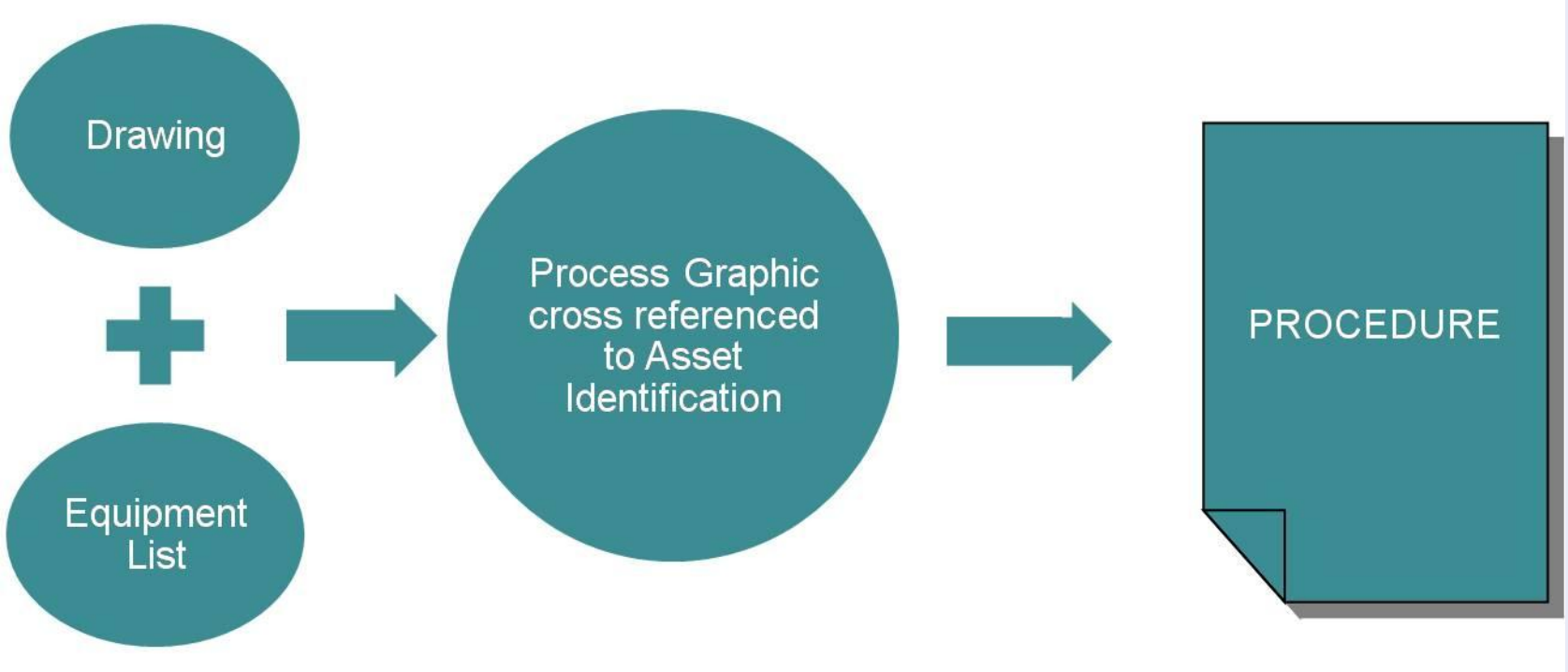
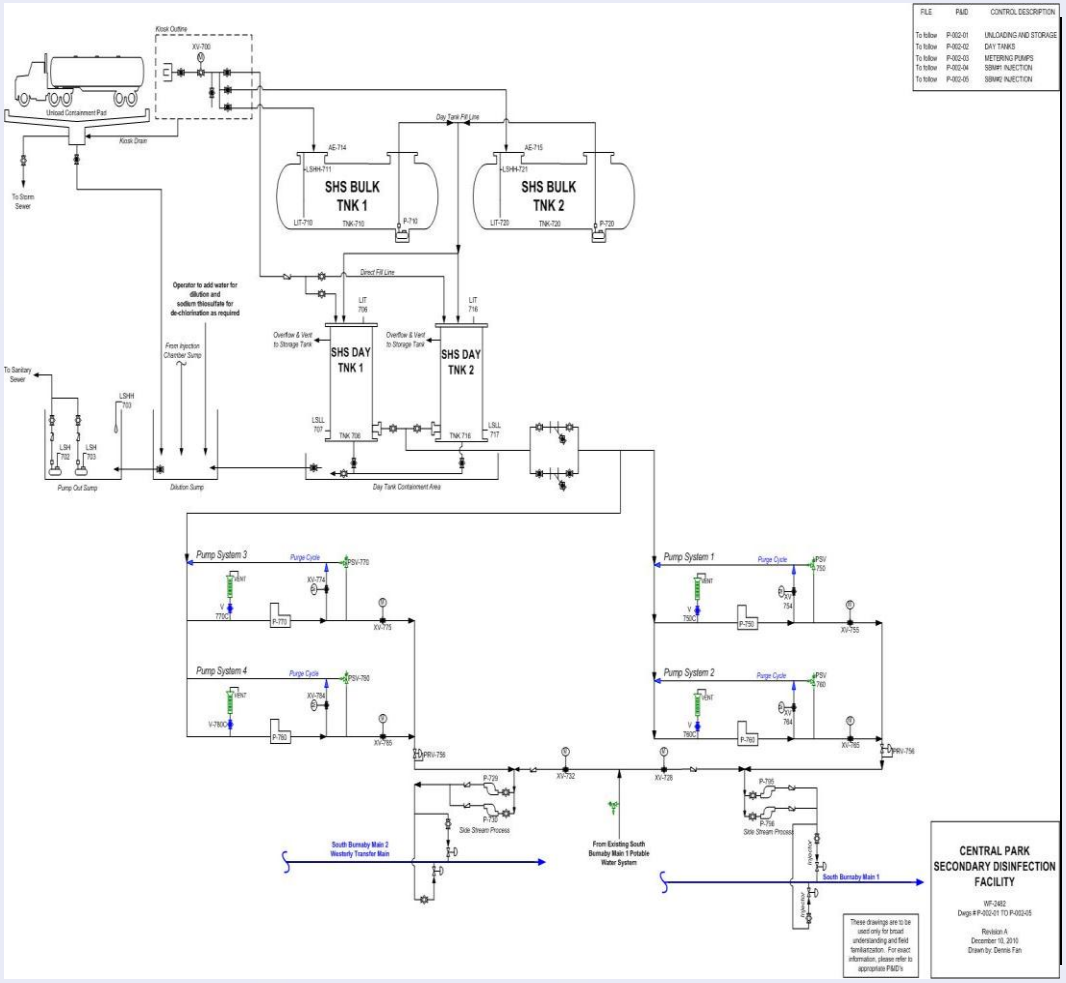
# Knowledge & Skills Training

