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Health and Safety Training Administration and Certification Unit,
Prevention Division, MLITSD

Change Log for CPO WAH Training Program and
CPO WAH Training Provider Standards

Following the Chief Prevention Officer’s first ever five-year review of the Working at Heights (WAH) Training Program and Provider Standards, changes have been made to further improve the strong standards already in place. This document is a summary of all changes that have been made to the Working at Heights Training Program and Provider Standards as a part of the Chief Prevention Officer’s commitment to review the standards at least every 5 years.

These changes are designed to:

- reflect industry needs by considering changes in technology and injury statistics;
- ensure that modern best practices for working at heights is reflected;
- reflect stakeholder experience and feedback;
- ensure the application of social inclusion and anti-racism in the learning environment;
- maintain and enhance program integrity;
- streamline any duplicative or unnecessary elements; and,
- align with the Government of Ontario’s priorities.

These changes have been made with the support of various sources, including:

- the Working at Heights 5-year review consultation paper and learner survey;
- stakeholder consultation and outreach;
- changing technologies and nomenclature (such as through the Canadian Standards Association and adult learning principles);
- health and safety data and reports; and,
- Ministry of Labour, Immigration, Training and Skills Development (MLITSD) observations and administrative experiences.

This change log provides an overview of the changes that were made to the revised Working at Heights Training Program and Provider Standards. Changes are indicated in yellow highlight (**example**) under the “Revised Language” column. Significant content removals are shown using the strikethrough (~~example~~).

WORKING AT HEIGHTS TRAINING PROGRAM STANDARD CHANGE LOG

Section	Previous Language (2015 version)	Revised Language (2024 version)
Acknowledgements	<p>The members of the Working at Heights Training Program Standard Development Group contributed their time and expertise to this Standard. The Development Group was tasked with developing a standard which outlines the learning outcomes and other requirements for training programs designed for Ontario workers.</p> <p>The Committee included members from the following organizations: <i>[List of Committee members]</i></p> <p>This training program standard will be reviewed at least every five years.</p> <p>This Training Program Standard outlines the learning outcomes and other requirements that are expected of a training program, in order for it to be approved by the Chief Prevention Officer (CPO).</p> <p>CPO approval is granted to those programs that meet the Training Program Standard after a successful assessment and review of the program submitted. While reasonable efforts are made to ensure that the criteria of the Training Program Standard are met, it is the responsibility of employers to ensure compliance with the training requirements under the <u>Occupational Health and Safety Act</u>. In determining what rights or obligations a party may have under the legislation, reference should always be made to the official version of the Act and the regulations.</p>	<p>The members of the Working at Heights Training Program Standard Development Group contributed their time and expertise to the original draft of this Standard established by the Chief Prevention Officer (CPO) in 2015. The Development Group was tasked with developing a standard which outlines the learning outcomes and other requirements for training programs designed for Ontario workers.</p> <p>The Committee included members from the following organizations: <i>[List of Committee members]</i></p> <p>This version of the Training Program Standard has been revised and updated based on feedback and findings from the 2020 Working at Heights 5-year review and province wide consultation. This training program standard will be reviewed at least every five years, and the CPO may update the standard at any time to ensure the continued effectiveness of working at heights training programs based on this standard.</p> <p>This Training Program Standard outlines the learning outcomes and other requirements that are expected of a training program in order for it to be approved by the CPO.</p> <p>CPO approval is granted to those programs that meet the Training Program and Provider Standards after a successful assessment and review of the program submitted.</p> <p>If you have questions or concerns, please contact PreventionFeedback@ontario.ca.</p>

<p>Scope</p>	<p>Section 7.1 of the Occupational Health and Safety Act (OHSA) provides the Chief Prevention Officer (CPO) the authority to establish standards for training programs required under the OHSA and its regulations, and to approve training programs which meet those standards.</p> <p>Section 7.2 of the OHSA provides the CPO with the authority to establish standards which must be met in order for a training provider to be approved to deliver one or more approved training programs.</p> <p>The Working at Heights Training Program Standard outlines the requirements that must be met by training programs seeking approval by the CPO. It should be read in conjunction with the Working at Heights Training Provider Standard, which sets out the requirements that a provider must meet to be considered for approval by the CPO. Working at heights training programs which contain eLearning components must also meet the CPO’s eLearning Instructional Design Guidelines.</p> <p>In order to be approved by the CPO to deliver an approved working at heights training program, training providers must be able to demonstrate they meet both the Working at Heights Program and Provider standards.</p>	<p>Section 7.1 of the Occupational Health and Safety Act (OHSA) provides the Chief Prevention Officer (CPO) the authority to establish standards for training programs required under the OHSA and its regulations, and to approve training programs which meet those standards.</p> <p>Section 7.2 of the OHSA provides the CPO with the authority to establish standards which must be met in order for a training provider to be approved to deliver one or more approved training programs.</p> <p>The Working at Heights Training Program Standard outlines the requirements that must be met by training programs seeking approval by the CPO. It should be read in conjunction with the Working at Heights Training Provider Standard, which sets out the requirements that a provider must meet to be considered for approval by the CPO. Working at heights training programs which contain eLearning components must also meet the CPO’s eLearning Instructional Design Guidelines.</p> <p>In order to be approved by the CPO to deliver an approved working at heights training program, training providers must be able to demonstrate they meet both the Working at Heights Program and Provider standards.</p>
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<p>1. Introduction</p>	<p>This Working at Heights Training Program Standard sets out the requirements that must be met by training programs submitted to the Chief Prevention Officer (CPO) for approval. It should be read in conjunction with the Working at Heights Training Provider Standard, which sets out the requirements that must be met by training providers seeking approval by the CPO to deliver an approved working at heights training program. Working at heights training programs which contain eLearning components must also meet the CPO’s eLearning Instructional Design Guidelines. This Working at Heights Training Program Standard is designed to support consistent and quality training for workers in the Province of Ontario, with respect to core competencies required for working at heights.</p> <p>The training programs based on this standard could be customized to address the specific hazards of a sector and the common equipment and machinery used in that sector, as long as the learning outcomes outlined in this standard are achieved</p>	<p>This Working at Heights Training Program Standard sets out the requirements that must be met by training programs submitted to the CPO for approval. It should be read in conjunction with the Working at Heights Training Provider Standard, which sets out the requirements that must be met by training providers seeking approval by the CPO to deliver an approved working at heights training program. Working at heights training programs which contain eLearning components must also meet the CPO’s eLearning Instructional Design Guidelines.</p> <p>This Working at Heights Training Program Standard is designed to support consistent and quality training for workers who work on construction projects in the Province of Ontario, with respect to core competencies required for working at heights.</p> <p>The training programs based on this standard could be customized to address the specific hazards of a sector and the common equipment and machinery used in that sector, as long as the learning outcomes outlined in this standard are achieved.</p>
<p>3.1 Working at heights basic theory module</p>	<p>The Working at Heights Basic Theory module contains the following:</p> <ol style="list-style-type: none"> a. Rights and responsibilities related to working at heights under the Occupational Health and Safety Act b. General hazard recognition for working at heights, c. Hierarchy of controls, d. Safety procedures for warning methods and physical barriers, e. Safety procedures for ladders and similar equipment; and f. An introduction to personal fall protection equipment. 	<p>The Working at Heights Basic Theory module contains the following:</p> <ol style="list-style-type: none"> a. Roles, rights and responsibilities related to working at heights under the <i>Occupational Health and Safety Act</i>; b. General hazard recognition for working at heights; c. Hierarchy of controls; d. Safety procedures for warning methods and physical barriers; e. Barriers and safety nets; and f. Safety procedures for ladders and similar equipment.

