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**CAPULC UNDERGROUND FACILITY LOCATING -  
CAREER AWARENESS AND RECRUITING  
CAMPAIGN – SURVEY RESULTS PRESENTATION**

## AGENDA

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1. Objective
2. Project Background
3. Survey Overview
4. Demographic Results
5. Competency Validation Results
6. Conclusion
7. Appendix A - Composition of Survey Respondents
8. Appendix B - Additional UFL Workforce Information
9. Appendix C - Competency Validation Detail



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## 1. Objective

# PRESENTATION OBJECTIVE

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Present an overview of results from the Underground Facility Locator (UFL) Career Campaign competency validation and workforce survey.





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## 2. Background

### PROJECT DRIVERS

CAPULC, with the aid of Jiva Consulting, has implemented a campaign to attract and retain individuals to the Underground Facility Locating Career. This project is driven by the following:

- Underground Facility Locating is a "hidden" career path
  - Limited publicly available resources to support job seekers in learning about this career
- This leads to difficulties attracting new people to this career

To aid in the development of campaign materials, a survey was created to collect relevant information.



## 2. Background

# PROJECT SUMMARY

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The project consists of four components:

### COMPONENT A: Competency Validation

- Consultation with existing Underground Facility Locators to obtain feedback on competencies identified for Underground Facility Locating Career Path.
- The current presentation discusses the results from the consultation

### COMPONENT B: Position Profile

- Document detailing the typical requirements for Underground Facilities Locators
- Based on Industry consensus

### COMPONENT C: Career Roadmap

- Document ("roadmap") detailing the typical minimum requirements for a career in Underground Facility Locating, including its pathways.
- Based on Industry consensus; modelled on past work.

### COMPONENT D: Awareness Campaign

- Presentation sessions (i.e., career fairs) combined with online resources supporting attraction efforts.

## 2. Project Background

### **ACKNOWLEDGEMENTS**

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The Province of Alberta is working in partnership with the Government of Canada to provide employment support programs and services.

Funding provided by the Government of Canada through the Canada- Alberta Job Fund.

The logo for the Government of Canada, featuring the word "Canada" in a black serif font. A small Canadian flag is positioned above the letter "a".The logo for the Government of Alberta, featuring the word "Alberta" in a grey script font. A small blue square is positioned at the end of the word.



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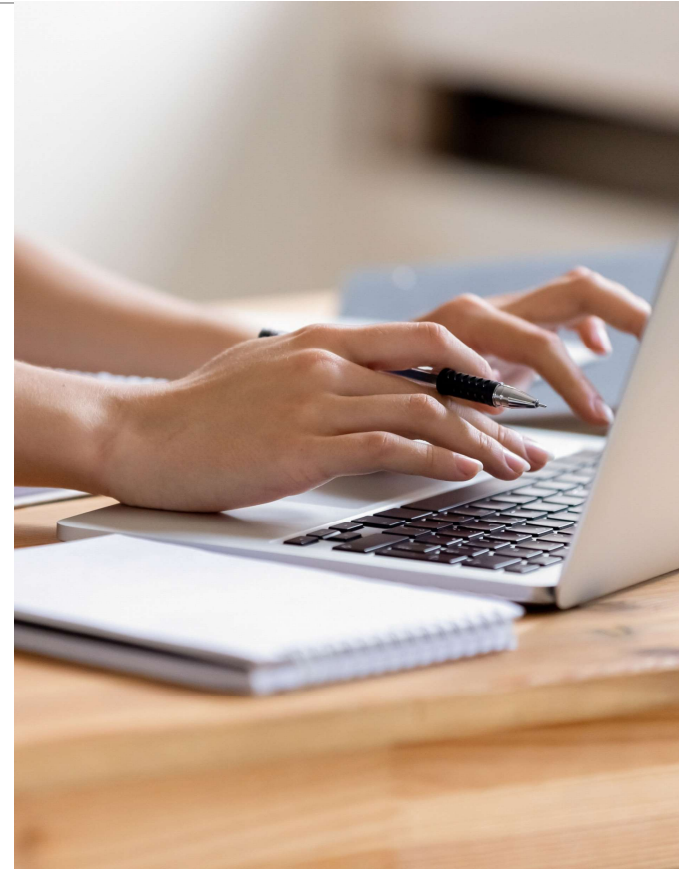
### 3. Survey Overview

## **SURVEY PURPOSE AND COMPOSITION**

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The survey consisted of two types of questions:

1. Questions related to understanding the workforce (Survey Demographics)
  - 20 questions
  - Captured demographic information such as age, certifications, salary, etc.
2. Questions related to understanding the importance of competency areas (Competency Validation)
  - 17 questions
  - The majority of competency questions were drafted using the major competency areas identified in the CAPULC UFL Competency Profiles



### 3. Survey Overview

## **SURVEY RESULTS OVERVIEW**

- Received 80 responses from across Canada
- The responses provided four types of results:
  - Results that provide direct insights into the locating career
  - Results that describe the composition of survey respondents (Appendix A)
  - Results that provide additional information on the UFL workforce from the survey respondents (Appendix B)
  - Detailed competency validation results (Appendix C)
- In the interest of time, this presentation focuses on the direct insights. All other results are available in the appendix.



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## 4. Demographic Results

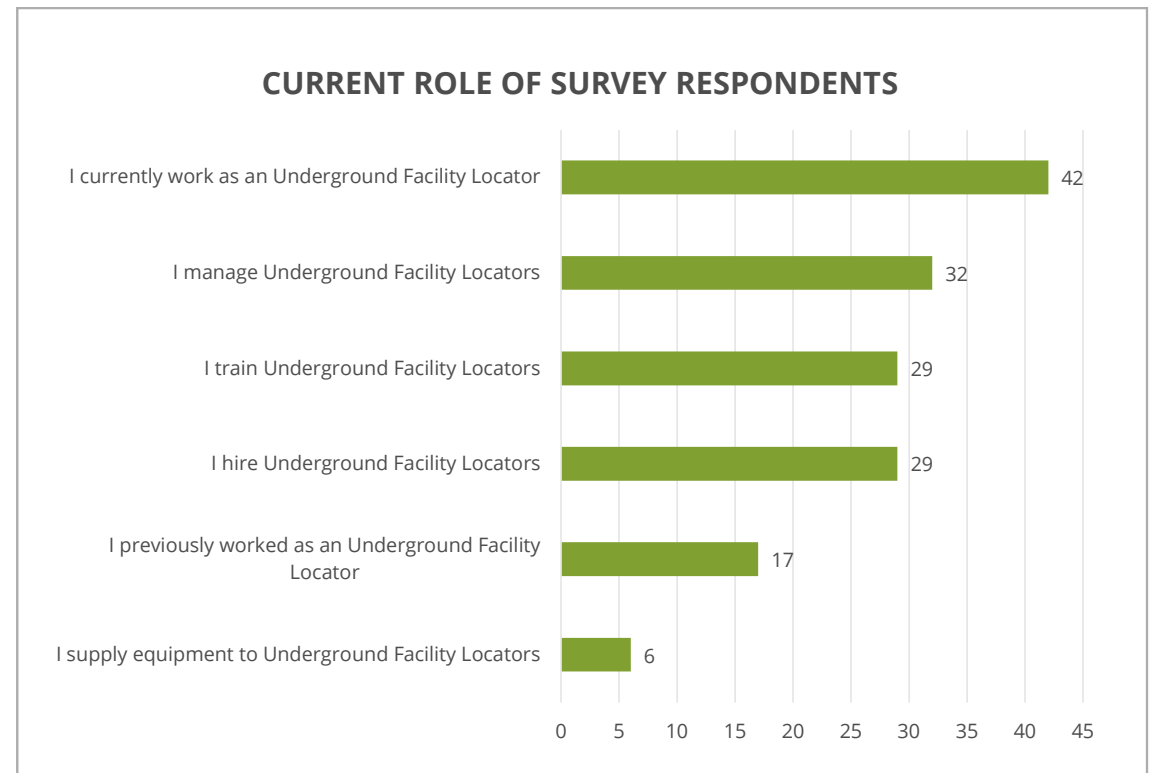
### CURRENT ROLE OF SURVEY RESPONDENTS

To best capture the individual roles of the survey respondents, respondents could select all answers that describe their current situation.

53% of respondents said they are currently working as a UFL.

Additionally, 29% said that they were *only* working as a UFL.

The data suggests that the overall survey responses incorporate diverse perspectives from many different facets of the locating industry.