# Procedure Development



# Water Treatment Example




Operations Procedure

Procedure Title: Return Hypochlorite Pump to Service

## 2. Technical Data Section

### Valves and Equipment

Refer to P&ID No: P-002-03

| Description | Equipment No. | Normal Field Status | Notes |
|---|---|---|---|
| SHS MET PUMP 1 | P-750 | auto | |
| SHS MET PUMP 1 HOA | HS-750 | auto | |
| SHS MET PUMP 1 DISH XV | XV-755 | auto | |
| SHS MET PUMP 1 DISH XV OCA | HS-755 | auto | |
| SHS MET PUMP 1 PURGE XV | XV-754 | auto | |
| SHS MET PUMP 1 SUCT VLV | HV-750A | auto | |
| SHS MET PUMP 1 DISH VLV | HV-750B | auto | |
| SHS MET PUMP 1 PSV DISH VLV | V-750F | open | |
| SHS MET PUMP 1 PURGE VLV | HV-750G | auto | |
| SHS MET PUMP 1 CALB VENT VLV | V-750E | closed | |
| SHS MET PUMP 1 CALB ISOL VLV | V-750C | closed | |
| SHS MET PUMP 1 CALB DRAIN VLV | V-750D | closed | |
| | | | |
| SHS MET PUMP 2 | P-760 | auto | |
| SHS MET PUMP 2 HOA | HS-760 | auto | |
| SHS MET PUMP 2 DISH XV | XV-765 | auto | |
| SHS MET PUMP 2 DISH XV OCA | HS-765 | auto | |
| SHS MET PUMP 2 PURGE XV | XV-764 | auto | |
| SHS MET PUMP 2 SUCT VLV | HV-760A | auto | |
| SHS MET PUMP 2 DISH VLV | HV-760B | auto | |
| SHS MET PUMP 2 PSV DISH VLV | V-760F | open | |
| SHS MET PUMP 2 PURGE VLV | HV-760G | open | |
| SHS MET PUMP 2 CALB VENT VLV | V-760E | closed | |
| SHS MET PUMP 2 CALB ISOL VLV | V-760C | closed | |
| SHS MET PUMP 2 CALB DRAIN VLV | V-760D | closed | |
| SHS MET PUMP 3 | P-770 | auto | |
| SHS MET PUMP 3 HOA | HS-770 | auto | |



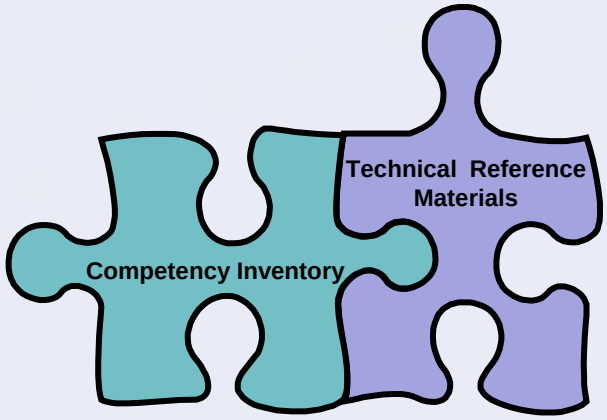
Print Date: 20/06/2011

WARNING: WHEN CHANGES ARE REQUIRED CONTACT YOUR SUPERVISOR.