<p>3.2 Working at Heights Practical Module</p>	<p>The Working at Heights Practical module contains the following:</p> <ul style="list-style-type: none"> a. Barriers and safety nets b. Personal fall protection equipment, c. Anchor points, d. Work positioning systems, work access and platforms; and e. Rescue planning. 	<p>The Working at Heights Practical module contains the following:</p> <ul style="list-style-type: none"> a. Fall protection systems; b. Personal fall protection equipment; c. Anchor points; d. Work positioning systems, ladders, work access and platforms; and e. Rescue planning.
<p>6.1 Face-to-Face learning</p>	<p>For the Working at Heights Basic Theory module, the maximum ratio of learners to instructor will be twenty-four (24) to one (1). For the Working at Heights Practical module, which includes hands-on demonstration of some of the learning outcomes, the maximum ratio of learners to instructor will be twelve (12) to one (1).</p> <p>The following are the minimum hours for training delivery:</p> <ul style="list-style-type: none"> a. Working at Heights Basic Theory module — 3 hours. b. Working at Heights Practical module — 3.5 hours <p>Timing for delivery of this training program may be extended for various reasons such as the amount of equipment available for demonstration of learning outcomes, instructor experience, and/or the learning needs of the training participants.</p>	<p>For the Working at Heights training program, the maximum ratio of learners to instructor will be twelve (12) to one (1). For the Working at Heights Practical module, which includes hands-on demonstration of some of the learning outcomes, the maximum ratio of learners to instructor will be twelve (12) to one (1).</p> <p>The following are the minimum hours for training delivery:</p> <ul style="list-style-type: none"> a. Working at Heights Basic Theory module — 3 hours. b. Working at Heights Practical module — 3.5 hours <p>Timing for delivery of this training program may be extended for various reasons such as the amount of equipment available for demonstration of learning outcomes, instructor experience, and/or the learning needs of the training participants.</p>

<p>6.2. eLearning and Blended Learning</p>	<p>eLearning is only an acceptable delivery method for the Working at Heights Basic Theory module if it includes provisions for interactivity with a qualified instructor. eLearning is not an acceptable delivery method for the Working at Heights Practical module.</p> <p>Program components delivered by eLearning must meet the CPO’s eLearning Instructional Design Guidelines.</p> <p>When eLearning is combined with face-to-face training, the result is referred to as blended learning. For a blended learning training program, the two sections of the course must be well integrated. For blended learning, evaluation must support and validate that the learning outcomes covered by the eLearning portion of the course have been adequately met by the learner.</p>	<p>eLearning is only an acceptable delivery method for the Working at Heights Basic Theory module if it includes provisions for interactivity with a qualified instructor. eLearning is not an acceptable delivery method for the Working at Heights Practical module.</p> <p>Program elements delivered by eLearning must meet the CPO’s eLearning Instructional Design Guidelines.</p> <p>When eLearning is combined with face-to-face training, the result is referred to as blended learning. For a blended learning training program, the two sections of the course must be well integrated. For blended learning, evaluation must support and validate that the learning outcomes covered by the eLearning portion of the course have been adequately met by the learner.</p>
<p>6.3. Distance Learning</p>	<p>All distance learning must include plans for interactivity with a qualified instructor.</p> <p>For the Working at Heights Basic Theory module, distance learning such as training via a live video link is an acceptable delivery method, but distance learning is not acceptable for the Working at Heights Practical module.</p>	<p>All distance learning must include plans for interactivity with a qualified instructor.</p> <p>For the Working at Heights Basic Theory module, distance learning such as training via a live video link is an acceptable delivery method, but distance learning is not acceptable for the Working at Heights Practical module.</p> <p>The requirements for blended distance learning are being developed and will be added to the Working at Heights Training Program Standard.</p>

<p>8. Equipment</p>	<p>For the Working at Heights Practical module, learners must have hands-on, practical experience and must be trained on the proper use, care and limitations of the personal protective equipment (PPE) listed below. The PPE provided must comply with or exceed equipment specific National Standards of Canada / Canadian Standards Association technical standards, as applicable. The equipment must also comply with the requirements of the <i>Occupational Health and Safety Act</i> and regulations as applicable.</p>	<p>For the Working at Heights Practical module, learners must have hands-on, practical experience and must be trained on the proper use, care and limitations of the personal protective equipment (PPE) listed below.</p> <p>For the Working at Heights Practical module, training providers must ensure all personal protective equipment and other required equipment used during a training session:</p> <ol style="list-style-type: none"> Is in compliance with the requirements of the <i>Occupational Health and Safety Act</i> and regulations as applicable. Indicates the technical standard with which it complies on a decal or through other means; Is regularly maintained and in good working order as per manufacturer’s specifications and regulatory requirements; and Is clearly identified and labeled as damaged or deficient if used only for training demonstration purposes. Has the appropriate manufacturer’s instructions present; and If learners bring their own personal protective equipment to the approved training program, it must also meet the above criteria.
<p>8.1 Required Equipment for Working at Heights Practical Module</p>	<p>The equipment listed below must be used for the delivery of the Working at Heights Practical module. The ratio of equipment available to learner shall be 1:3 (i.e. at least four sets of equipment for 12 learners).</p> <ul style="list-style-type: none"> Type A harnesses with tongue buckles (variety of sizes); Type A harnesses with mating buckles (variety of sizes); Single leg lanyards (with energy absorber); Lifelines with snap hooks adequate for learning purposes; Rope grabs Carabiners; and D-bolt anchors. 	<p>The equipment listed below must be used for the delivery of the Working at Heights Practical module. The ratio of equipment available to learner shall be 1:3 (i.e. at least four (4) sets of equipment for 12 learners).</p> <ul style="list-style-type: none"> Classification “A” full body harnesses with tongue buckles (variety of sizes); Classification “A” full body harnesses with mating buckles (variety of sizes) Single leg lanyards (with energy absorber); Lifelines with snap hooks adequate for learning purposes; Fall arresters (e.g., rope grabs); Carabiners; and D-bolt anchors.

