



Transport
Canada

Transports
Canada

PLACE DE VILLE
TOWER "C", 330 SPARKS STREET
OTTAWA, ONTARIO
K1A 0N5

August 17, 2020

ADDENDUM 1

Subject: Request for Proposal No. T8080-200188
TDG Competency-Based Training and Assessment Guidance Material and Tools

Further to the above-mentioned Request for Proposal, this Addendum (#1) is to advise potential bidders that of questions received during this tender call to date. Both the question and the response is indicated in the attached Annex A-1.

All other terms and conditions remain unchanged.

Tenderers are to acknowledge this Addendum by signing in the space provided below and enclosing a copy of this document with their tender submission.

Yours truly,

Natasha Blackstein
Contracting Specialist
Materiel and Contracting Services
Telephone: (343) 550-2321
Email: natasha.blackstein@tc.gc.ca

RECEIPT ACKNOWLEDGED

Name of Company _____

Signature _____

Canada

Annex A-1

- Q1.** What types of Dangerous Goods are you shipping?
- A1.** Transport Canada does NOT ship dangerous goods but is responsible to develop safety standards and regulations to promote public safety in the transportation of dangerous goods by all transportation modes in Canada. The requirements to import, offer for transport, handle or transport dangerous goods are prescribed in the *Transportation of Dangerous Goods Act, 1992* (TDGA) and the *Transportation of Dangerous Goods Regulations* (TDGR), and cover all nine classes of dangerous goods:
- Class 1, Explosives
 - Class 2, Gases
 - Class 3, Flammable Liquids
 - Class 4, Flammable Solids
 - Class 5, Oxidizing Substances and Organic Peroxides
 - Class 6, Toxic and Infectious Substances
 - Class 7, Radioactive Materials
 - Class 8, Corrosives
 - Class 9, Miscellaneous Products, Substances or Organisms
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- Q2.** Will you be shipping within Canada and/or International?
- A2.** The TDG Act and Regulations apply in Canada. Transport Canada does NOT ship any dangerous goods but is responsible to develop safety standards and regulations to promote public safety in the transportation of dangerous goods by all transportation modes in Canada.
- Q3.** What modes of transport will be used (air, ground, and sea)?
- A3.** The competency-based training guidance material and model documents will be developed by the Contractor for all modes of transportation individually: air, marine, road, and rail.
- Q4.** Are you hoping for 1 program or multiple?
- A4.** Multiple programs. The competency-based training guidance material and model documents will be developed by the Contractor for all modes of transportation individually (air, marine, road, and rail). These examples and models will be used afterward by the industry to develop CBTA training programs according their specific needs.
- The objective is to support employers and training schools by providing them with different examples of TDG training programs, typical tasks descriptions, performance criteria models, and comprehensive guides that will describe in plain language all the necessary activities and documents that need to be completed in order to comply with the TDG CBTA regulations.
- Q5.** Will the training be specific to job types?
- A5.** Yes. A part of the contract is to develop model training documents for typical job positions (e.g. truck drivers, operators, packers, freight forwarders, logistics personnel, handlers, carriers, shippers, train engineers, etc.) involved in the transportation of DG for road, rail, marine, and air based on their tasks

and subtasks as detailed in the CGSB-192.3 standard Annex C (Road, Rail and Marine) and Annex D (Air).

The standard also prescribed *General Awareness training and assessment*; *Supplementary training and assessment*; and *Recurrent training and assessment*, and for which guides and model documents must also be developed.

- Q6.** What format would you like the training administered (online, document, face to face)?
- A6.** The proposal is not seeking the training of employees but rather the development of guidance documents. All deliverables develop under this project will have to be web ready according to the Government of Canada [Standard on Web Usability](#). They will serve as a reference and for consultation purpose only. The actual competency-based training and assessment will be undertaken by employers and training schools working in the dangerous goods transportation industry and will be administered according to the format corresponding best to their specific needs.
- Q7.** How many employees need to be trained?
- A7.** The proposal is not seeking the training of employees but rather the development of guidance documents. The documents developed under this contract will serve as a reference and for consultation purpose only.
- Q8.** Will these employees train additional personnel?
- A8.** The proposal is not seeking the training of employees but rather the development of guidance documents.
- Q9.** If we have a way of administering training already, would the Canadian Government be open to using an existing online delivery system?
- A9.** The proposal is not seeking the training of employees but rather the development of guidance documents.
- Q10.** Competency-based training is a method of training that focuses on a learner's ability to receive, respond to and process information specific to one's job function in order to achieve competency. Based on this definition how many different types of classes are required?
- A10.** The proposal is not seeking the training of employees but rather the development of guidance documents. Transport Canada is requiring a Contractor to develop guidance material and models of competency-based training and assessment programs that will serve as a reference for the industry. A total of five examples of CBTA programs is required along with a series of five comprehensive guides, one for each type of stakeholders: shippers, road carriers, rail carriers, air carriers and port employees. Each CBTA model program must include, but not be limited to
- An example of a general awareness training;
 - An example of general awareness assessment;
 - An example of function specific training and assessment for typical TDG jobs;
 - o Examples of tasks descriptions;
 - o Examples of performance criteria; and
 - o Examples competencies checklists;

- An example of supplementary training and assessment for typical TDG jobs; and
- An example of recurrent training and assessment for typical TDG jobs;

These examples must be developed in full accordance with the CGSB-192.3 standard and be based on the provided assessment methods, the general awareness training topics and learning outcomes along with the tasks and subtasks to be used as criteria when assessing competencies, as outlined in Annex A, B, C and D.