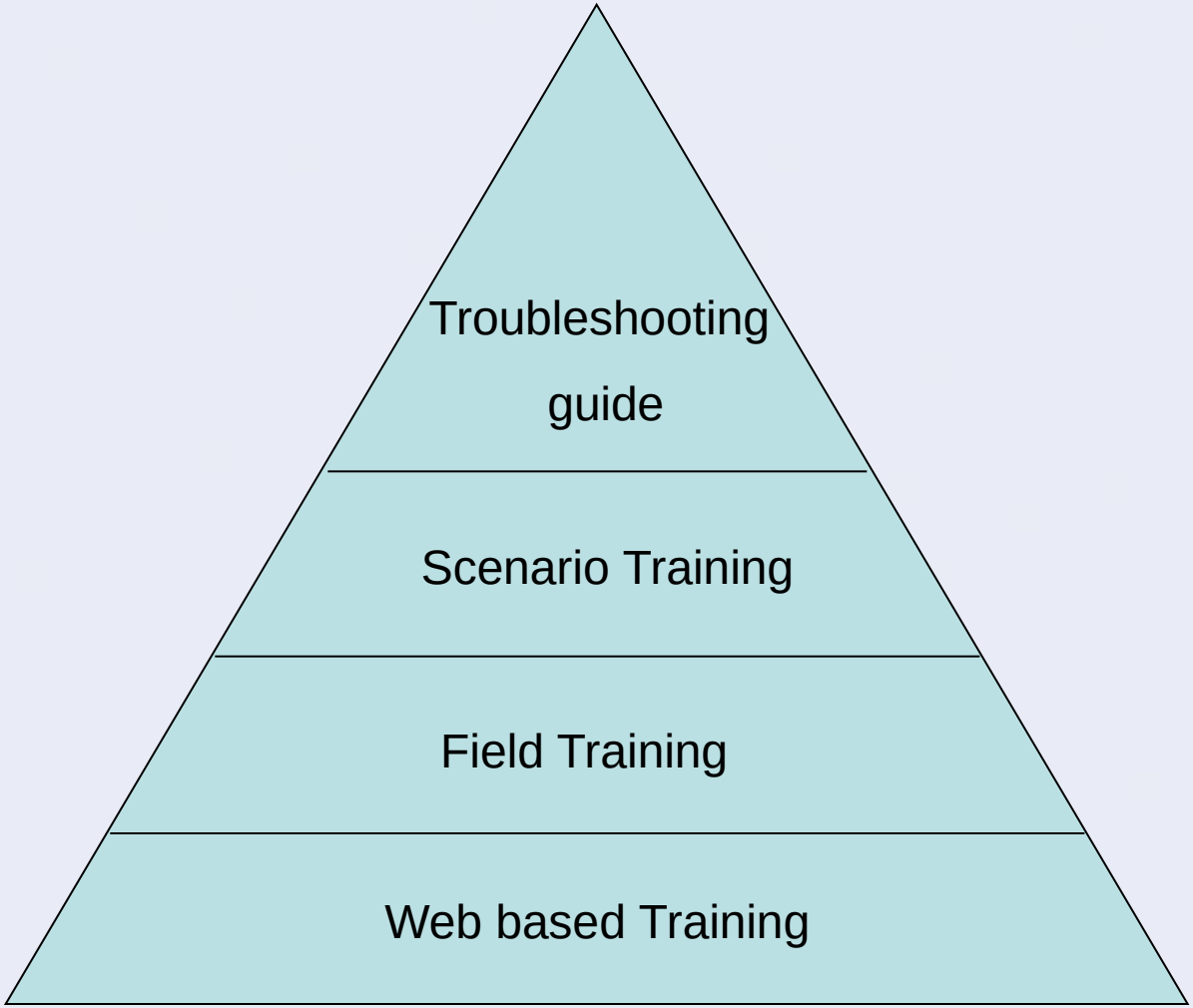
# How are they learning what they need to know?

