

Mining Potential

Training Requirements
And Wise Practices

A Work Readiness Training Program for

WOMEN

YOUTH &

NEWCOMERS



MINING INDUSTRY
HUMAN RESOURCES COUNCIL



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OVERVIEW

Mining Potential: An Essential and Work Readiness Skills Training Program based on industry validated non-technical skills requirements.

The main objective of the training program is to mutually benefit women, youth and newcomers and industry employers by enhancing the potential for people to find employment in mining, based on a nationally recognized training program.

This document includes the requirements to deliver the Mining Potential training program. Adhering to its content is critical, as it ensures consistent delivery among training sites across Canada.

The Mining Potential Guiding Wheel provides a visual concept of the holistic approach to training. It illustrates how success in the program and in career development are dependent on fulfilling not only the cognitive and physical aspects of the training but also the spiritual and emotional components. By ensuring that learning takes place in an environment that considers all four aspects, learners gain deeper understanding and resilience. The holistic approach fosters a culture of continuous learning and positive employee-employer relationships.



The training requirements and associated wise practices are also a major reference point for organizations in the development of their program delivery plans to become training sites. Please review the requirements carefully during the development of the Program Delivery Plan process.

The Mining Industry Human Resources Council (MiHR) is the Mining Potential registrar and program authority. Should there be evidence that a training site is not performing to the specified requirements, MiHR will provide feedback on how to improve and has the authority to terminate the delivery should there be no improvement.

MINING POTENTIAL TRAINING REQUIREMENTS AND WISE PRACTICES

1.1 Entrance Requirements

The prospective learners must:

- Be at least 17 years of age or the provincial age required to be registered in an adult education program.
- Fall under one of these three groups:
 - + Youth between the ages of 17-30
 - + Women
 - + Newcomers
- Completed Grade 8 or equivalent, which can include rating scales such as English language proficiency or entrance tests used by colleges to determine suitable placement in programs (to be approved by MiHR).
 - + Notes:
 - Mining Potential is not an upgrading course; therefore, the appropriate reading, comprehension and numeracy skill level is required.
 - Mining Potential might come before or in conjunction with other training options.
- Completed MiHR's pre and post-essential skills assessments.

- Completed pre-assessment application items, including:
 - + The Mining Potential Application Form
 - + A test to ensure Grade 8 equivalency if the potential learner has not completed Grade 8.
 - Results must be provided to MiHR prior to start of the training program.
 - + An interview covering the following topics dependent on delivery method (face-to-face, blended, virtual):
 - Why they are interested in a career in mining.
 - Housing
 - Location
 - Health
 - Travel
 - Funding
 - Educational levels
 - Language
 - Environment
 - Awareness of drug and alcohol testing policies (zero tolerance).
 - Awareness of medical and fit for duty testing policies.
- Attend the Mining Potential Orientation delivered by the trainer prior to program start-up.

1.2 Appeals Process

Training sites must establish a step-by-step process to enable learners to challenge assessment results throughout and upon completion of Mining Potential. Allow the use of individual learning tools such as learning journals, a buddy system, mentors, sharing circles and identified support systems. The appeals process must be approved by the Mining Potential Committee.

1.3 Program Duration and Content

Mining Potential can be delivered three ways.

1. Face-to-face in sections totaling approximately 360 hours (approximately 240 hours of in-class training and 120 hours focused on enrichment activities).
2. Blended in sections totaling approximately 360 hours (approximately 240 hours in class and virtual classroom training and 120 hours focused on enrichment activities).
3. Virtual in sections totaling approximately 360 hours (approximately 240 hours in virtual classroom training and 120 hours focused on enrichment activities).

The number of training hours may vary depending on the learners and their level of education, however the learning outcomes must be achieved. A minimum of 120 hours of enrichment activities must be experienced by the learner.

Modules should be delivered in sequence, but can be organized in various ways to meet learners' needs and partners' schedules. However, the modules must be delivered in their entirety.

Enrichment activities help learners apply and demonstrate their newly acquired skills to help make them more employable and should include industry partner requirements. The only mandatory enrichment activity is WHMIS training as this is a national employment requirement.

Examples of face-to-face enrichment activities include:

- Site Visits.
- Job shadowing.
- Guest Speakers.
- Environmental activities.
- Additional certifications related to the industry and/or work readiness.
- Additional training courses related to the industry and/or work readiness.
- Community volunteering.
- Practice with simulators or other industry tools.
- Career fairs.
- Presentations to schools.
- Driver's License training.
- Confined Space Safety training.
- Fall Protection training.