<p>8.2 Other Additional Equipment</p>	<p>The equipment listed below must be used in the delivery of the Working at Heights Practical module so that learners become familiar with the look and function of this equipment. The ratio of equipment available to learner shall be at least 1:12:</p> <ul style="list-style-type: none"> • Non-Type A harnesses (such as ADELP harness and cross-over harness); • Various lanyards (such as with no energy absorbers, with various levels of energy absorbers, Y lanyard, tie-back lanyard, Type 1 self-retracting lanyard); • Various fall arresters (rope grabs); • Various lifelines (such as with carabiner and thimble); • Leg stirrups; • Various hooks (such as snap hook with swivel, rebar hook); and • Various anchors (such as cross-arm anchor connector, one-time use roof anchor, disposable concrete anchor). 	<p>The equipment listed below must be used in the delivery of the Working at Heights Practical module training session so that learners become familiar with the look and function of this equipment.</p> <p>The ratio of additional equipment available to learner shall be at least 1:12:</p> <ul style="list-style-type: none"> • Full body harness (e.g. ADELP and other non-Classification “A” harnesses); • Various lanyards (such as with no energy absorbers, with various levels of energy absorbers, Y lanyard, tie-back lanyard, Type 1 self-retracting lanyard); • Various (automatic and manual) fall arresters (e.g., rope grabs); • Various lifelines (such as with carabiner and thimble, and snap hooks for learning purposes); • Leg stirrups; • Various hooks (such as snap hook with swivel, rebar hook); • Temporary anchors (such as cross-arm anchor connector, one-time use roof anchor, disposable concrete anchor); • A ladder that meets the design, performance, test, and marking requirements of a Grade 1, Grade 1A, or Grade 1AA ladder meeting CSA Standard Z11-12: Portable Ladders; and, • Self-retracting lifeline (SRL) and self-retracting lifeline with leading edge capability (SRL-LE) that meet CSA Z259.2.2-14.
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<p>8.3 Damaged Equipment</p>	<p>The equipment listed below must be used in the delivery of the Working at Heights Practical module so that learners are able to identify and inspect this equipment for damage. The ratio of equipment available to learner shall be at least 1:12:</p> <ul style="list-style-type: none"> • Type A harness (with tongue and mating buckles); and • Single leg lanyards (with and without energy absorbers). 	<p>The equipment listed below must be used in the delivery of the Working at Heights Practical module so that learners are able to identify and inspect this equipment for damage. The ratio of damaged equipment available to learner shall be at least 1:12:</p> <ul style="list-style-type: none"> • Full body harness; • Single leg lanyards (with and without energy absorbers); • Fall arresters (e.g., rope grab); • Lifeline; and • Anchorage connectors
<p>9.1.1 Roles, Rights and Responsibilities</p>	<p>By the end of this session learners will be able to:</p> <ol style="list-style-type: none"> Identify the roles and responsibilities of the employer, constructor, supplier, supervisor and worker, with respect to working safely at heights; Identify the three worker rights under the Occupational Health and Safety Act (OHSA) with regards to working at heights and explain how a worker would take steps to exercise them; Explain that all workers have a duty to report to their supervisor or employer any fall hazard or defect in fall prevention/protection equipment of which they are aware, and which may endanger themselves or another worker; Explain that an employer is prohibited from threatening to fire or dismiss workers for exercising their health and safety rights with respect to working safely at heights, or for asking their employer or supervisor to do what the <i>Occupational Health and Safety Act</i> requires; Explain that the Ministry of Labour, Training and Skills Development enforces the Occupational Health and Safety Act and its regulations, and that Ministry inspectors may make orders, requirements and may 	<p>By the end of this session, instructors must ensure learners are able to:</p> <ol style="list-style-type: none"> Identify the roles and responsibilities of the employer, constructor (if applicable), supplier, supervisor and worker, with respect to working safely at heights; Describe the three worker rights with regards to working at heights and how a worker would take steps to exercise them; Explain that all workers have a duty to report to their supervisor or employer any fall hazard or defect in fall prevention/protection equipment of which they are aware, and which may endanger themselves or another worker. Recognize that Information regarding the legislative framework and enforcement of workplace health and safety is contained on the ministry's website, and all workers will be exposed to that information in a mandatory worker basic awareness training program. Explain that all workers who work at heights on construction projects must receive site-specific training from the employer. Explain that an employer is prohibited from threatening to fire or dismiss workers for exercising their health and safety rights with respect to working safely at heights, or for asking their employer or