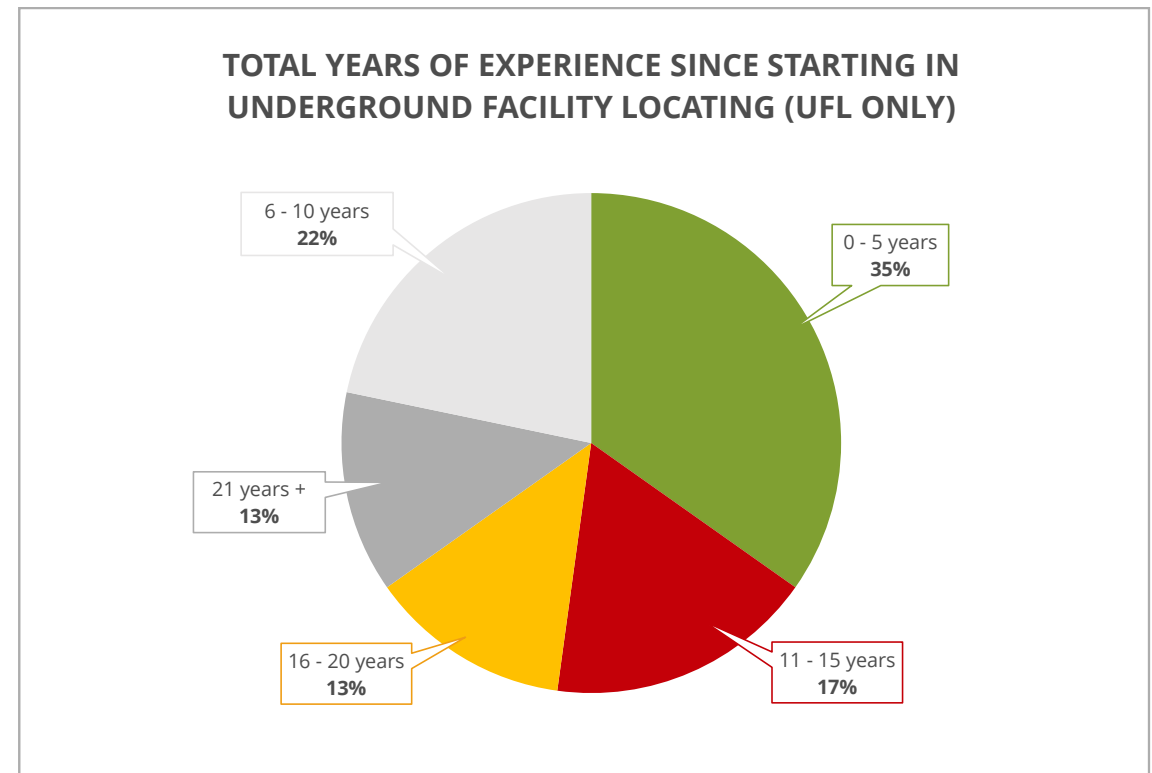


#### 4. Demographic Results

### YEARS OF EXPERIENCE – INDIVIDUALS ONLY WORKING AS UFLS

Although most respondents who are only working as UFLs (35%) reported having 0 – 5 years of experience, respondents reported a range of years of experience.

The data suggests that locating has the potential to be a long-term career.

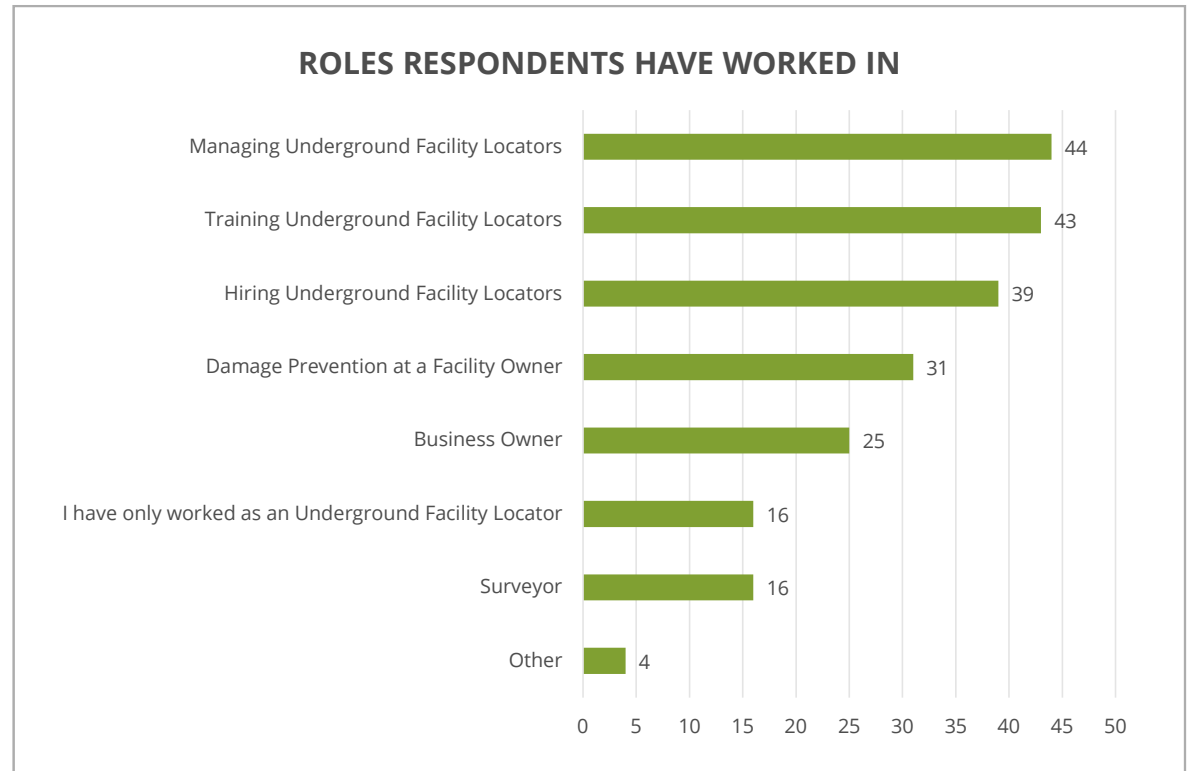


## 4. Demographic Results

### RESPONDENTS' EXPERIENCE IN DIFFERENT ROLES

55% of respondents reported working in management at some point in their careers, and 54% reported working in training at some point in their careers. There was significant overlap in these respondents (i.e., respondents who reported working in both management and training), which is unsurprising as management often includes training direct reports.

Overall, it was less common to have worked only as a UFL (only 20% of respondents selected that option), suggesting that there are opportunities to take on different roles within the field.

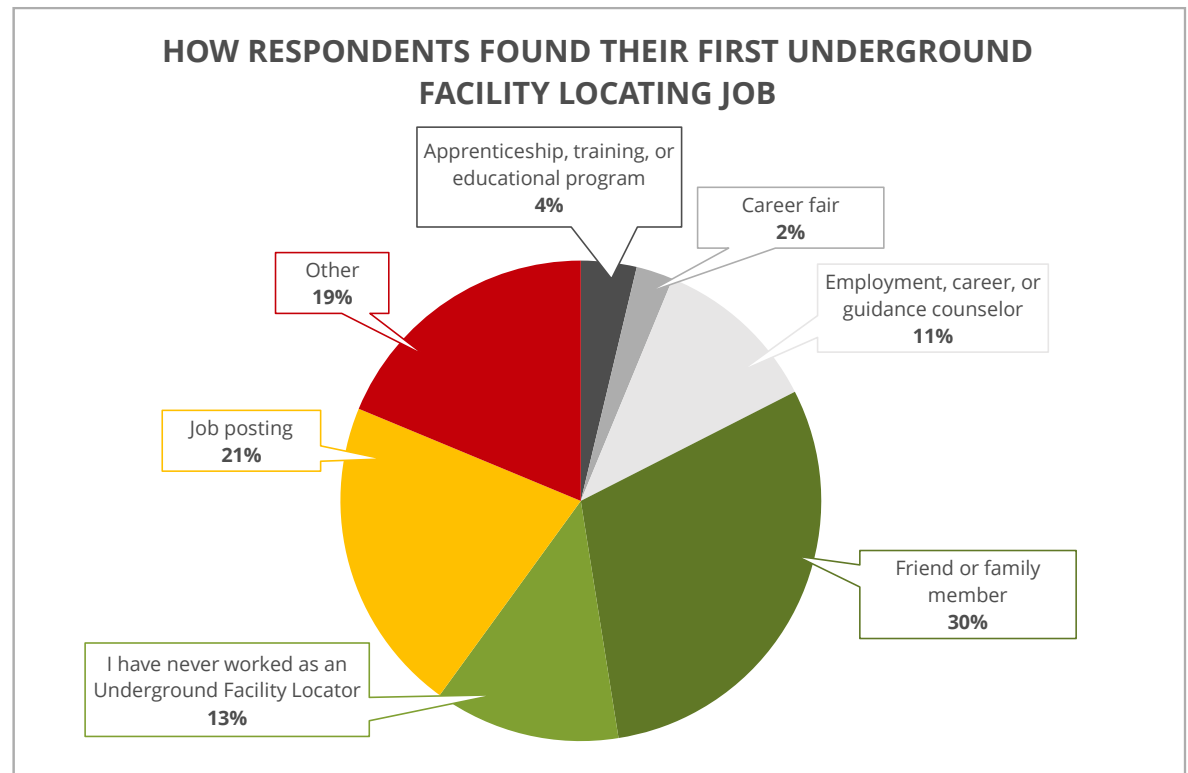


## 4. Demographic Results

### HOW DID UFLS FIND THEIR FIRST JOB?

Only a combined 13% of respondents found their first job through career fairs or career counsellors, which supports the idea that locating is a relatively hidden career.