**Develop training curricula and prepare inventory of technical reference materials and expertise**

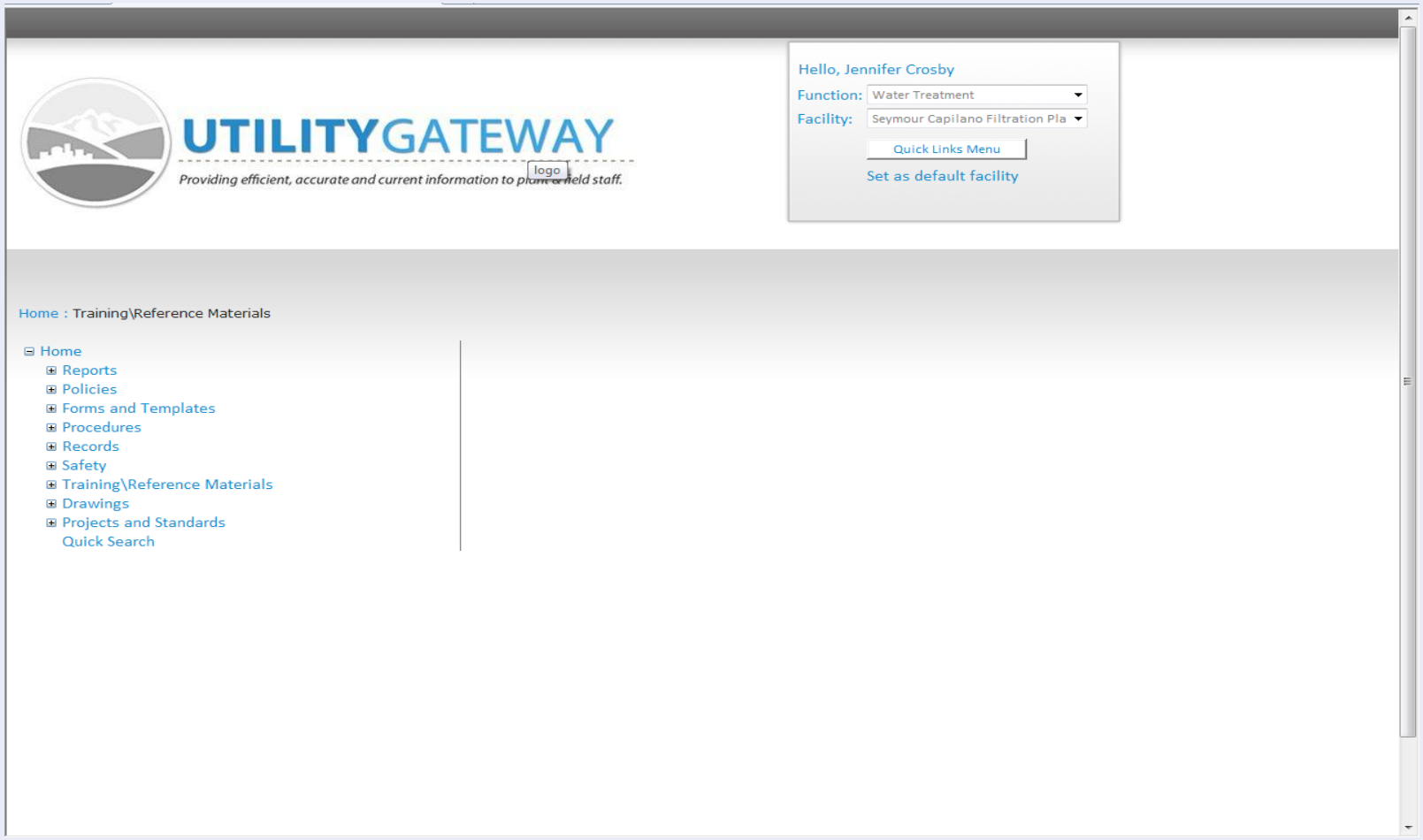
- Drawings, equipment lists, design information
- Training materials
- Procedures
- Troubleshooting tools
- Access-to-information tools
- Expertise listings