	<p>initiate prosecutions, where appropriate, for non-compliance with requirements for working safely at heights; and</p> <p>f. Explain the types of help and resources available through the Ministry of Labour, Training and Skills Development’s website www.ontario.ca/page/ministry-labour-training-skills-development www.ontario.ca/labour and the purpose of the Ministry of Labour, Training and Skills Development’s 1-877-202-0008 telephone line.</p>	<p>supervisor to do what the Occupational Health and Safety Act requires;</p> <p>e. Explain that the Ministry of Labour, Training and Skills Development enforces the Occupational Health and Safety Act and its regulations, and that Ministry inspectors may make orders, requirements and may initiate prosecutions, where appropriate, for non-compliance with requirements for working safely at heights; and</p> <p>f. Explain the types of help and resources available through the Ministry of Labour, Training and Skills Development’s website www.ontario.ca/page/ministry-labour-training-skills-development www.ontario.ca/labour and the purpose of the Ministry of Labour, Training and Skills Development’s 1-877-202-0008 telephone line.</p>
<p>9.1.2. Identification of the Hazards of Working at Heights</p>	<p>By the end of this session learners will be able to:</p> <ol style="list-style-type: none"> Recognize hazards of working at heights; Recognize other hazards where workers are exposed to the hazard of falling from heights (i.e. into water, machinery, electrical equipment, hazardous substances or objects); List typical accidents and injuries related to working at heights in the workplace; Identify the frequency, severity and consequences of injuries and fatalities due to falls from heights (morale, family, society, reputation); and Explain the role of safe work plans and procedures in identifying hazards of falling from heights. 	<p>By the end of this session, instructors must ensure learners are able to:</p> <ol style="list-style-type: none"> Recognize hazards of working at heights; Identify other conditions where workers may be exposed to the hazard of falling from heights, including but not limited to, working near skylights, fragile work surfaces and working over water, machinery, electrical equipment, hazardous substances or objects; Describe types of accidents and related injuries due to falls from heights in the workplace; Identify the frequency, severity and consequences of injuries and fatalities due to falls from heights; Explain, using case studies, the impact of falls from heights on families, society, workplace morale and employer reputation; and Explain the role and importance of safe work plans in identifying potential fall hazards, and that the importance of communicating them to workers and supervisors.

<p>9.1.3. Eliminating or Controlling the Hazards of Working at Heights</p>	<p>By the end of this session learners will be able to:</p> <ol style="list-style-type: none"> Explain the hierarchy of controls (such as elimination, isolation, engineering, substitution, administrative or), related to working at heights; Utilizing realistic workplace scenarios (for barriers, access equipment, positioning equipment and Personal Protective Equipment), use the hierarchy of controls to choose the preferred method of working safely at heights; and Explain the limitations of personal protective equipment. 	<p>By the end of this session, instructors must ensure learners are able to:</p> <ol style="list-style-type: none"> Explain the importance of the hierarchy of controls related to working safely at heights; Explain how to control hazards using elimination, substitution, isolation, engineering, administration or and/or PPE to protect workers working at heights; Explain the limitations of personal protective equipment; and Apply the hierarchy of controls to choose the preferred method of working safely at heights, using realistic workplace scenarios. scenarios (for barriers, access equipment, positioning equipment and Personal Protective Equipment), use the hierarchy of controls to choose the preferred method of working safely at heights.; and Explain the limitations of personal protective equipment.
<p>9.1.4. Warning Methods and Physical Barriers</p>	<p>By the end of this session learners will be able to:</p> <ol style="list-style-type: none"> Describe the types of warning methods (signs and bump lines) and physical barriers (fencing, guard rails, protective coverings) and their appropriate use; Identify the characteristics and appropriate uses of permanent and temporary guard rails; and Explain which precautions are necessary when relocating or removing guardrails. 	<p>By the end of this session, instructors must ensure learners are able to:</p> <ol style="list-style-type: none"> Describe types of warning methods and their appropriate use; Describe types of physical barriers and their appropriate use; Identify the characteristics and explain the appropriate uses of permanent and temporary guardrails; and Explain which precautions are necessary when installing, relocating or removing guardrails or protective coverings.
<p>9.1.5. Barriers and Other Fixed Equipment</p> <p>**section moved from Practical Module to Theory Module**</p>	<p>By the end of this session learners will be able to:</p> <ol style="list-style-type: none"> Identify situations in which bump lines, barriers, guardrails and safety nets would be appropriate; Identify the regulatory requirements (if any) for bump lines, barriers, guardrails and safety nets; Identify the limitations of bump lines, barriers, guardrails and safety nets; and Identify the specific requirements for strength and design of temporary guard rails. 	<p>By the end of this session, instructors must ensure learners are able to:</p> <ol style="list-style-type: none"> Identify situations in which bump lines, barriers, guardrails and safety nets would be appropriate; Identify the regulatory requirements (if any) for bump lines, barriers, guardrails and safety nets; Identify the limitations of bump lines, barriers, guardrails and safety nets; and Identify the specific requirements for strength and design of temporary guardrails.