Approximately half of the respondents who selected “Other” reported starting locating work as an extension of a job they were already doing.



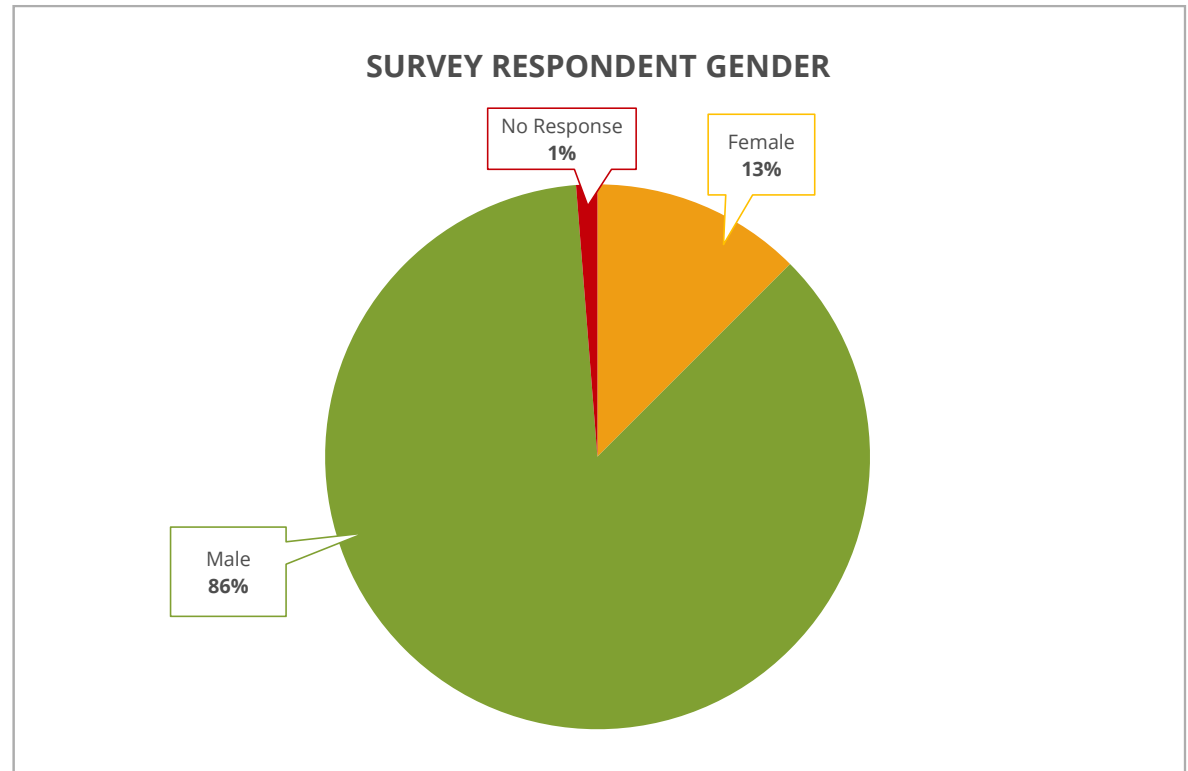


#### 4. Demographic Results

### GENDER REPRESENTATION

86% of respondents identified as male, 13% identified as female, and 1% did not provide their gender. These results indicate that UFL careers tend to be more male-dominated.

This distribution is likely due to the position's working conditions; however, there is value in positioning career awareness efforts so that women can make a more informed decision.



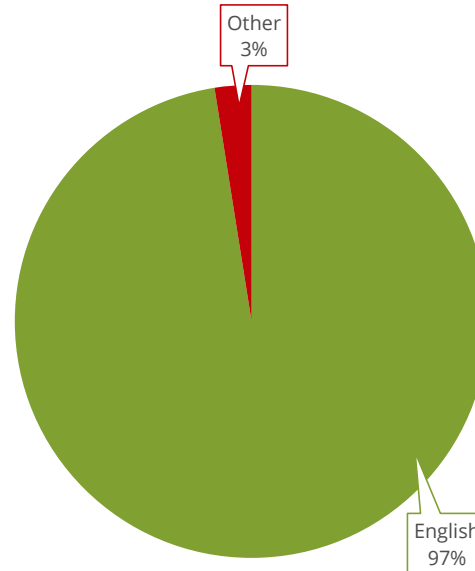
## 4. Demographic Results

### MOTHER TONGUE

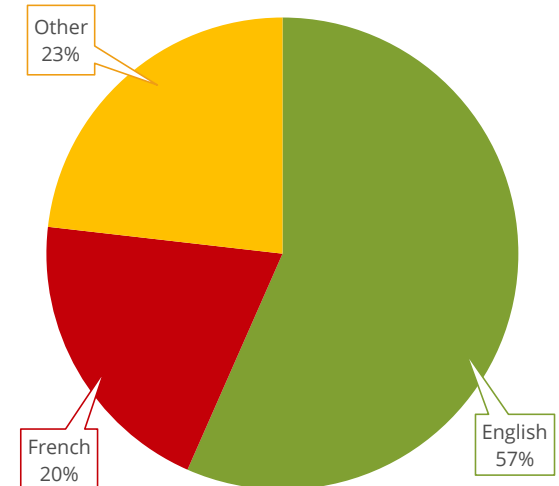
97% of respondents said English was their first language (or “mother tongue”), compared to 57% of the overall population of Canada.

This distribution is likely related to a lack of awareness of this career option among immigrant populations: there is value in positioning efforts to increase visibility of this career.

RESPONDENTS' MOTHER TONGUE



POPULATION BY MOTHER TONGUE, CANADA



Source: Statistics Canada, 2021 Census

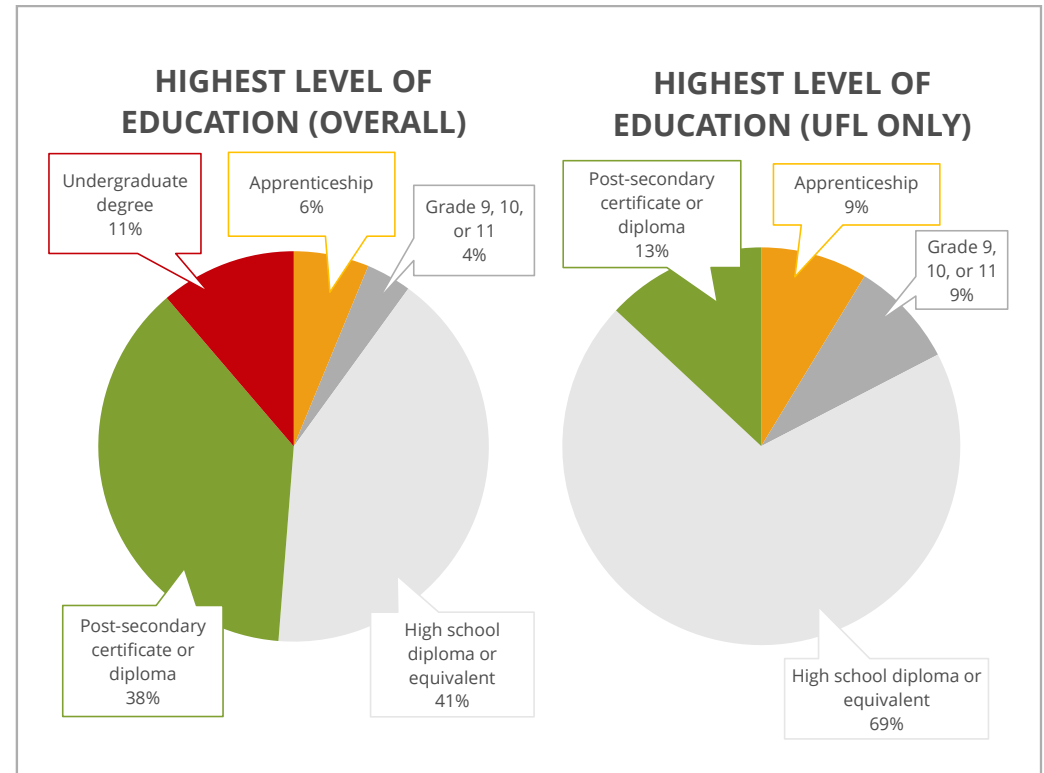
## 4. Demographic Results

### EDUCATION

69% of respondents who reported working only as UFLs said their highest level of education is high school. 13% reported having a post-secondary certificate or diploma. Based on discussions with industry experts, it is likely that many of these certificates or diplomas are related to trades.