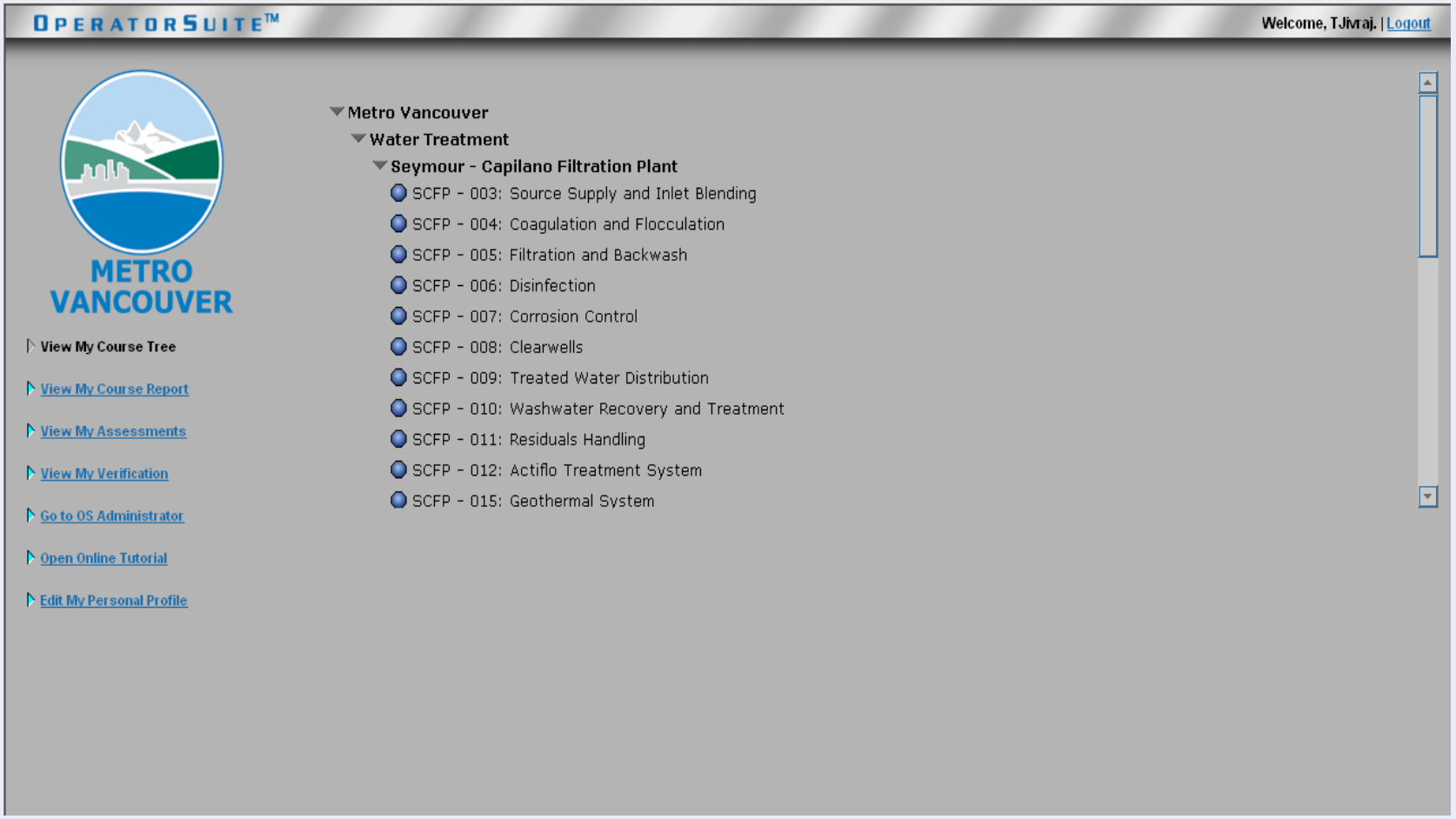
# SCFP Blended Training Program



# Access to Documents



# Web Based Training



# Field Training

- Walkthrough Guides
  - provides a structural framework for performance-based training in the field
  - simulates actual performance under typical working conditions

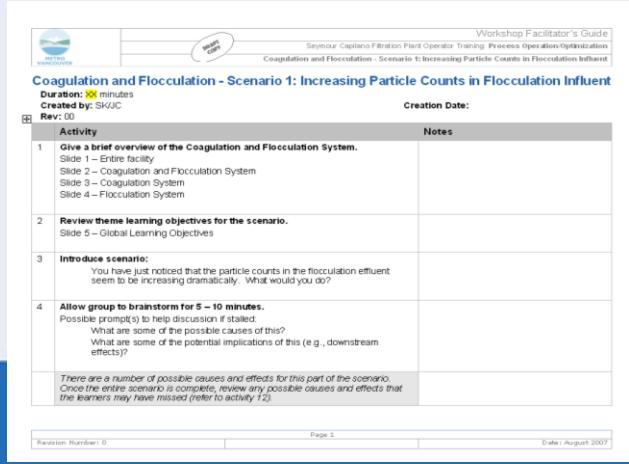
# Assessment

- Assess knowledge and skill
- Match to procedure criticality
- Assessment should simulate actual performance under typical working conditions
- Reassess critical procedures

# Scenario Training

- Themes
- Topics
- Learning objectives
    - Apply knowledge and thinking creatively
    - Team learning
    - Team development
    - Very small class size (from 3 and up)
- Train-the-Trainer Seminars


- **Dynamic structure to allow flexibility to re-initiate course but with new scenarios as the plant continues to operate**



Workshop Facilitator's Guide

Seymour Capilano Filtration Plant Operator Training: **Process Operation/Optimization**

**Coagulation and Flocculation - Scenario 1: Increasing Particle Counts in Flocculation Influent**

**Coagulation and Flocculation - Scenario 1: Increasing Particle Counts in Flocculation Influent**

**Duration:** XX minutes
**Created by:** SK/JC **Creation Date:**
**Rev:** 00

| | Activity | Notes |
|---|---|---|
| 1 | **Give a brief overview of the Coagulation and Flocculation System.**<br>Slide 1 – Entire facility<br>Slide 2 – Coagulation and Flocculation System<br>Slide 3 – Coagulation System<br>Slide 4 – Flocculation System | |
| 2 | **Review theme learning objectives for the scenario.**<br>Slide 5 – Global Learning Objectives | |
| 3 | **Introduce scenario:**<br>You have just noticed that the particle counts in the flocculation effluent seem to be increasing dramatically. What would you do? | |
| 4 | **Allow group to brainstorm for 5 – 10 minutes.**<br>Possible prompt(s) to help discussion if stalled:<br>What are some of the possible causes of this?<br>What are some of the potential implications of this (e.g., downstream effects)? | |
| | *There are a number of possible causes and effects for this part of the scenario. Once the entire scenario is complete, review any possible causes and effects that the learners may have missed (refer to activity 12).* | |