<p>9.1.6. Ladders and Similar Equipment</p>	<p>By the end of this session learners will be able to:</p> <ol style="list-style-type: none"> Identify a minimum of three types of portable ladders and similar equipment and their limitations; Explain the advantages and disadvantages of ladders and similar equipment for working at heights; Identify that there are different regulatory requirements for ladders in different sectors and that these requirements may place restrictions on the type of work which may be performed for working at heights from a ladder; Identify and assess situations in which ladders could be used safely for working at heights, and when alternative means of access would be more appropriate; Explain how to properly inspect and care for ladders and similar equipment; Describe how to safely position and use ladders; and Explain that if you are asked to use a ladder or similar equipment at your workplace, you may need additional workplace specific information, instruction, or training by your employer. 	<p>By the end of this session, instructors must ensure learners are able to:</p> <ol style="list-style-type: none"> Identify a minimum of three types of portable ladders and explain the limitations of each; Explain the advantages and disadvantages of the different types of portable ladders for working at heights; Describe appropriate portable ladders for appropriate tasks; Identify that there are the different regulatory requirements for portable ladders in different sectors; Explain that regulatory requirements may place restrictions on the type of work which may be performed for working at heights from a ladder; Identify and assess, using the hierarchy of controls and case studies, situations in which portable ladders could be used safely for working at heights; Identify situations where it would be unsafe to use portable ladders, and explain which alternative means of access would be more appropriate; Explain the steps to properly inspect different types of portable ladders; Describe how to properly care for, store, and transport ladders; Describe how to safely position different types of ladders and how to use them; and Explain the need for additional workplace specific information, instruction, or training by the employer for using ladders. Identify common causes of fall injuries while using ladders, (e.g. missing the last step on a ladder, overreaching while using a ladder, etc.).
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<p>9.2.1 Fall Protection Systems</p> <p><i>**moved from Theory Module to Practical Module**</i></p> <p><i>**previously titled "Personal fall protection equipment"**</i></p>	<p>By the end of this session learners will be able to:</p> <ol style="list-style-type: none"> Explain when a travel restraint system, fall restricting system or fall arrest system would be required and the essential components of each; and Identify that more extensive training is essential to safely use a travel restraint system, fall restricting system or fall arrest system. 	<p>By the end of this session, instructors must ensure learners are able to:</p> <ol style="list-style-type: none"> Explain when a travel restraint system, fall restricting system or fall arrest system would be required and the essential components of each; Identify the regulatory requirements (where applicable) for fall protection systems; and Explain the need for additional workplace specific information, instruction, or training by the employer for using fall protection systems.
<p>9.2.2 Personal Fall Protection Equipment</p>	<p>By the end of this session learners will be able to:</p> <ol style="list-style-type: none"> Discuss the limitations and the appropriate application of travel restraint, fall restricting and fall arrest systems; Identify the fall protection regulatory requirements (where applicable) for travel restraint, fall restricting and fall arrest systems; Discuss the fundamental components of travel restraint, fall restricting and fall arrest systems; Determine the fall distance to prevent a worker from striking the ground or an object below; Discuss the force required to deploy a shock absorber; Define and explain the effects on the human body of "bottoming out", the pendulum effect, and suspension trauma; Describe the steps required for the proper set up, use, maintenance and storage of travel restraint and fall arrest equipment (harness, lanyard, lifeline, rope grab, snap and grab hooks, carabiners); Demonstrate an ability to inspect and identify deficiencies in industry-standard personal fall arrest equipment; Demonstrate how to appropriately "don" and "doff" (i.e. put on and take off) industry-standard personal fall arrest equipment, including harness and lanyard; Describe how to protect horizontal and vertical lifelines while in use; 	<p>By the end of this session, instructors must ensure learners are able to:</p> <ol style="list-style-type: none"> Explain the limitations and the appropriate application of travel restraint, fall restricting and fall arrest systems; Identify the fall protection regulatory requirements (where applicable) for travel restraint, fall restricting and fall arrest systems; Describe specific components of fall protection systems; Describe the steps required for the proper set up and use of fall protection systems; Describe the proper maintenance and storage of fall protection equipment; Demonstrate the ability to calculate the total fall distance and fall clearance required to prevent a worker from striking the ground or an object below; Define "bottoming out", the pendulum effect, and harness suspension and explain the effects on the human body for each; Demonstrate an ability to inspect and identify deficiencies in the following industry-standard personal fall protection equipment: <ol style="list-style-type: none"> Full body harness; Lifeline; Fall arresters (e.g. rope grab); Shock absorbing lanyard;

- k. Describe the appropriate set-up and use of a rope grab for personal fall arrest systems and ladder use;
- l. Explain methods to maintain tie-off at all times to an anchor point when changing anchor points; and
- m. Describe possible situations where you may need additional workplace specific information, instruction or training by your employer if you are asked to use fall protection equipment in your workplace.

- v. Carabiner; and
- vi. Self-retracting lifeline
- i. Describe the steps to select adequate equipment, including industry-standard personal fall protection equipment, including full body harness and lanyard);
- j. Demonstrate how to correctly “don” and “doff” (i.e. put on and take off) industry-standard personal fall protection equipment, including full body harness and lanyard);
- k. Describe how to protect horizontal and vertical lifelines while in use;
- l. Describe the appropriate selection, set-up and use of fall arresters for personal fall protection systems and ladder use;
- m. Explain the proper use and selection of self-retractable lifelines, and the importance of leading-edge capability;
- n. Demonstrate methods to maintain tie-off at all times to an anchor point when changing anchor points, taking into consideration the location of the worker’s body in relation to the anchor point, the fall hazard and the direction of travel;
- o. Describe the circumstances where an ADELP harness with mention of R (Flash Arc Resistance) and compatible arc-resistant connectors may be required and used on a construction project; and
- p. Describe possible situations where you may need additional workplace specific information, instruction or training by your employer if you are asked to use fall protection systems in your workplace.

<p>9.2.3. Anchor Points</p>	<p>By the end of this session learners will be able to:</p> <ol style="list-style-type: none"> Explain what an anchor point is; Discuss the appropriate location and use of anchor points; Provide examples of appropriate and inappropriate anchor points; Identify the consequences of using inappropriate items as anchor points; Illustrate the differences between permanent anchors, temporary fixed supports, and existing structural features as anchor points; Discuss the importance of manufacturer’s recommendations when installing new anchor points and, where necessary, approval of anchor points by a professional engineer; and Explain the importance of asking for information before using new anchor points. 	<p>By the end of this session, instructors must ensure learners are able to:</p> <ol style="list-style-type: none"> Explain what an anchor point is; Identify three basic types of anchor systems used for fall protection (designed fixed supports, temporary fixed supports [including portable/mobile anchor systems], and existing structural features verified by a professional engineer or competent person); Explain the differences between permanent anchors, temporary fixed supports, and existing structural features as anchor points; Explain the appropriate location and use of anchor points; Provide examples of appropriate and inappropriate anchor points; Identify the consequences of using inappropriate items as anchor points; Explain the importance of manufacturer’s recommendations when installing new anchor points and, where necessary, approval of anchor points by a professional engineer; and Explain the importance of asking for information before using new anchor points.
<p>9.2.4 Work Access Equipment and Platforms</p>	<p>By the end of this session learners will be able to:</p> <ol style="list-style-type: none"> Using the hierarchy of controls, identify the different types of equipment that may be available to safely perform a variety of tasks at heights. This includes Powered Elevating Work Platforms (PEWPs), scaffolds, ladders, suspended access equipment, and boatswain’s chairs. For ladders, regulatory restrictions and criteria for safe use and positioning shall be identified; Provide examples of the types of personal fall protection equipment that is needed to safely work at heights on work access equipment and platforms; and Explain that if you are asked to use, work access equipment, platforms, or similar equipment in your workplace, you may need additional 	<p>By the end of this session, instructors must ensure learners are able to:</p> <ol style="list-style-type: none"> Using the hierarchy of controls, identify the different types of equipment that may be available to safely perform a variety of tasks at heights. This includes Powered Elevating Work Platforms, scaffolds, ladders, suspended access equipment, and boatswain’s chairs; Provide examples of the types of personal fall protection equipment that is needed to safely work at heights on work access equipment and platforms; Demonstrate how to safely carry, position and secure a portable ladder, and describe the steps for safe use; and Explain that if you are asked to use work access equipment, platforms, scaffolds, suspended access equipment, or similar equipment in your

