components - What do you want people to know? <i>How to use warning barriers and bump lines.</i></p> | <p>Content/Topic</p> <ul style="list-style-type: none"> ▪ <i>Warning barriers and bump lines alert workers to fall hazards</i> ▪ <i>Bump lines must be set up around the work area at least 2 metres (6'6") from unprotected edges</i> ▪ <i>Lines or barriers should be 1.07 metres (42") high and consist of weighted posts, fibre rope, and warning flags or signs along their entire length</i> | <p>Required Training Aids</p> <ul style="list-style-type: none"> ▪ <i>Powerpoint presentation</i> ▪ <i>Quiz</i> |
| | <p>Skill Components - What do you want people to be able to do? <i>N/A</i></p> | | |
| | <p>Attitude Component - What attitudes do you want to instill/change; how should people feel? <i>N/A</i></p> | | |

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| <p>Objectives <i>Recognize the requirements for protective covers.</i></p> | <p>Knowledge Components - What do you want people to know? <i>Requirement to cover openings if they pose a fall hazard.</i> <i>Proper procedure for covering openings.</i></p> | <p>Content/Topic</p> <ul style="list-style-type: none"> ▪ <i>Cover must completely cover opening</i> ▪ <i>Must be securely fastened</i> ▪ <i>Be clearly identified</i> ▪ <i>Be constructed of material adequate to support all expected loads</i> ▪ <i>Be capable of supporting a live load of at least 50 pounds per square foot</i> | <p>Required Training Aids</p> <ul style="list-style-type: none"> ▪ <i>Powerpoint presentation</i> ▪ <i>Quiz</i> |
| | <p>Skill Components - What do you want people to be able to do? <i>N/A</i></p> | | |
| | <p>Attitude Component - What attitudes do you want to instill/change; how should people feel? <i>Responsibility to protect themselves and others from potential fall hazards.</i></p> | | |

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| <p>Objectives <i>Identify the requirements of a safety net.</i></p> | <p>Knowledge Components - What do you want people to know? <i>When a safety net may be used and the requirements for safety nets under the regulations.</i></p> | <p>Content/Topic</p> <ul style="list-style-type: none"> ▪ <i>Generally used during bridge construction, on ship gangways, or below any work surface when structural design, loading access, worker mobility, or other factors make guardrails and fall-arrest systems impractical</i> ▪ <i>Personnel nets vs. debris nets</i> ▪ <i>Must be designed by a professional engineer</i> ▪ <i>Must be installed by a competent worker</i> ▪ <i>A professional engineer or competent person must inspect and test the installation of the safety net before its use</i> ▪ <i>An engineer must document the inspection and testing of the net and sign and seal the document</i> | <p>Required Training Aids</p> <ul style="list-style-type: none"> ▪ <i>Powerpoint presentation</i> ▪ <i>Quiz</i> |
| | <p>Skill Components - What do you want people to be able to do? <i>N/A</i></p> | | |
| | <p>Attitude Component - What attitudes do you want to instill/change; how should people feel? <i>N/A</i></p> | | |