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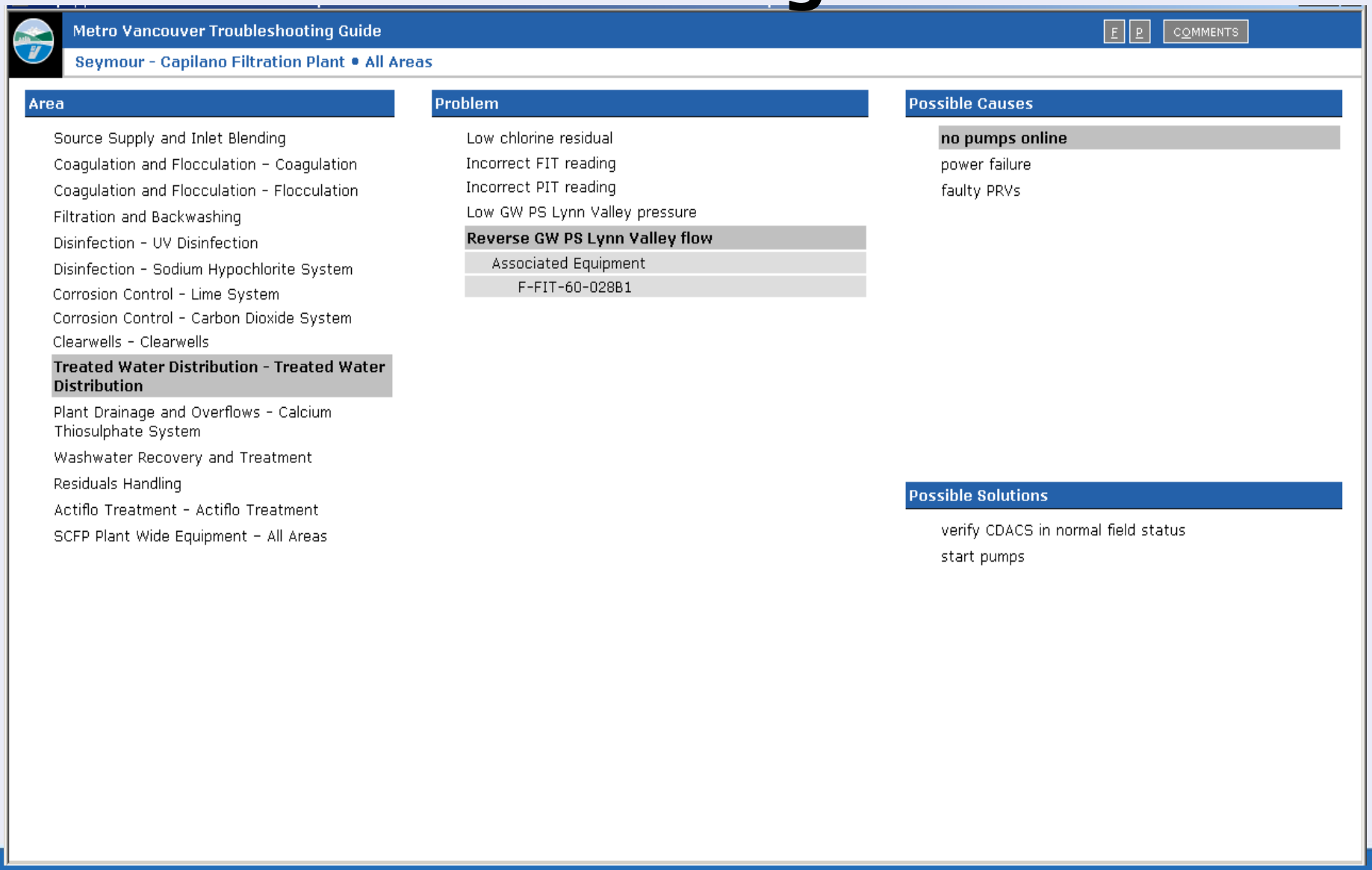
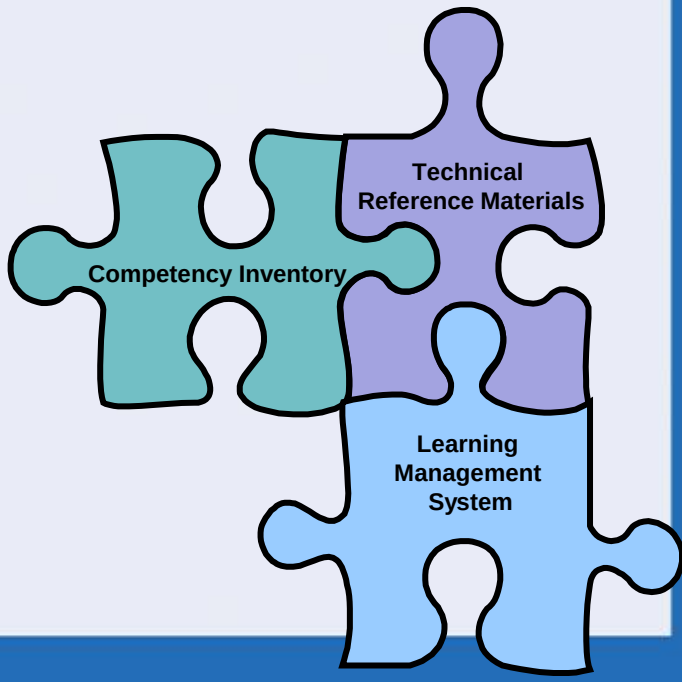
# Troubleshooting Guides