	workplace specific and/or equipment specific information, instruction or training.	workplace, you may need additional workplace specific and/or equipment specific information, instruction or training.
9.2.5 Rescue Planning	<p>By the end of this session learners will be able to:</p> <ul style="list-style-type: none"> a. Explain the purpose of a working at heights fall rescue plan; b. Identify key components of a fall rescue plan; c. Discuss the roles and responsibilities of employers, supervisors and workers in regard to a fall rescue plan and emergency procedures; and d. Explain that each project where workers rely on fall protection equipment (such as PPE and safety nets) must have a site specific rescue plan and that information, instruction or training on the site specific rescue plan is necessary. 	<p>By the end of this session, instructors must ensure learners are able to:</p> <ul style="list-style-type: none"> a. Explain the purpose of a working at heights fall rescue plan; b. Explain the roles and responsibilities of employers, supervisors and workers in regard to a fall rescue plan and emergency procedures; c. Identify key components of a fall rescue plan; d. Explain that each project where workers rely on fall arrest systems or safety nets must have a site-specific rescue plan and that information, instruction or training on the site-specific rescue plan is important.
10.2. Evaluation of Demonstration Learning Outcomes	<ul style="list-style-type: none"> a. Learning outcomes requiring demonstration (sections 9.2.2(h), 9.2.2(i), 9.2.2(l)) must be performed satisfactorily in order to successfully complete the Working at Heights Practical module. 	<ul style="list-style-type: none"> a. Each learning outcome requiring demonstration (sections 9.2.2(f), 9.2.2(h), 9.2.2(j) and 9.2.2(n)) must be performed satisfactorily in order to successfully complete the Working at Heights Practical module.

WORKING AT HEIGHTS TRAINING PROVIDER STANDARD CHANGE LOG

Section	Previous Language	Revised Language
Acknowledgements	<p>The Prevention Office of the Ontario Ministry of Labour thanks the members of the Working at Heights Training Program Standard Development Group, the Workplace Safety Insurance Board Certification Review Committee and the High-Hazard Working Group for their time and expertise in developing this Training Provider Standard.</p> <p>The members of the Working at Heights Training Program Standard Development Group included representation from:</p> <p style="text-align: center;"><i>[List of committee members]</i></p> <p>Special thanks and acknowledgement to the members of the High Hazard Training Working Group for establishing the framework used in the development of the Working at Heights Training Provider Standard:</p> <p style="text-align: center;"><i>[List of Working Group members]</i></p> <p>This Working at Heights Training Provider Standard outlines the requirements for training providers seeking the approval of the Chief Prevention Officer (CPO) to deliver an approved working at heights training program.</p> <p>This training program standard will be reviewed at least every five years.</p> <p>CPO approval is granted to those training providers that meet the Working at Heights Training Provider Standard after a successful assessment and review with respect to the delivery of an approved working at heights training program. While reasonable efforts are made</p>	<p>The members of the Working at Heights Training Provider Standard Development Group contributed their time and expertise to the original draft of this Standard established by the Chief Prevention Officer (CPO) in 2015.</p> <p>The members of the Working at Heights Training Provider Standard Development Group included representation from:</p> <p style="text-align: center;"><i>[List of committee members]</i></p> <p>Special thanks and acknowledgement to the members of the High Hazard Training Working Group for establishing the framework used in the development of the original draft of this Working at Heights Training Provider Standard:</p> <p style="text-align: center;"><i>[List of Working Group members]</i></p> <p>This Working at Heights Training Provider Standard outlines the requirements for training providers seeking the approval of the Chief Prevention Officer (CPO) to deliver an approved working at heights training program.</p> <p>This version of the Training Provider Standard has been revised and updated based on feedback and findings from the Working at Heights 5-year review and province wide consultation. This Training Provider Standard will be reviewed at least every five years.</p> <p>CPO approval is granted to those training providers that meet the Working at Heights Training Provider Standard after a successful assessment and review with respect to the delivery of an approved working at heights training</p>

to ensure that the criteria of the Working at Heights Training Provider Standard are maintained by training providers, responsibility resides with employers, to ensure compliance with training requirements under the [*Occupational Health and Safety Act*](#). In determining what rights or obligations a party may have under the legislation, reference should always be made to the official version of the Act and the regulations.

program. While reasonable efforts are made to ensure that the criteria of the Working at Heights Training Provider Standard are maintained by training providers, responsibility resides with employers, to ensure compliance with training requirements under the *Occupational Health and Safety Act* (OHSa). In determining what rights or obligations a party may have under the legislation, reference should always be made to the official version of the OHSa and the regulations.

If you have questions or concerns, please contact PreventionFeedback@ontario.ca.