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| <p>Objectives <i>Identify the proper selection and use of:</i> <i>a. Fall Arrest</i> <i>b. Fall Restricting</i> <i>c. Travel Restraint</i></p> | <p>Knowledge Components - What do you want people to know? <i>When 100% tie-off is required and how to accomplish it.</i> <i>How free fall distance is calculated and the need for proper anchorage to prevent bottoming out.</i> <i>The dangers associated with pendulum swing.</i> <i>Height at which fall protection is required.</i> <i>Understanding of the types of lanyards available and the application for each.</i></p> | <p>Content/Topic</p> <ul style="list-style-type: none"> ▪ <i>What constitutes 100% tie-off and when is it required</i> ▪ <i>Free fall distance</i> ▪ <i>Appropriate anchor points to prevent bottoming out</i> ▪ <i>Pendulum swing</i> ▪ <i>Bottoming out</i> ▪ <i>Height at which fall protection is required</i> ▪ <i>Travel- restraint systems</i> ▪ <i>Fall-arrest systems</i> ▪ <i>Fall-restricting systems</i> ▪ <i>Rope grabs</i> ▪ <i>Lanyards and lifelines</i> ▪ <i>Harnesses</i> ▪ <i>Retractable lifelines</i> ▪ <i>Horizontal lifelines</i> ▪ <i>How to select appropriate fall protection for task</i> | <p>Required Training Aids</p> <ul style="list-style-type: none"> ▪ <i>Powerpoint presentation</i> ▪ <i>Demonstration of fall protection equipment</i> ▪ <i>Breakout session with scenarios to have groups identify which FP system is required</i> ▪ <i>Quiz</i> |
| | <p>Skill Components - What do you want people to be able to do? <i>N/A</i></p> | | |
| | <p>Attitude Component - What attitudes do you want to instill/change; how should people feel? <i>An appreciation of the importance of the proper selection and use of fall protection equipment.</i></p> | | |

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| <p>Objectives <i>Describe and demonstrate the inspection of fall protection equipment.</i></p> | <p>Knowledge Components - What do you want people to know? <i>How FP equipment must be inspected.</i> <i>How often it should be inspected.</i> <i>What to do if any equipment is found to be damaged or defective.</i></p> | <p>Content/Topic</p> <ul style="list-style-type: none"> ▪ <i>Inspection routines</i> ▪ <i>Inspection frequency</i> ▪ <i>What to do if equipment damaged/defective</i> ▪ <i>Record keeping requirements</i> <p>Inspection of:</p> <ul style="list-style-type: none"> ▪ <i>Harnesses</i> ▪ <i>Lanyards</i> ▪ <i>Shock absorbers</i> ▪ <i>Synthetic and wire rope lifelines</i> ▪ <i>Retractable lanyards</i> ▪ <i>Self-retracting lifelines</i> ▪ <i>Connecting devices</i> | <p>Required Training Aids</p> <ul style="list-style-type: none"> ▪ <i>Powerpoint presentation</i> ▪ <i>Demonstration and/or video</i> ▪ <i>Participants demonstrate proper inspection techniques using various types of fall protection equipment</i> ▪ <i>Quiz</i> |
| | <p>Skill Components – What do you want people to be able to do? <i>Properly inspect their FP equipment.</i></p> | | |
| | <p>Attitude Component – What attitudes do you want to instill/change; how should people feel? <i>Participants should accept their responsibility to inspect equipment prior to using it.</i></p> | | |

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| <p>Objectives <i>Identify the proper care, maintenance and storage of fall protection equipment.</i></p> | <p>Knowledge Components – What do you want people to know? <i>The proper way to care for, maintain and store their fall protection equipment and the requirement to do so as per manufacturer’s recommendations.</i></p> | <p>Content/Topic</p> <ul style="list-style-type: none"> ▪ <i>At a minimum be in accordance with manufacturer’s and competent person’s instructions</i> ▪ <i>Manufacturer’s instructions and recommendations must be accessible for view</i> | <p>Required Training Aids</p> <ul style="list-style-type: none"> ▪ <i>Power point presentation</i> ▪ <i>Full Body Harness</i> ▪ <i>Lanyard with Shock Absorber</i> ▪ <i>Lifeline</i> ▪ <i>Rope Grab</i> ▪ <i>Retractable</i> ▪ <i>Pipe Wrap</i> ▪ <i>Cooning Cable</i> ▪ <i>Sample manufacturer’s instructions or recommendations</i> ▪ <i>Quiz</i> |
| | <p>Skill Components – What do you want people to be able to do? <i>N/A</i></p> | | |
| | <p>Attitude Component – What attitudes do you want to instill/change; how should people feel? <i>An acceptance of their responsibility to care for their equipment.</i></p> | | |