# How do we know they know?

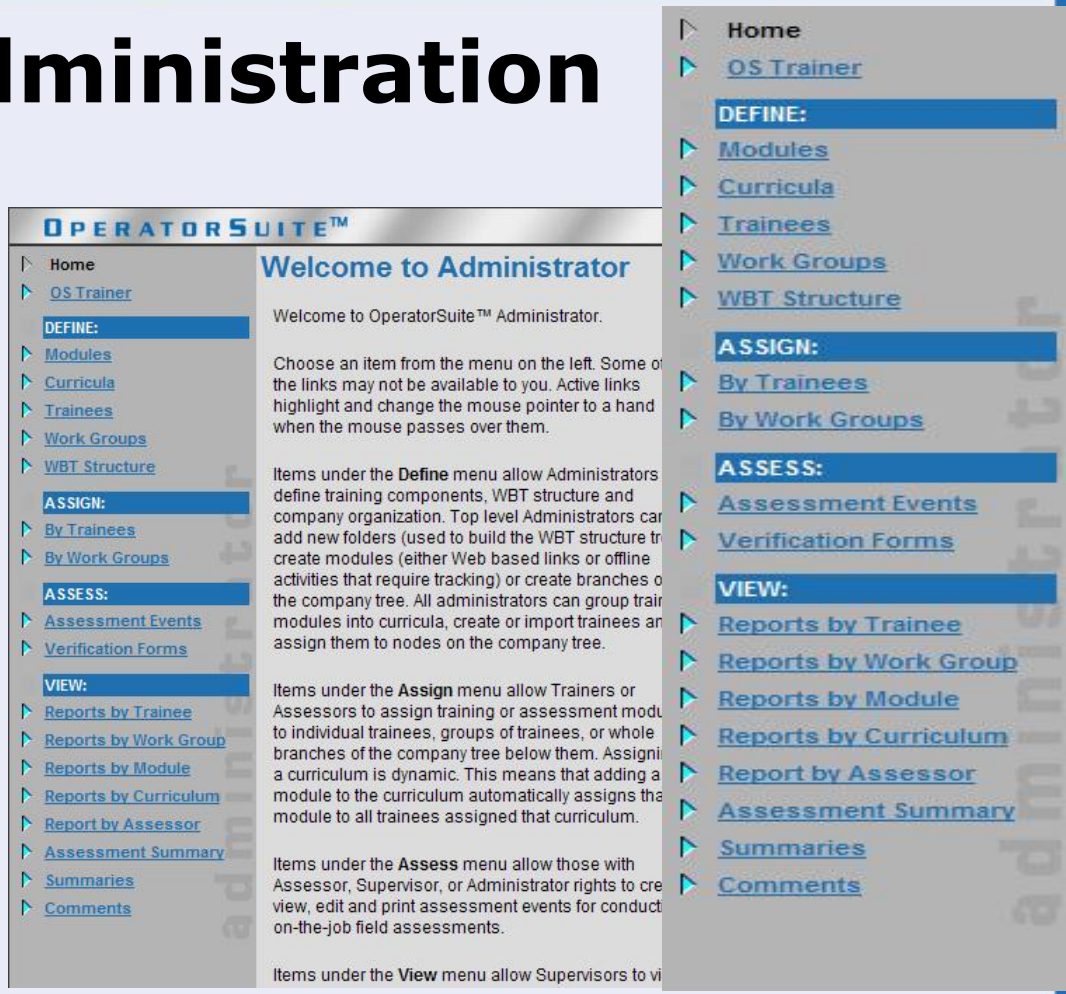
**Track Progress Using a Learning Management System**

- Assign training using curricula
- Use training delivery platform(s)
- Include competency assurance tools



