

## **Directions for Review of the Provincial Occupational Standard (POS)**

All comments should clearly address:

- A. the page number of the section being commented on (or its first instance),
- B. the reference number of the MAJOR WORK ACTIVITY, TASK, SUB-TASK, REQUIRED KNOWLEDGE, and KEY COMPETENCY.
- C. the suggested change, and
- D. the rationale behind this change.

So that all stakeholders' comments can be easily compiled together, we ask that your comments be made on the attached review form. Vague comments like "disagree" are not valid and not acceptable. More detail must be given.

If suggesting a new sub-task, it is your responsibility to also include all required KEY COMPETENCY statements that go with that sub-task. These must be written in the same style and format as the rest of the POS.

### **Review the accuracy and content of the following POS sections:**

#### Scope of the Trade

- Is the information accurate?
- Would any additional information help clarify the description of the trade?

#### Occupational Observations

- Are they accurate?
- Are there additional occupational observations across the trade that would apply?

#### Essential Skills Summary

- The descriptions come from the most recent Essential Skills profile and were reviewed at the POS workshop.
- Would additional information about how each essential skill is used in the trade be appropriate?

#### Major Work Activities, Tasks, Sub-Tasks, Required Knowledge and Key Competencies

- Is the content accurate?
- Is there additional information that should be added?
- Are there any crucial sequencing problems?

#### Major Work Activity Trends

- Is the content accurate?

#### Task Context

- Is the content accurate?

#### Implements (Appendix A)

- Are there any redundancies, inaccuracies or important implements missing?

#### Glossary (Appendix B)

- Are there any further terms used in this standard that require a definition?

**Additional Notes:**

1. Sub-tasks must not repeat exactly the wording of tasks. They are smaller pieces, all of which make up the task.
2. Sub-tasks must be action statements, as opposed to statements of understanding or comprehension.
3. Sub-tasks should have a single verb.
4. Key Competency statements must not repeat the sub-task name. They are smaller pieces, all of which make up the sub-task.
5. Key Competency statements must be action statements, as opposed to statements of understanding or comprehension.