This data, when combined with discussions with industry experts, suggests that the industry doesn't require years of formal education, focusing more on practical experience and training. This makes it an ideal entry-level career for those looking to enter the workforce directly after high school.

There is value in positioning career awareness efforts to target this demographic.



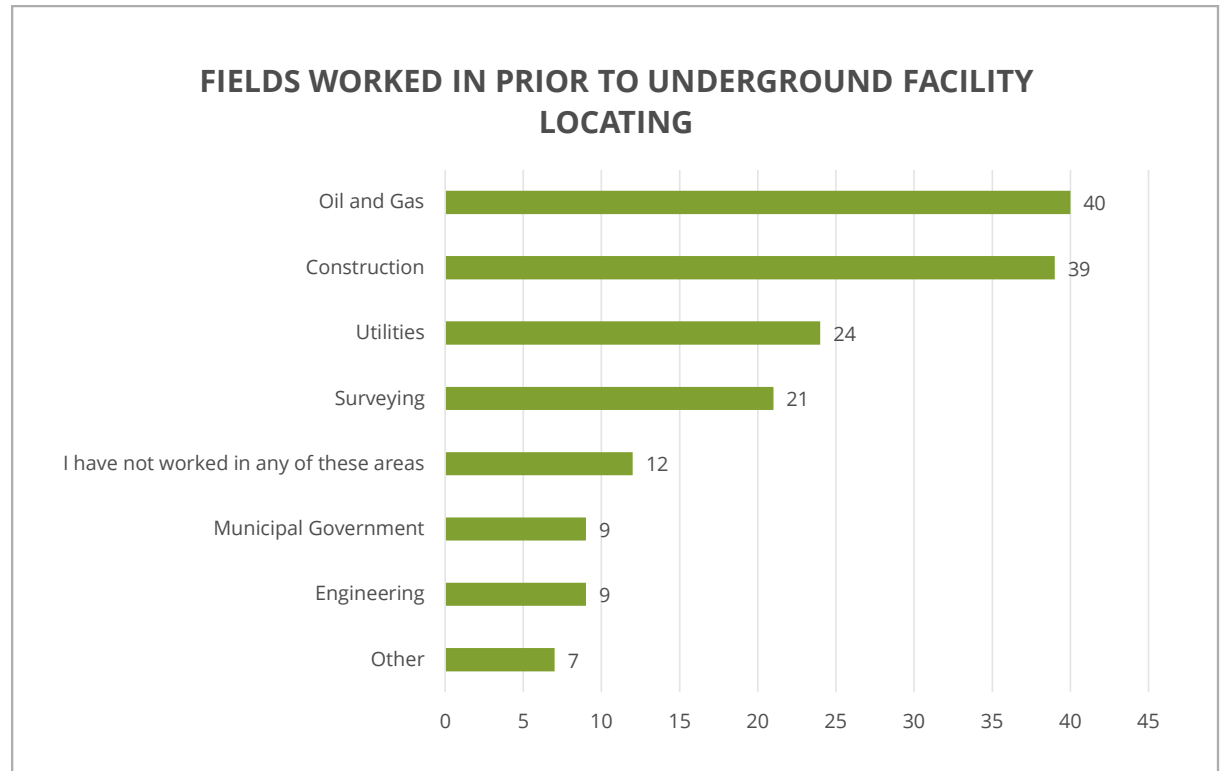
## 4. Demographic Results

### PREVIOUS FIELDS

50% of respondents reported working in Oil and Gas, 70% of whom also reported living in Alberta, where Oil and Gas is a major industry.

48% of respondents reported previously working in Construction.

These results suggest that individuals in the Oil and Gas and Construction fields develop skills that transfer easily to UFL roles, and/or that these fields provide individuals with access to opportunities in Underground Facility Locating. Thus, these fields present opportunities for recruitment.



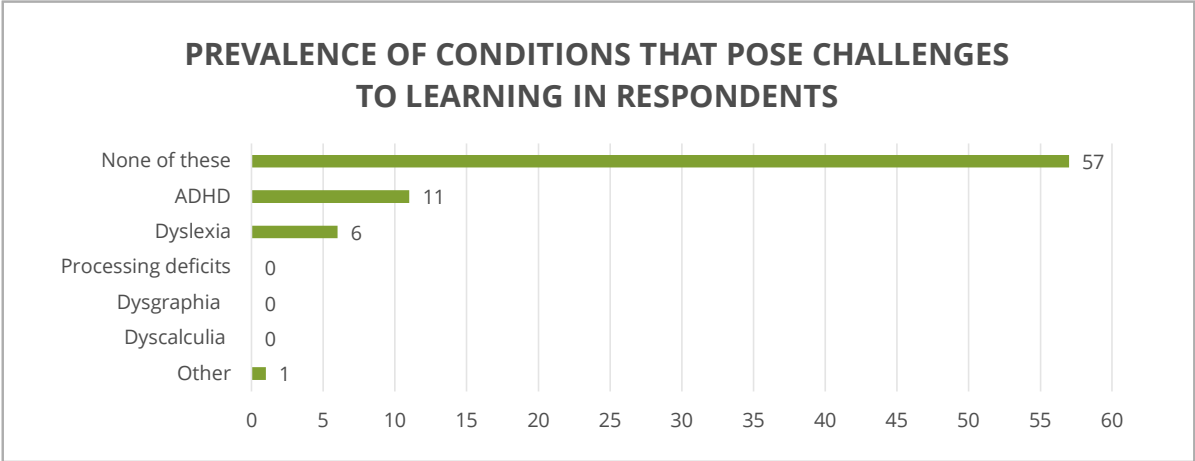


## 4. Demographic Results

### LEARNING CHALLENGES

13% of respondents reported having ADHD. As an estimated 6% of the adult general population has ADHD, the results may indicate that ADHD is slightly more prevalent in the locating career. This could be due to certain conditions of the locating profession (e.g., novel experiences, the ability to run your own business) being enticing to people with ADHD; adjusting recruitment efforts to target this population may be beneficial.

7% of respondents reported having dyslexia, which aligns with the prevalence in the general population.



ADHD	Attention Deficit Hyperactivity Disorder
Dyslexia	A learning disability where an individual has trouble reading and comprehending written words
Processing deficits	Various learning disabilities where the brain has trouble interpreting the information it receives from its senses
Dysgraphia	A learning disability where an individual has trouble developing writing and fine motor skills
Dyscalculia	A learning disability where an individual has trouble working with numbers and understanding mathematical concepts

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## 5. Competency Validation Results

### **APPROACH**

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#### **COMPETENCY<sup>1</sup>**

An individual's proficiency in undertaking a specific function or set of tasks as characterized by four major components: theoretical knowledge, skill, experience, and behaviour.

To determine how important certain competencies are to UFLs, the following steps were taken:

1. Respondents were given statements about specific areas (see Appendix C) in which UFLs must be competent to complete work effectively.
  - Most statements were drafted using the major competency areas identified in the CAPULC UFL Competency Profiles.
  - The remaining statements were synthesized from areas in the CAPULC Underground Facility Locating and Marking Standard.
2. Respondents were asked to rate how important it is to be competent in each area.

<sup>1</sup>Source: CAPULC Underground Facility Locating and Marking Standard

## 5. Competency Validation Results

### OVERALL SUMMARY

Respondents were asked to read competency descriptions (see Appendix C) and then rank how important it was to be competent in each area. The options were then scored and totaled to rank competencies in order of importance.

Problem Solving and Information Sources are considered the most critical areas to be competent in, with Administrative Skills being the least critical.

These results may be used to help decide what qualities are most important in applicants and where training efforts are best spent.





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## 6. Conclusion

### SUMMARY

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The data indicates that there are some recruitment opportunities in certain demographics. Recruitment efforts can be adjusted to target these demographics.