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| <p>Objectives <i>Recognize the dangers of suspension trauma and demonstrate the ability to install, deploy and use a relief strap.</i></p> | <p>Knowledge Components – What do you want people to know? <i>Why and when a relief strap is needed and what it does.</i> <i>Strap options available.</i> <i>How to use strap.</i> <i>Must be attached to harness before donning.</i> <i>Dangers of suspension trauma and the value of self rescue.</i></p> | <p>Content/Topic</p> <ul style="list-style-type: none"> ▪ <i>When and why a relief strap is needed</i> ▪ <i>What it does</i> ▪ <i>How to use it</i> ▪ <i>Dangers of suspension trauma</i> ▪ <i>Value of self-rescue</i> | <p>Required Training Aids</p> <ul style="list-style-type: none"> ▪ <i>Powerpoint presentation</i> ▪ <i>Demonstration followed by participants installing, deploying and using a relief strap.</i> ▪ <i>Quiz</i> |
| | <p>Skill Components – What do you want people to be able to do? <i>To demonstrate ability to install, deploy and use relief strap.</i></p> | | |
| | <p>Attitude Component – What attitudes do you want to instill/change; how should people feel? <i>Confidence in ability to self-rescue.</i></p> | | |

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| <p>Objectives <i>Demonstrate the ability to properly don and doff a fall arrest system.</i></p> | <p>Knowledge Components – What do you want people to know? <i>How to don and doff a full body harness and make all proper adjustments prior to each use.</i> <i>Ability to select equipment appropriate to one’s size (height/weight).</i></p> | <p>Content/Topic</p> <ul style="list-style-type: none"> ▪ <i>How to don and doff full body harness</i> ▪ <i>Importance of making adjustments prior to each use</i> ▪ <i>Size selection</i> | <p>Required Training Aids</p> <ul style="list-style-type: none"> ▪ <i>Powerpoint presentation</i> ▪ <i>Demonstration followed by participants donning and doffing their own equipment</i> ▪ <i>Quiz</i> |
| | <p>Skill Components - What do you want people to be able to do? <i>Demonstrate competency in theoretical and practical understanding of donning and doffing of FP equipment.</i></p> | | |
| | <p>Attitude Component - What attitudes do you want to instill/change; how should people feel? <i>Belief that zero injuries is possible.</i></p> | | |

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| <p>Objectives <i>Identify the requirements for adequate anchor points and the hazards of unacceptable anchor points.</i></p> | <p>Knowledge Components - What do you want people to know? <i>Minimum requirements for anchor points for fall arrest/travel restricting.</i> <i>Anchorage points for horizontal and vertical lifelines.</i> <i>How the selection of appropriate anchor points helps minimize the pendulum effect and limits free fall.</i> <i>The hazards of using unacceptable anchor points.</i> <i>How to choose appropriate anchor points when using fall protection.</i></p> | <p>Content/Topic</p> <ul style="list-style-type: none"> ▪ <i>Minimum requirements for anchor point</i> ▪ <i>Anchor points for horizontal and vertical lifelines</i> ▪ <i>The hazards of inadequate anchor points</i> ▪ <i>Need for anchor points to minimize pendulum affect</i> ▪ <i>Must limit free fall</i> | <p>Required Training Aids</p> <ul style="list-style-type: none"> ▪ <i>Powerpoint presentation</i> ▪ <i>Illustrations using local examples</i> ▪ <i>Quiz</i> |
| | <p>Skill Components – What do you want people to be able to do? <i>N/A</i></p> | | |
| | <p>Attitude Component – What attitudes do you want to instill/change; how should people feel? <i>N/A</i></p> | | |