<p>3.2. Advance Course Materials</p>	<p>Training providers must ensure the following course materials are provided to the learners prior to delivering the approved training program.</p> <p>Course materials are to include:</p> <ul style="list-style-type: none"> a. the purpose, format, and content of the approved training program, including the type and methods of evaluation and requirements to successfully complete the program; b. the process whereby the learner can comment on the training they receive; c. all costs involved for successful completion of the approved course; and d. requirements for personal protective equipment or other equipment that is to be brought by the learner, if necessary. 	<p>Training providers must ensure the following course materials are provided to the learners prior to delivering the approved training program.</p> <p>Course materials are to include:</p> <ul style="list-style-type: none"> a. the purpose, format, and content of the approved training program, including the type and methods of evaluation and requirements to successfully complete the program; b. a reminder for learners to ensure they have completed Basic Occupational Health and Safety Awareness training under Reg. 297/13; c. the process whereby the learner can comment on the training they receive; d. all costs involved for successful completion of the approved course; and e. requirements for personal protective equipment or other equipment that is to be brought by the learner, if necessary.
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<p>3.5 Program Materials</p>	<p>Training providers must ensure all training program materials used for the approved working at heights training program are:</p> <ol style="list-style-type: none"> legible and of good reproductive quality; available in sufficient quantity (including all learning materials, equipment and learning aids); free of bias, including but not limited to gender; free from defamatory statements, including but not limited to products and equipment; compliant with copyright rules; appropriate for targeted learner language and literacy level; and compliant with the requirements of the <u>Accessibility for Ontarians with Disabilities Act, 2005</u> and its regulations, as applicable. <p>All training program materials must meet the requirements in the Working at Heights Training Program Standard and this Working at Heights Training Provider Standard.</p>	<p>Training providers must ensure all training program materials used for the approved working at heights training program are:</p> <ol style="list-style-type: none"> legible and of good reproductive quality; available in sufficient quantity (including all learning materials, equipment and learning aids); free of bias, including but not limited to gender; free from defamatory statements, including but not limited to products and equipment; compliant with copyright rules, ensuring all training material and publications used during the approved program have proper written permission; appropriate for targeted learner language and literacy level; and compliant with the requirements of the <u>Accessibility for Ontarians with Disabilities Act, 2005</u> and its regulations, as applicable. <p>All training program materials must meet the requirements in the Working at Heights Training Program Standard and this Working at Heights Training Provider Standard.</p>
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<p>3.7.1 Providing proof of completion to learners</p>	<p>Upon successful completion of an approved working at heights training program, training providers must provide learners and their employers, with learner consent, with a document showing successful completion that includes the following information:</p> <ul style="list-style-type: none"> a. learner’s name; b. name of the approved working at heights training program, c. program identification number, d. date of successful completion, e. a statement that the learner has successfully achieved the learning outcomes of the approved training program, f. name of approved training provider, g. signature of the evaluator, and h. other information as required by the Working at Heights Training Program Standard. 	<p>Upon successful completion of an approved working at heights training program, training providers must provide learners and their employers, with learner consent, with a document showing successful completion that includes the following information:</p> <ul style="list-style-type: none"> a. learner’s name; b. name of the approved working at heights training program; c. program identification number; d. date of successful completion; e. a statement that the learner has successfully achieved the learning outcomes of the approved training program; f. name of approved training provider; g. approved training provider identification number; h. signature of the evaluator; and i. other information as required by the Working at Heights Training Program Standard.
<p>3.7.2. Providing proof of completion to the CPO</p>	<p>For learners who have successfully completed an approved working at heights training program, training providers must provide the CPO with the following information within seven business days of the date of completion, in the format required by the CPO:</p> <ul style="list-style-type: none"> a. learner’s name, b. learner’s address and contact information, c. name of the approved training program, d. program identification number, if applicable, e. date of successful completion, f. name of approved training provider, g. provider identification number, if applicable, and h. other information as requested by the CPO. 	<p>For learners who have successfully completed an approved working at heights training program, training providers must provide the CPO with the following information within seven business days of the date of completion, in the format required by the CPO:</p> <ul style="list-style-type: none"> a. learner’s name; b. learner’s address and contact information; c. name of the approved training program; d. program identification number, if applicable; e. date of successful completion; f. name of approved training provider; g. approved training provider identification number; h. Learner status (i.e., learner, worker, supervisor, or employer). If identified as a worker, supervisor, or employer, the sector they primarily work in; and i. other information as requested by the CPO.

<p>4.1 Instructor Qualifications</p>	<p>Training providers must ensure an instructor’s qualifications are valid and current before he or she delivers an approved working at heights training program. Instructors must have the following qualifications:</p> <ul style="list-style-type: none"> a. technical occupational health and safety knowledge and experience obtained through at least one of the following: <ul style="list-style-type: none"> i. a professional occupational health and safety designation, ii. successful completion of at least 30 hours of occupational health and safety training over the last two years, iii. five years of recent occupational health and safety experience; iv. a degree, diploma, or certificate in occupational health and safety from a recognized post-secondary institution, or v. three continuous years of experience as a certified joint health and safety committee member b. combination of adult-education delivery experience and knowledge of principles obtained through at least one of the following: <ul style="list-style-type: none"> i. more than 100 hours of adult education delivery experience in the last five years, ii. a degree, diploma, or certificate in adult-education principles from a recognized post-secondary institution, iii. a professional training and development designation, or iv. successful completion of an instructor training program based on adult learning principles. c. Knowledge of the approved working at heights training program topics obtained through at least one of the following: <ul style="list-style-type: none"> i. more than five years of recent delivery experience on the approved training program topic(s), 	<p>Training providers must ensure an instructor’s qualifications are valid and current before they deliver an approved working at heights training program. Instructors must have the following qualifications:</p> <ul style="list-style-type: none"> a. technical occupational health and safety knowledge and experience obtained through at least one of the following: <ul style="list-style-type: none"> i. a professional occupational health and safety designation, ii. successful completion of at least 30 hours of occupational health and safety training over the last two years, iii. five years of recent occupational health and safety experience; iv. a degree, diploma, or certificate in occupational health and safety from a recognized post-secondary institution, or v. three continuous years of experience as a certified joint health and safety committee member b. combination of adult-education delivery experience and knowledge of principles obtained through at least one of the following: <ul style="list-style-type: none"> i. more than 100 hours of adult education delivery experience in the last five years, ii. a degree, diploma, or certificate in adult-education principles from a recognized post-secondary institution, iii. a professional training and development designation, or iv. successful completion of an instructor training program based on adult learning principles. c. Knowledge of the approved working at heights training program topics obtained through at least one of the following: <ul style="list-style-type: none"> i. more than five years of recent delivery experience of the approved training program topic(s), ii. successful completion of a working at heights training program approved by the CPO,
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- ii. successful completion of a train-the-trainer session for an approved training program as evaluated by the approved training provider, or
- iii. successful co-facilitation of a minimum of two sessions of the approved training program as evaluated by the approved training provider

In addition, training providers must demonstrate that approved working at heights training programs will be delivered by instructors with all the following qualifications:

- d. Knowledge about:
 - i. the *Occupational Health and Safety Act* and regulations relating to working at heights,
 - ii. codes, standards and guidelines related to working at heights in general, and the specific equipment to be used in delivering the training program
 - iii. the hazards of working at heights,
 - iv. the hierarchy of controls as it applies to working at heights, and
 - v. work access, fall prevention and personal fall protection equipment referred to in the approved training program, and the limitations of this equipment
- e. Advanced knowledge in the correct use and application of equipment referred to and used in the approved working at heights training program

In addition, for programs delivered via eLearning, blended learning or distance learning, training providers must ensure that it will be delivered by instructors with experience delivering through this mode of training and who are proficient in the use of the software, platform, or other information technology that is to be used.