Increasing overall visibility of the career could help improve the range and number of entrants into the job.



## 6. Conclusion

### CONTACT

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## 7. Appendix A - Composition of Survey Respondents

### **OVERVIEW**

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The data in this appendix describes the composition of survey respondents.

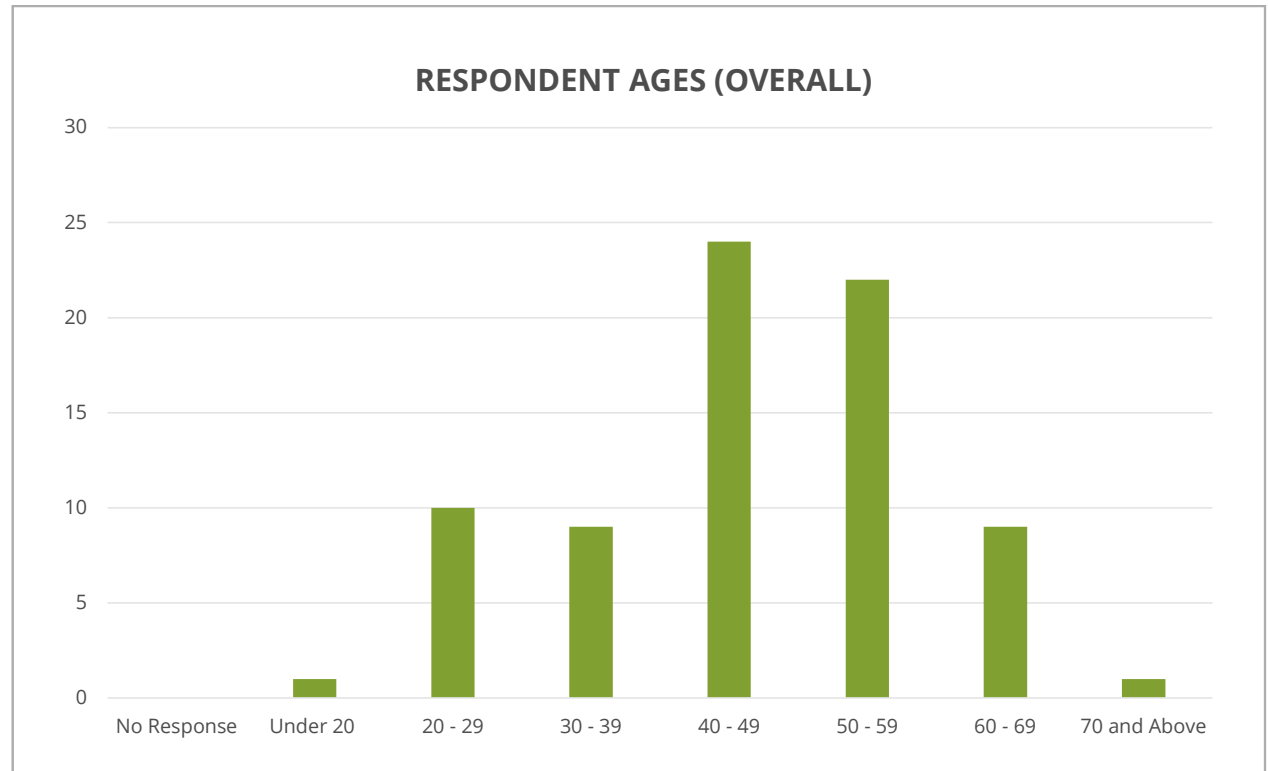


## 7. Appendix A - Composition of Survey Respondents

### AGE REPRESENTATION - OVERALL

74% of respondents who provided an age are over 40 years old.

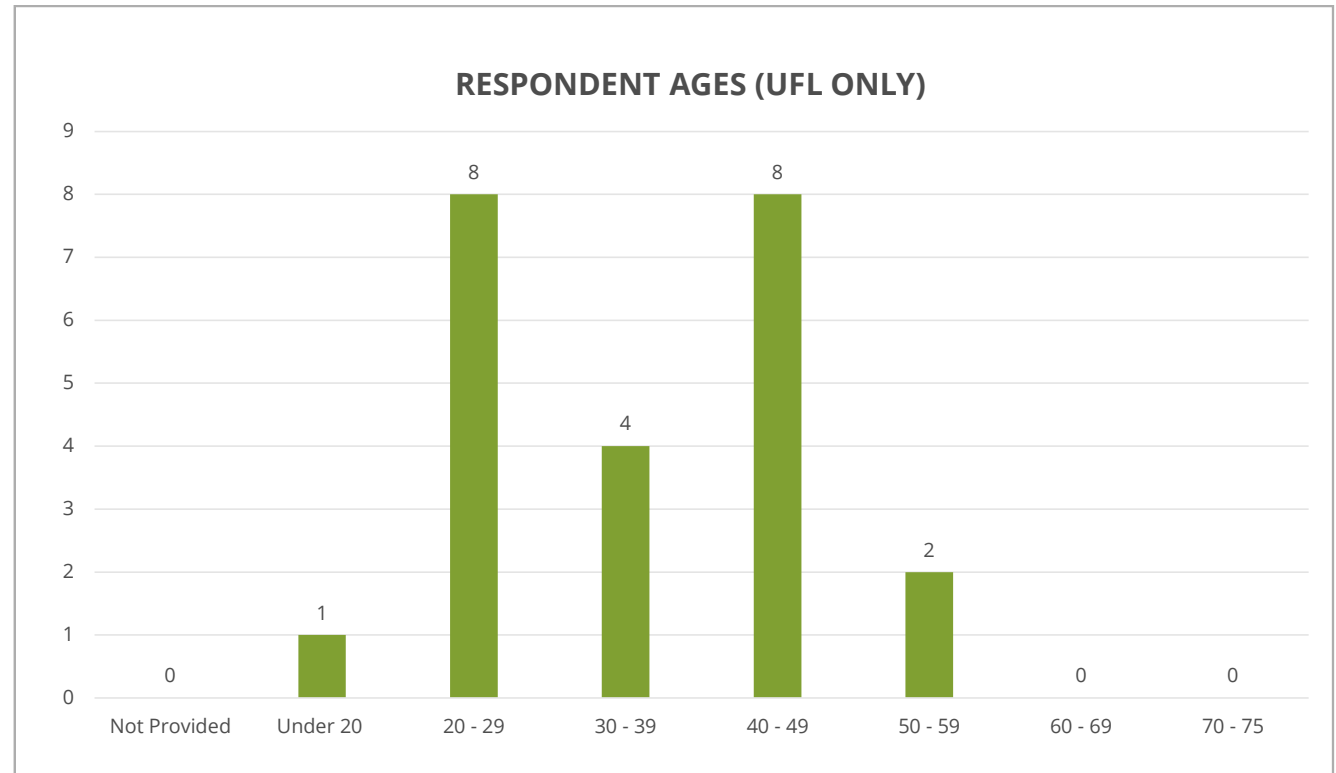
The data indicates that survey respondents cover an extensive range of ages but are more heavily weighted towards an older audience.



## 7. Appendix A - Composition of Survey Respondents

### AGE REPRESENTATION – UFL ONLY

The 29% of respondents who reported that they are currently only working as a UFL also cover an extensive range of ages, with the majority (87%) falling into the range of 20-49 years old.