Examples of virtual enrichment activities include:

- Virtual guest speakers
- Virtual/video mine tours
- Planning and preparing a healthy meal
- Planning and executing a healthy work/life balance
- Creating personal budget
- Additional online certification
- Elearn inclusion training



Wise Practice

Program duration

Every delivery of Mining Potential is different. Consider what could impact your planning around the required duration/length and/or training schedule for the curriculum component:

- The level of education of the learners.
- The availability of experienced trainers.
- The availability of time/schedule of partners in the training delivery.
- Classroom and zoom fatigue.
- Coordination of enrichment activities.
- Accommodation of cultural practices and community events.



Wise Practice *Cont'd*

Alternative Face-to-face Program Delivery Models

Program flexibility allows training sites to meet the needs of their learners and the partners involved. The following are some examples of how Mining Potential has been delivered:

- Seven days of classroom training and enrichment activities on site and seven days off site.
- Two weeks classroom training and enrichment activities on site and two weeks off site.
- Three days of classroom training in the community and two days on site.
- Eight weeks of classroom training and four weeks of enrichment hands-on activities.

Alternative Blended Delivery Models

- Separate class into two groups allowing Group 1 to be in classroom and Group 2 online on specific days and then alternate for other days. This accommodates learners that need to join virtually or class size restrictions.
- Certain days of the week plan to be in class and certain days of the week plan to be online.

Alternative Virtual Delivery Models

- Virtual class in the morning and independent learning in the afternoon.
- Independent learning throughout virtual class time.

1.4 Evaluation Approach

Learner evaluation consists of:

- Attendance.
- Quizzes of industry knowledge.
- Completing skills checklists (demonstration of skill and signed off by an approved observer/trainer).
- Creation of a portfolio (should include a cover letter, resume and WHMIS certificate).
- Assignments for home.
- Self-evaluation forms and checklists.
- Participation in class activities and discussions.
- Oral testing and informal discussion considered on a case by case basis.
- Adhering to the group values created during the orientation.



Wise Practice

Training deliveries can include providing learners with training allowances or a successful completion bonus. It is recommended that allowances be allocated as regular payroll policy, paid over the training period, modeling a working scenario.

1.5 Graduate Requirements

Learners must:

- Write all 11 module quizzes and meet or exceed the average passing score of 80% per module.
- Attend a minimum 85% of the overall program duration.
- Demonstrate 80% of the skills in the Skills Checklist.
- Complete a Portfolio (should include cover letter, resume and WHMIS certificate).

Trainers must complete all assessment items for each learner at the mid-point and conclusion of the training program for review.

1.6 Record of Completion

MiHR will issue learners with a certificate of completion if they meet all the requirements to graduate, as outlined in section 1.5, and be given special recognition on their certificate of completion should they attain a perfect attendance.

1.7 Teaching and Learning Approach

All Mining Potential learning outcomes are integrated into the program curriculum. The following principles of adult learning are applied to the curriculum:

1. Short learning segments.
2. Quick reinforcement of answers.
3. Respect of the needs of the learner.
4. Focus on one topic at a time.
5. Accommodate a variety of learning styles.
6. Follow a logical learning sequence.
7. A balanced approach to learning (spiritual, physical, emotional and cognitive).
8. Everything is a lesson learned towards growth and development; there is no right or wrong in the process towards the end result.

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- Activities and assignments are designed to meet learners' needs. They provide an opportunity to reflect on, use and practice the skills and attitudes gained during training. Learning journals and self assessments are critical.
 - Learners should be engaged in critical thinking involving group work and problem solving.
 - Authentic workplace materials and essential skills tasks found in the mining workplace are reflected in learning activities.
 - The use of charts is incorporated where appropriate.
 - Fair testing and assessment procedures are to be provided for learners with special needs.
 - Additional program materials and enrichment activities are to reflect the goals of the training program.

1.8 Qualifications of the Training Team

Mining Potential is best taught by two individuals, reflective of the target audience, with mining industry experience and adult learning/essential skills training, or one individual with adult learning/essential skills training experience and another individual with experience in mining. For blended and virtual delivery methods at least one trainer needs experience with remote training and must be familiar with the following online tools: Zoom, Brightspace, Mentimeter, Google Docs, Google Jamboard.

Each training team is to:

- Include one trainer with experience in adult education methods (instructional strategy experience).
- Include one trainer with experience in the mining and mineral exploration sector.
- For blended and virtual delivery methods include one trainer with experience in remote training and familiar with the following online tools: Zoom, Brightspace, Mentimeter, Google Docs, Google Jamboard.
- Attend the Mining Potential Train the Trainer Workshop.
- Include one trainer with First Aid training (for face-to-face or blended).
- Include one trainer with a Class 4 Driver's License, if providing transportation to and from the sites.
- Consider gender-sensitivity training.
- Consider mental health first aid training.