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| <p>Objectives <i>Develop the basis of a rescue plan.</i></p> | <p>Knowledge Components - What do you want people to know? <i>Legislative requirements.</i> <i>Awareness of plan details, how to activate, options.</i></p> | <p>Content/Topic</p> <ul style="list-style-type: none"> ▪ <i>Legal requirements</i> ▪ <i>On-site equipment, personnel and procedures required for different types of rescue</i> ▪ <i>How to activate the plan when required</i> ▪ <i>Don't work alone – "buddy" to initiate rescue</i> | <p>Required Training Aids</p> <ul style="list-style-type: none"> ▪ <i>Powerpoint presentation</i> ▪ <i>Breakout session where groups develop a rescue plan based on a given scenario.</i> |
| | <p>Skill Components - What do you want people to be able to do? <i>Ability to read and understand the plan.</i></p> | | |
| | <p>Attitude Component - What attitudes do you want to instill/change; how should people feel? <i>Internally valuing a rescue plan.</i></p> | | |

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> |
|-------------------|--|---|---|--|
| Evaluation | <i>Participants will complete a feedback/course evaluation survey at the conclusion of the course.</i> | <i>Quiz based on learning objectives 2 demonstrations - Equipment inspection - Donning and doffing 2 break-out sessions - Fall protection selection - Rescue plan preparation</i> | <i>Random sampling between 3-6 months after completion of training using an audit protocol incorporating both theoretical and practical elements to evaluate transfer of learning to the job.</i> | <i>Use statistical data from Clients for: a. Falls from height b. Workers not using, or incorrectly using, FP to determine if any impact realized from standardized training over three year period.</i> |

ADDITIONAL INFORMATION

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| Recertification | <p>What is the recertification method? What is the frequency?</p> <p><i>Recertification every three (3) years. Recertification to be condensed from 4 hours to approximately 1½ - 2 hours focusing on practical components of fall protection.</i></p> |
| Trainer Requirements | <p>What specific background/experience/skills does a potential trainer require to deliver the training?</p> <p><i>General accredited “train the trainer” program, Fall Protection “train the trainer”, person must be able to demonstrate competency in the training program elements (quiz and practical evaluation by an accredited evaluator), ongoing evaluation through field audits, participant surveys.</i></p> |
| References | <p>Regulations</p> <ul style="list-style-type: none"> ▪ <i>O. Reg. 213/91 Section 26 Fall Protection</i> ▪ <i>O. Reg. 213/91 Sections 78 through 84 Ladders</i> ▪ <i>O. Reg. 213/91 Sections 125 through 136 Scaffolds and Work Platforms</i> ▪ <i>O. Reg. 213/91 Sections 143 through 149 Elevating Work Platforms</i> ▪ <i>CAN/CSA-Z259.16-04 - Design of Active Fall Protection Systems</i> ▪ <i>CAN/CSA-Z259.13-04 - Flexible Horizontal Lifeline Systems</i> ▪ <i>CAN/CSA-Z259.1-95 - (R1999) Safety Belts and Lanyards</i> ▪ <i>CAN/CSA Z259.11-M92 - (R2003) - Shock Absorbers for Personal Fall-Arrest Systems</i> ▪ <i>CAN/CSA Z259.12-0 - Connecting Components for Personal Fall-Arrest Systems (PFAS)</i> ▪ <i>CAN/CSA Z259.10-M90 - (R2003) - Full Body Harness</i> ▪ <i>CAN/CSA Z259.2.1-98 - Fall Arresters, Vertical Lifelines, and Rails</i> ▪ <i>CAN/CSA Z259.2.2-98 - Self-Retracting Devices for Personal Fall-Arrest Systems</i> ▪ <i>CAN/CSA-Z259.2.3-99 - Descent</i> |

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| | <p>Any additional reference material</p> <p><i>IEC Fall Protection Certification</i></p> <p><i>CSAO Basics of Fall Protection</i></p> <p><i>IOL, Nova, Suncor and Shell Fall Protection Policies, Procedures & Training Guidelines</i></p> <p><i>Manufacturer recommendations from MSA, DBI/SALA, North and Miller</i></p> <p>Reference material used to develop content</p> |
| Exemptions | <p>Are there any exemptions from any or all of this training? What is the basis for the exemption?</p> <p><i>No exemptions determined at this time.</i></p> |

Gap Analysis

Note:

The Gap Analysis for Fall Protection is in spreadsheet form as an addendum to the training standard.

DRAFT