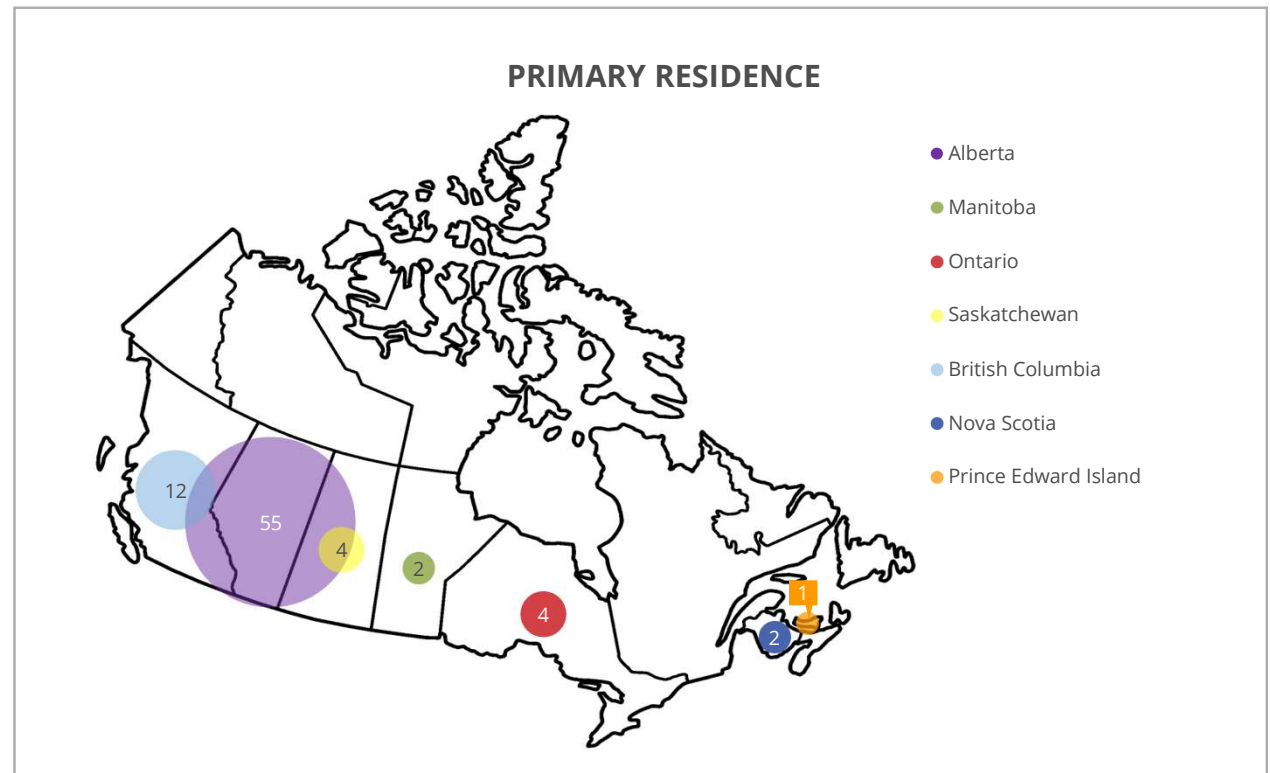
## 7. Appendix A - Composition of Survey Respondents

### PRIMARY RESIDENCE

69% of respondents said their primary residence was in Alberta.

This may be influenced by two factors:

1. The composition of CAPULC members (i.e., membership is higher in Alberta)
2. Alberta potentially has a higher locator per capita ratio due to the heavy demand of the oilfield and pipeline maintenance industry.

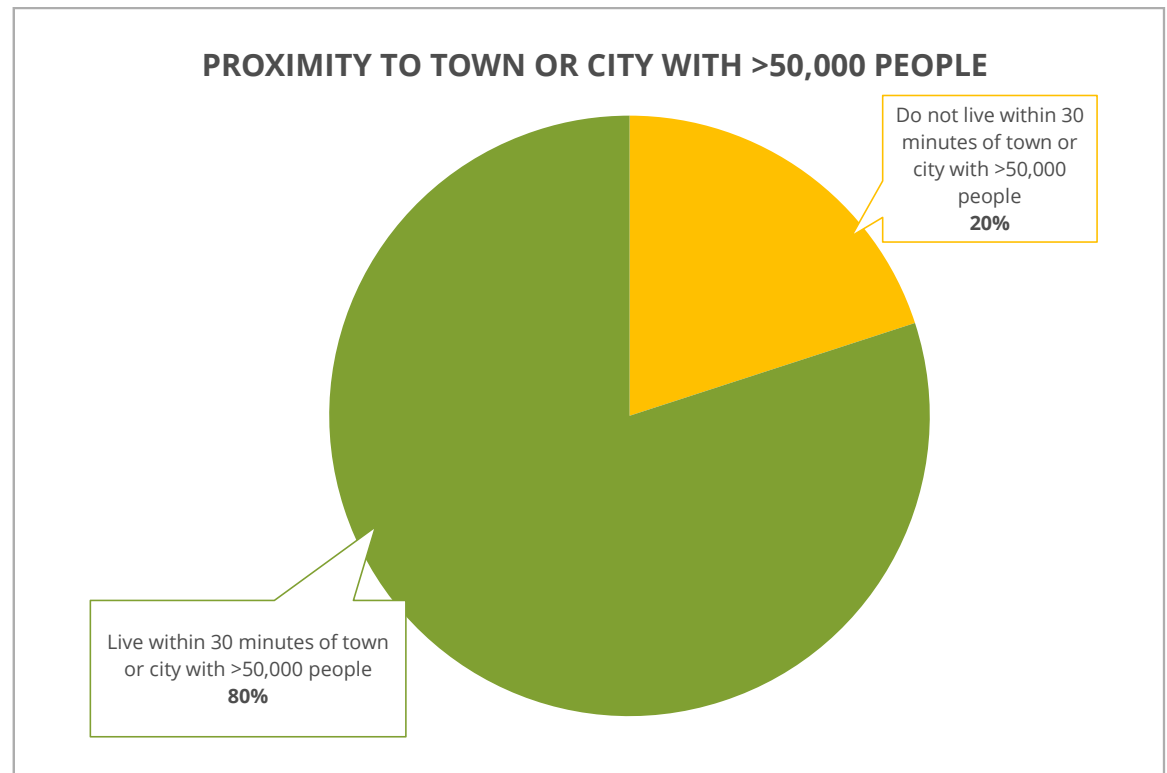


## 7. Appendix A - Composition of Survey Respondents

### PROXIMITY TO TOWN OR CITY

The majority of respondents reported living within 30 minutes of a town or city with a population of more than 50,000 people.

This suggests that the majority of locating takes place around urban areas.



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## 8. Appendix B - Additional UFL Workforce Information

### OVERVIEW

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The data in this appendix provides additional information on the UFL workforce from the survey respondents.



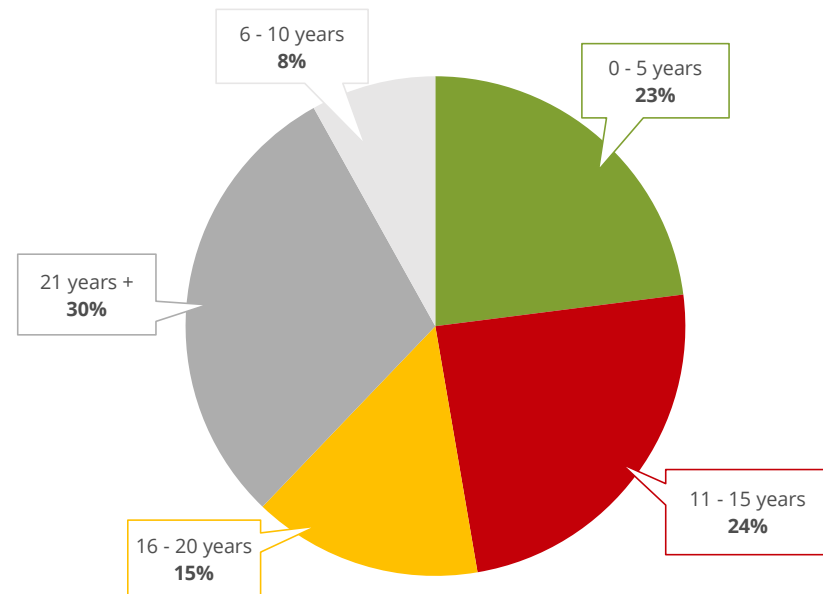
## 8. Appendix B - Additional UFL Workforce Information

### YEARS OF EXPERIENCE

Although most respondents (30%) reported having 21+ years of experience, respondents reported a range of years of experience. (6 respondents were excluded from the chart as they reported not having worked as a UFL).

The data suggests that the overall survey responses incorporate perspectives from people across their careers.