Desirable qualities for trainers:

- An understanding of local Indigenous people and their histories.
- Aligned with learners' values and goals.
- Flexible in meeting the unique and specific needs of learners.
- Able to deliver the training program with respect for individual and cultural diversity.
- Creative and proactive.
- Professional and accountable to the clients being served.
- Committed to the outcomes of the training program and success for the learners.
- Passionate about exploration and mining.
- Experience in delivering ESL training.

Note: Having a team that represents the target group, or trainers who have gender-sensitivity training, is optimal – as it is believed to increase comfort levels and retention rates.



Wise Practice

Organize an orientation for the trainers prior to the training program start date to provide them with an overview of the role of each participating partner.

1.9 Trainer to Learner Ratio

Mining Potential is best taught by two trainers. Maximum class size is 16 learners with no minimum class size. The learners must be approved by MiHR (based on their application forms) prior to program start-up. There can be no substitution of learners after the first module has been completed.

1.10 Training Facilities

Training facilities for face-to-face and blended must include:

- An environment that is conducive to learning, including:
 - + Comfortable chairs.
 - + Good lighting.
 - + Few temperature fluctuations.
 - + No noisy distractions.
 - + Good air circulation.
 - + Room to allow different table configurations, participant engagement and art work activities to tie in culture.
- A safe learning environment that conforms to code and fire regulations, with areas to post flip charts and other classroom items.
- Adequate plug-ins for required electronics.
- Internet connectivity.
- Washroom facilities.

- Outdoor security lighting for night classes.
- Filing cabinets under lock and key, or other secure places for learner files and tests.

1.11 Training Equipment

For face-to-face and blended Trainers must have access to the following:

- Computers or laptops– ideally one per learner
- For blended and virtual deliveries learners must have access to a laptop and Internet connection for the total duration of the program.
- Projector
- Television/Media Player
- Whiteboard or blackboard
- Flip charts, markers, paper
- Art supplies
- If possible, access to mining and exploration simulators, tools or devices for hands-on learning.
- If possible, sites are recommended to have a camera or video camera to document learning.

1.12 Trainers' Resources

All trainers are required to use the Mining Potential curriculum provided by MiHR. These materials can be supplemented by additional resources as they see fit.

Mining Potential face-to-face training package includes:

- Orientation Session materials
- Trainer Guides
- Learner Workbooks
- MiHR's Learning Management System (Brightspace) elearning activities
- Trainer Tool Kit/Resources

Mining Potential blended and virtual training package includes:

- MiHR's Learning Management System (Brightspace) elearning activities and resources
- Remote Trainer's Guide
- Face-to-face Trainer's Guides
- Face-to-face Learner's Workbooks
- Orientation Session materials

Site coordinators and industry partners are a required support for the trainers in order to be approved to deliver Mining Potential.

Site coordinator time allocation is estimated at 1.5 days per week for the duration of the delivery.

Roles and responsibilities include:

- Assisting in delivery preparation.
- Setting up enrichment activities.
- Sending paperwork to MiHR if necessary.
- Managing invoicing.
- Coordinating logistics.

1.13 Involvement of Partners

The participation of partners is critical to the success of the program. The partnership must include an industry employer, and an educational institution. All partners must state their commitments to the training program in writing as part of their Program Delivery Plan.

Industry Partners:

Ensuring industry involvement provides critical industry exposure and hands-on learning where possible.

Educational Partners:

The educational partner may be the training site of the program, however, they may also be the partner assisting the training site if the delivery is taking place at a mine site or online.

1.14 Confidentiality and Security

Mining Potential training sites are required to maintain secure records containing confidential learner information. To ensure confidentiality and security, Program Delivery Plans must detail how:

- Quizzes and answer keys will be kept so that learners can't access them during face-to-face deliveries.
- The marks for all attendance, quizzes, and records of assessment (RoAs) will be kept secure during face-to-face deliveries.

1.15 Training Quality Assurance Process

Two types of quality assurance processes will be put in place:

1. External: Each Mining Potential training program delivery may be subject to an external evaluation. A formal monitoring process has been developed and is administered by MiHR. The Council will randomly monitor training program deliveries at the mid point, utilizing surveys, interviews, weekly reports, and/or focus groups. Training sites are required to submit reports to MiHR on a template provided by MiHR that will assist with the assessment process. MiHR reserves

the right to halt a delivery at any time if the training program is not being held to the components of the Training Requirements.