# Program Administration

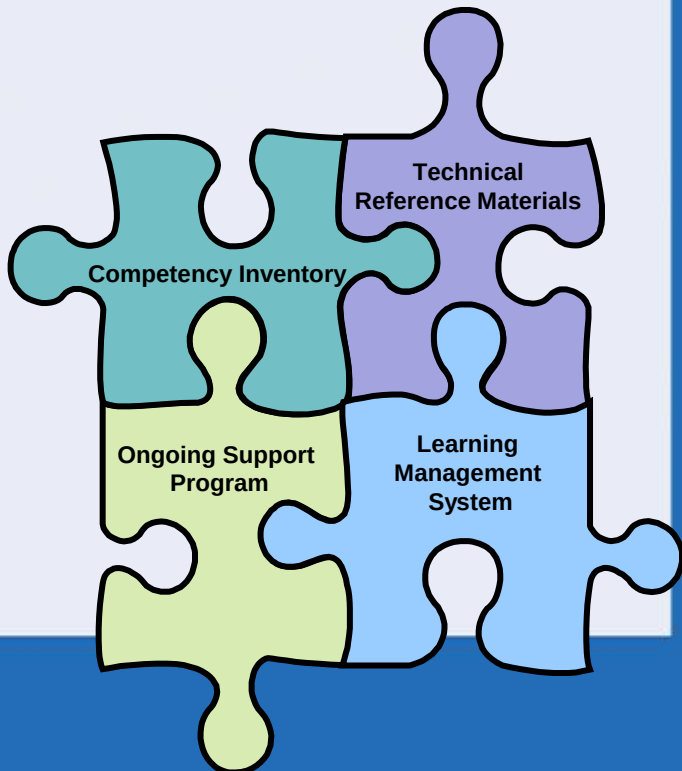
- Technical Administration
- Content Administration
- Learning Administration



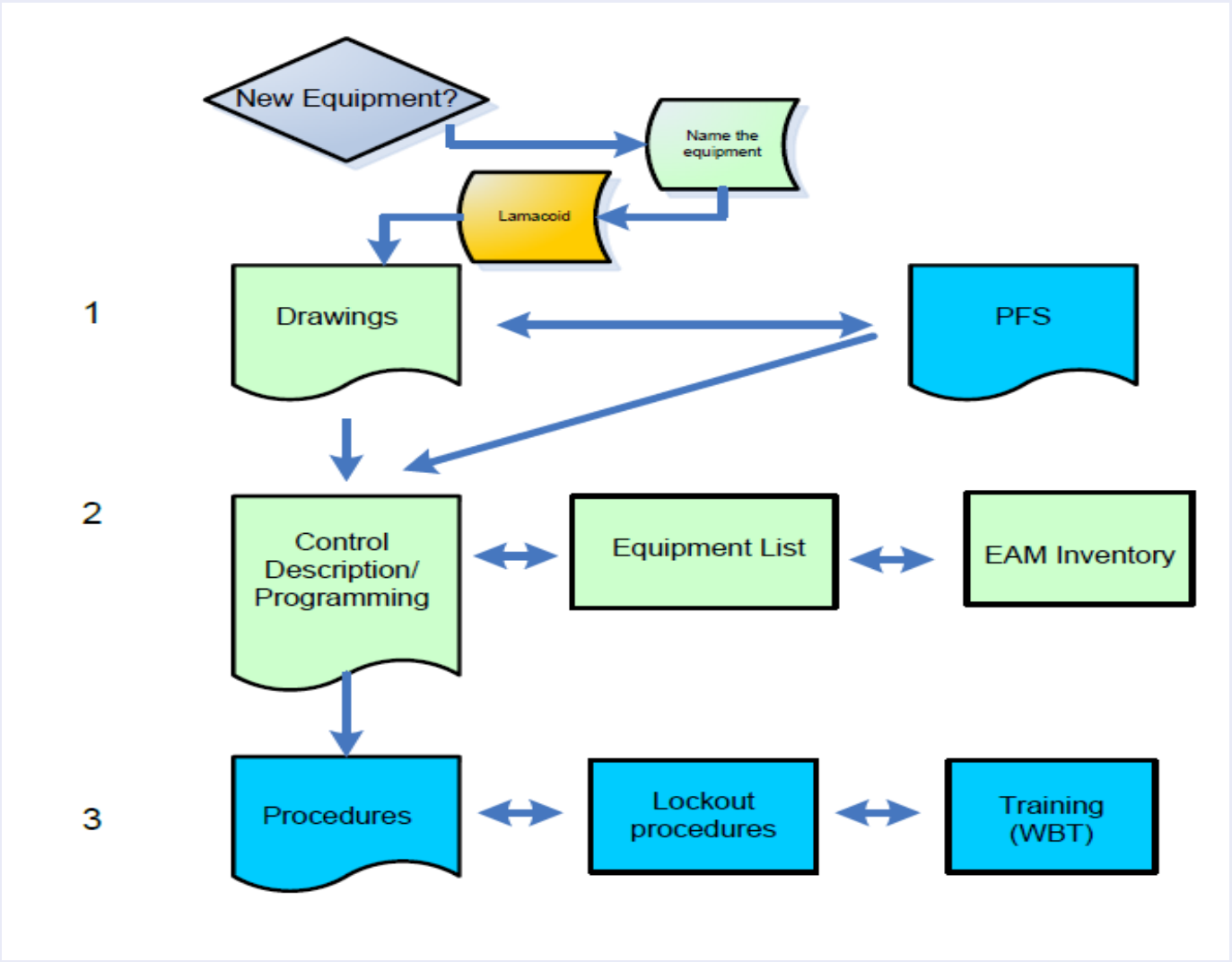
# How do we manage changes in what they need to know?

**Ongoing Support Program**

- Develop new materials
- Update existing materials
- Support learning management system



# Management of Change



# Management of Change