**TOTAL YEARS OF EXPERIENCE SINCE STARTING IN UNDERGROUND FACILITY LOCATING**



## 8. Appendix B - Additional UFL Workforce Information

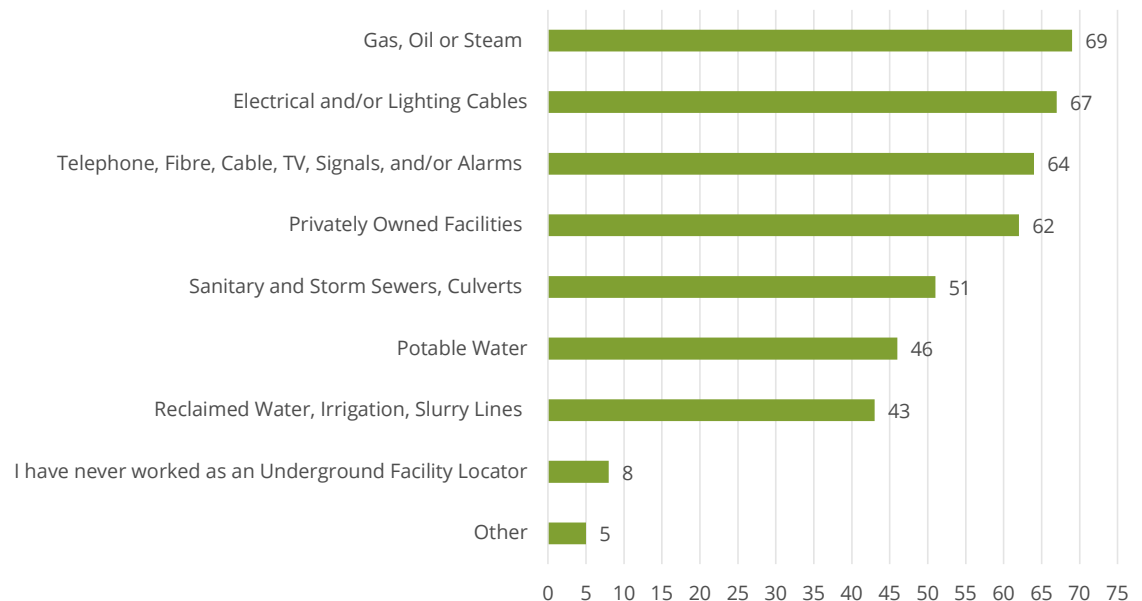
### TYPES OF LOCATING WORK

86% of respondents reported having done Gas, Oil, or Steam locating work, but no area of work was particularly underrepresented, with even the lowest area (Reclaimed Water, Irrigation, Slurry Lines) having been done by 54% of respondents.

Highlights from “Other” responses (0.6%) include underground tanks, buried vaults, and sumps.

The majority of respondents have experience with multiple facility types.

#### TYPES OF UNDERGROUND FACILITY LOCATING WORK DONE



## 8. Appendix B - Additional UFL Workforce Information

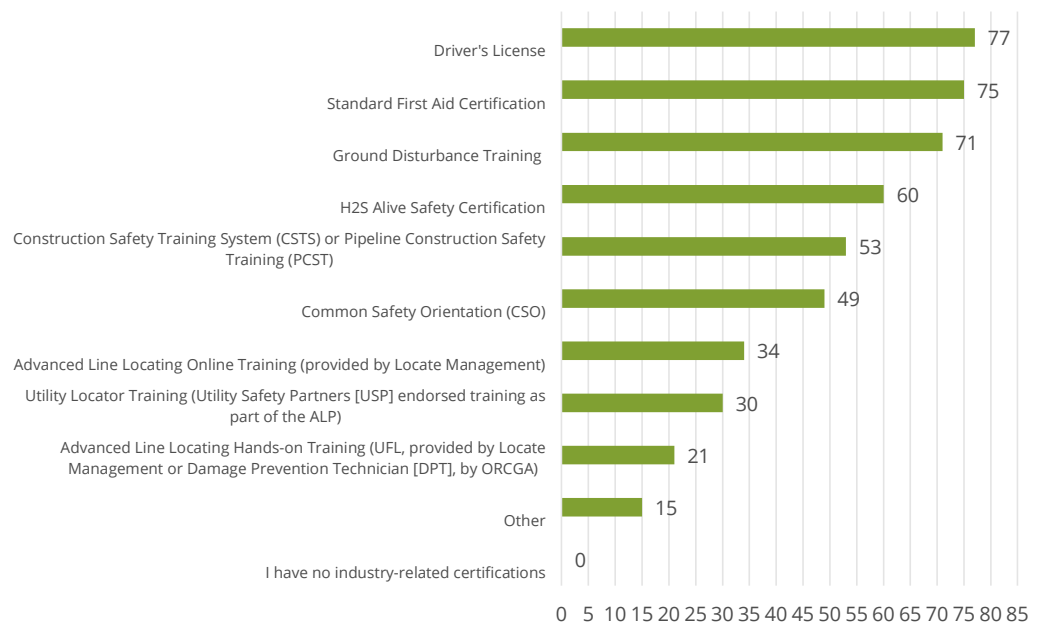
### CERTIFICATIONS AND QUALIFICATIONS

96% of respondents reported having a driver's license. Similarly, 94% of respondents reported having standard first aid certification. This is unsurprising, as most locating jobs require travel, and first aid training is subject to OHS.

Additionally, 89% of respondents reported having ground disturbance training, and 80% of respondents reported having H<sub>2</sub>S Alive Safety certification. This suggests that most employers require these certifications.

Individuals who have these certifications may have access to more opportunities upfront.

#### CERTIFICATIONS/QUALIFICATIONS HELD BY RESPONDENTS



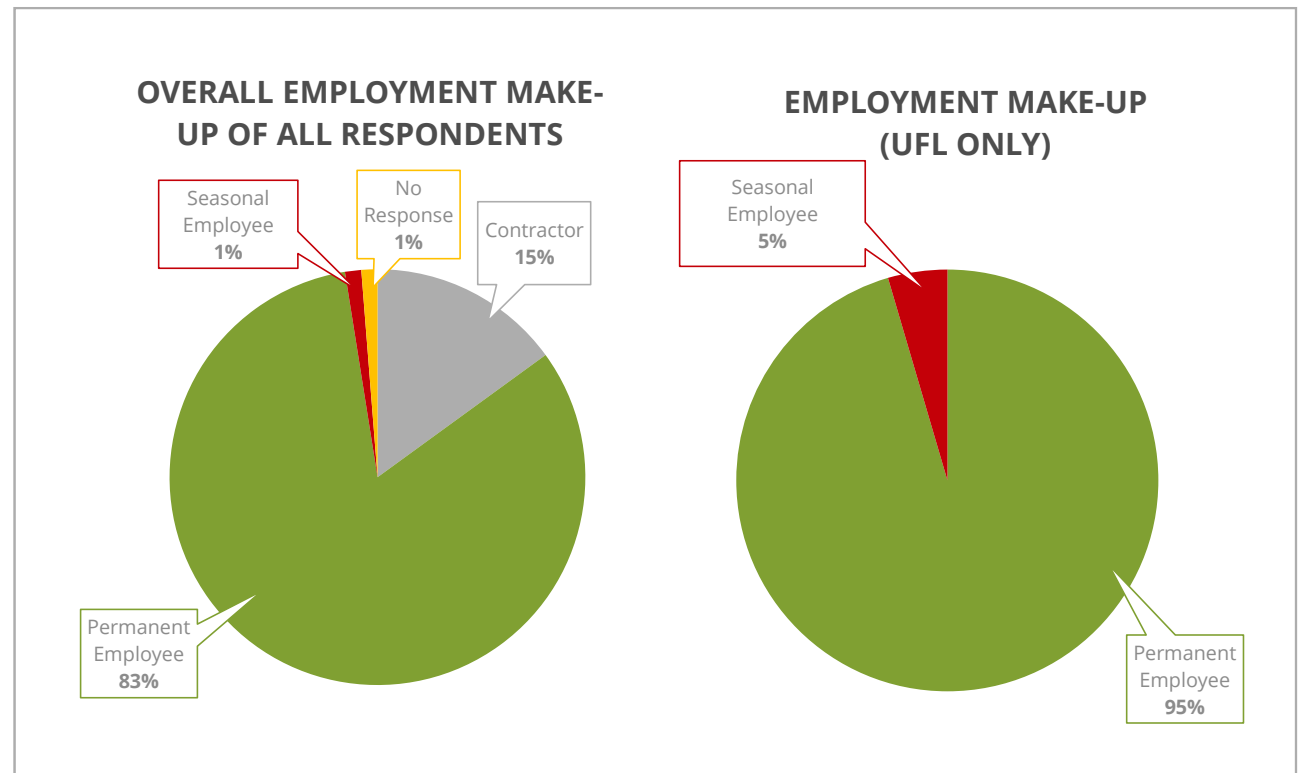


## 8. Appendix B - Additional UFL Workforce Information

### TYPE OF EMPLOYMENT

Overall, 83% of respondents reported that they are currently working as permanent employees. Similarly, 95% of respondents who are working only as UFLs reported currently working as permanent employees.

According to industry experts, this data likely indicates that the survey did not receive feedback from many seasonal employees, who are thought to make-up a significantly higher percentage of the workforce than is reflected in the data.