2. Internal: Each training site must outline for MiHR internal approval processes that will be used to assure quality of the training program. These should include activities that will determine if the training program was successful from several points of view:

- Learners
- Trainers
- Observers
- Site coordinators
- Partners (industry, education)

Suggestions for assessing the outcomes and quality of the training program include:

- Individual and group interviews
- Sharing circles
- Surveys
- Accountability measures for trainers

Table 1: Learning Outcomes List

A. ATTITUDES

A1. DEMONSTRATE A POSITIVE ATTITUDE

Learners will be able to:

A1.1: Demonstrate self esteem and confidence.

A1.2: Show respect for others.

A1.3: Demonstrate honesty and ethical behaviour.

A1.4: Demonstrate initiative.

A1.5: Maintain healthy lifestyle.

A2. DEMONSTRATE RESPONSIBILITY

Learners will be able to:

A2.1: Demonstrate organizational and planning skills.

A2.2: Demonstrate personal management skills.

A2.3: Be accountable for actions.

A2.4: Identify workplace norms.

A2.5: Meet expectations of workplace.

A2.6: Manage risk.

A3. DEMONSTRATE ADAPTABILITY

Learners will be able to:

A3.1: Be responsive to change.

A3.2: Be flexible.

A3.3: Learn from mistakes.

A3.4: Work efficiently.

A3.5: Manage stress.

A4. DEMONSTRATE WILLINGNESS TO LEARN CONTINUOUSLY

Learners will be able to:

A4.1: Recognize importance of continuous learning.

A4.2: Set learning goals.

A4.3: Complete evaluations.

A5. DEMONSTRATE COMMITMENT TO WORKPLACE SAFETY, HEALTH AND THE ENVIRONMENT

Learners will be able to:

A5.1: Make personal commitment to value safety, health and the environment.

A5.2: Keep work site safe.

A5.3: Be aware of legal rights and responsibilities.

A5.4: Follow guidelines for handling equipment.

A5.5: Follow workplace traffic guidelines.

A5.6: Follow security procedures.

A5.7: Identify fire safety information.

A5.8: Prepare for emergencies.

A5.9: Respond to emergencies.

B. SKILLS

B1. DEMONSTRATE COMMUNICATION SKILLS

Learners will be able to:

- B1.1:** Communicate by reading text.
- B1.2:** Communicate by using documents.
- B1.3:** Communicate by writing.
- B1.4:** Communicate verbally.
- B1.5:** Listen.
- B1.6:** Communicate non-verbally.
- B1.7:** Use communication tools.

B2. DEMONSTRATE NUMERACY SKILLS

Learners will be able to:

- B2.1:** Demonstrate understanding of basic number concepts.
- B2.2:** Recognize patterns and relations.
- B2.3:** Demonstrate awareness of shape and spatial sense.
- B2.4:** Demonstrate basic understanding of relevant statistics and probability.
- B2.5:** Manage money.

B3. DEMONSTRATE COMPUTER AND OTHER TECHNOLOGY-SKILLS

Learners will be able to:

- B3.1** Operate communication equipment.
- B3.2:** Perform basic computer skills.

B4. DEMONSTRATE MANAGING INFORMATION

Learners will be able to:

- B4.1:** Gather information.
- B4.2:** Apply information.

B5. DEMONSTRATE THINKING SKILLS

Learners will be able to:

B5.1: Make effective decisions.

B5.2: Demonstrate effective problem-solving.

B5.3: Plan time and schedule.

B5.4: Memorize essential information.

B6. DEMONSTRATE ABILITY TO WORK WITH OTHERS

Learners will be able to:

B6.1: Work as member of a team.

B6.2: Respect cultural differences.

B6.3: Participate in team meetings.

B6.4: Contribute to a positive work environment.

C. INDUSTRY KNOWLEDGE

C1. DEMONSTRATE KNOWLEDGE OF MINING SECTOR

Learners will be able to:

- C1.1:** Describe the mining sector.
- C1.2:** Identify the importance of mining sector to economy.
- C1.3:** Understand the history of mining in Canada.
- C1.4:** Describe types of mining in Canada.
- C1.5:** Describe typical mine operations.
- C1.6:** Describe environmental issues and industry responses.
- C1.7:** Understand the importance of safety in the mining industry.
- C1.8:** Understand key terms and acronyms specific to the mining industry.

C2. DEMONSTRATE CAREER AWARENESS FOR THE MINING INDUSTRY

Learners will be able to:

- C2.1:** Determine skills, education and future learning needs.
- C2.2:** Research job opportunities in the mining sector.
- C2.3:** Prepare a resume and cover letter for a job within the mining industry.
- C2.4:** Prepare for interview in mining sector.
- C2.5:** Use interview skills.
- C2.6:** Prepare for the first day on the job.