- iii. successful completion of a train-the-trainer session for an approved training program as evaluated by the approved training provider, or
- iv. successful co-facilitation of a minimum of two sessions of the approved training program as evaluated by the approved training provider

In addition, training providers must demonstrate that approved working at heights training programs will be delivered by instructors with all the following qualifications:

- d. Knowledge about:
 - i. the *Occupational Health and Safety Act* and regulations relating to working at heights,
 - ii. codes, standards and guidelines related to working at heights in general, and the specific equipment to be used in delivering the training program
 - iii. the hazards of working at heights,
 - iv. the hierarchy of controls as it applies to working at heights, and
 - v. work access, fall prevention and personal fall protection equipment referred to in the approved training program, and the limitations of this equipment
- e. Advanced knowledge in the correct use and application of equipment referred to and used in the approved working at heights training program

In addition, for programs delivered via eLearning, blended learning or distance learning, training providers must ensure that it will be delivered by instructors with experience delivering through this mode of training and who are proficient in the use of the software, platform, or other information technology that is to be used.

<p>6. Code of Ethics</p>	<p>Training providers must adhere to high ethical standards of practice when providing approved training programs.</p> <p>Training providers must, in carrying out their training operation, strive for a high level of professional and ethical conduct at all times, and specifically must:</p> <ul style="list-style-type: none"> a. comply with all relevant provincial workplace legislation, b. maintain high standards of honesty, integrity, and trust, c. ensure that information is accurately represented, interpreted and communicated without bias, d. respect confidentiality of personal information, e. treat learners fairly and without bias, f. demonstrate compliant occupational health and safety practices within their own business operations, g. adhere to occupational health and safety principles and contribute to a positive occupational health and safety culture, and h. avoid real or perceived conflict of interest, including: <ul style="list-style-type: none"> i. accepting a financial or non-financial advantage or award with respect to the approved training provider’s duties over and above regular compensation for work done, ii. giving preferential treatment to individual learners, iii. engaging in outside activities that conflict with their training provider duties, or iv. other actions or activities that create a real or perceived conflict of interest. 	<p>Training providers must adhere to high ethical standards of practice when providing approved training programs.</p> <p>Training providers must, in carrying out their training operation, strive for a high level of professional and ethical conduct at all times, and specifically must:</p> <ul style="list-style-type: none"> a. comply with all relevant provincial workplace legislation; b. maintain high standards of honesty, integrity, and trust; c. ensure that information is accurately represented, interpreted and communicated without bias; d. respect confidentiality of personal information; e. treat learners fairly and without bias; f. review an anti-harassment Code of Conduct with learners to demonstrate how harassment (e.g., racist or sexist behaviour) will be dealt with, and affirm training provider commitment to a safe learning environment; g. reasonably accommodate people with different body types so they can participate in the training; h. maintain respect and professionalism when interacting with Ministry of Labour, Immigration, Training and Skills Development staff in the administration of the Working at Heights Training Program and Provider Standards; i. demonstrate compliant occupational health and safety practices within their own business operations; j. adhere to occupational health and safety principles and contribute to a positive occupational health and safety culture; and k. avoid real or perceived conflict of interest, including: <ul style="list-style-type: none"> i. accepting a financial or non-financial advantage or award with respect to the approved training provider’s duties over and above regular compensation for work done; ii. giving preferential treatment to individual learners;
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- iii. engaging in outside activities that conflict with their training provider duties; or
- iv. other actions or activities that create a real or perceived conflict of interest.

<p>7.4. Maintenance of Training Provider Approval</p>	<p>To maintain approval, the approved training provider must submit a report annually to the CPO. The annual report will include the following information about the approved training program:</p> <ul style="list-style-type: none"> a. a summary of any changes or revisions to the approved working at heights training program, with a declaration indicating whether the program continues to meet requirements of the Working at Heights Training Program Standard, and b. a summary of training sessions delivered over the previous year, including dates, number of training sessions delivered, instructor and evaluator names and number of learners per training session. <p>In addition, the approved training provider must:</p> <ul style="list-style-type: none"> c. maintain a list of current and past instructors and evaluators, including their qualifications and any upgrading activities that current instructors have undertaken, d. establish a system to maintain instructor qualifications in accordance with the Working at Heights Training Provider Standard (see Section 7.3 above), e. establish a system to monitor and evaluate instructional delivery and to provide feedback to instructors for continuous improvement, f. establish a system to monitor and evaluate learner evaluation activities, and g. establish a system for removing from their roster those instructors or evaluators who demonstrate poor performance or those who are no longer working for them, h. comply with the CPO’s quality assurance process, including requests related to verification of approved program content and delivery. 	<p>To maintain approval, the approved training provider must submit a report annually to the CPO. The annual report will include the following information about the approved training program:</p> <ul style="list-style-type: none"> a. a summary of any changes or revisions to the approved working at heights training program, with a declaration indicating whether the program continues to meet requirements of the Working at Heights Training Program Standard; and b. a summary of training sessions delivered over the previous year, including dates, number of training sessions delivered, instructor and evaluator names and number of learners per training session. <p>In addition, the approved training provider must:</p> <ul style="list-style-type: none"> a. maintain a list of current and past instructors and evaluators, including their qualifications and any upgrading activities that current instructors have undertaken; b. establish a system to maintain instructor qualifications in accordance with the Working at Heights Training Provider Standard (see Section 7.3 above); c. establish a system to monitor and evaluate instructional delivery and to provide feedback to instructors for continuous improvement; d. establish a system to monitor and evaluate learner evaluation activities; e. establish a system for removing from their roster those instructors or evaluators who demonstrate poor performance or those who are no longer working for them; and f. comply with the CPO’s quality assurance process, including requests related to verification of approved program content and delivery. <p>If the approved provider makes changes to its training operation or decides to withdraw its training services or cease operation, then the training</p>
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	<p>If the approved provider makes changes to its training operation or decides to withdraw its training services or cease operation, then the training provider must notify the Ministry of Labour within 30 business days of the above changes.</p> <p>The Chief Prevention Officer may revoke the approval of a training provider under certain circumstances (e.g. an approved training provider fails to comply with the requirements of the Working at Heights program and provider training standards).</p>	<p>provider must notify the Ministry of Labour, Immigration, Training and Skills Development within 30 business days of the above changes.</p> <p>The CPO may revoke the approval of a training provider under certain circumstances (e.g., an approved training provider fails to comply with the requirements of the Working at Heights Training Program and Provider Standards). The CPO has discretion to implement time-based revocation for Working at Heights, where the duration of revocation will be determined on a case-by-case basis. The duration for revocation will be between six (6) months and two (2) years.</p>
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