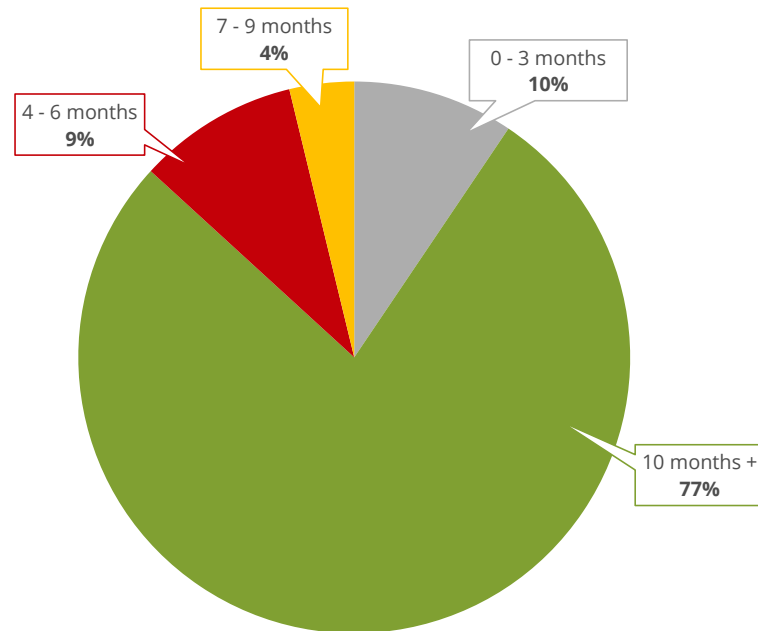
## 8. Appendix B - Additional UFL Workforce Information

### ANNUAL EMPLOYMENT DURATION

77% of respondents worked as a UFL for 10+ months over the last year. 27 respondents were excluded from the chart as they reported not currently working as a UFL.

According to industry experts, this data likely indicates that the survey did not receive feedback from many seasonal employees, who are thought to make up a significantly higher percentage of the workforce than is reflected in the data and would likely work less than 10 months of the year.

TIME SPENT EMPLOYED AS A UFL OVER THE LAST 12 MONTHS

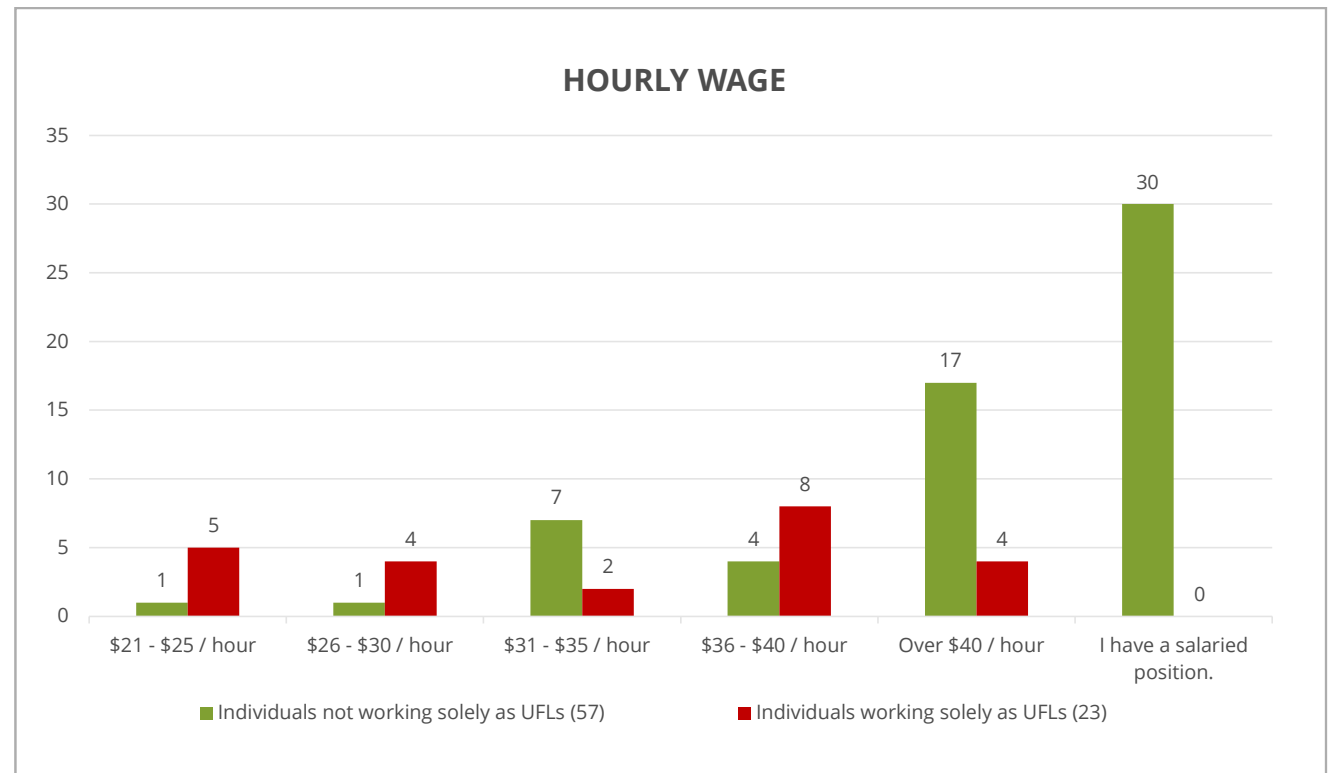


## 8. Appendix B - Additional UFL Workforce Information

### HOURLY WAGE

Individuals solely working as UFLs reported a range of hourly wages, from \$21 – \$40+ an hour.

Individuals not working solely as UFLs were more likely to have a salaried position.

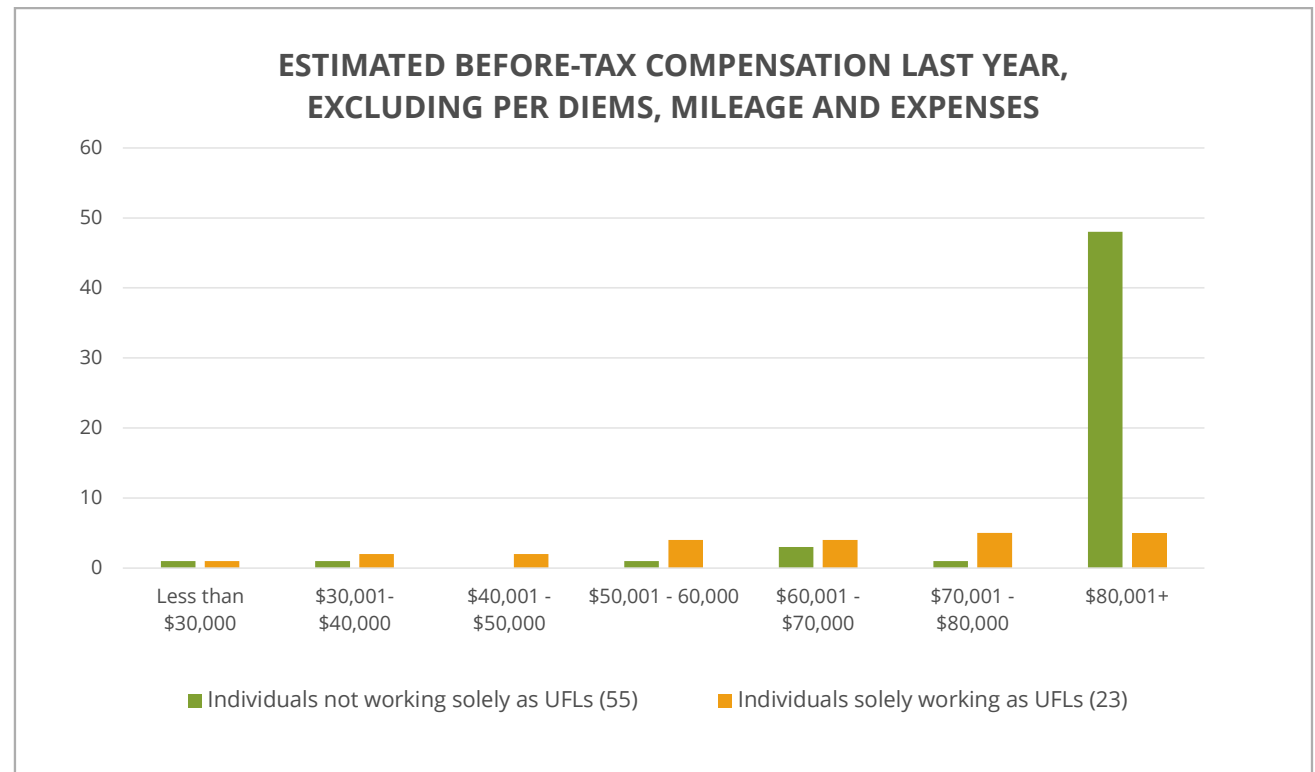


## 8. Appendix B - Additional UFL Workforce Information

### TOTAL COMPENSATION

Individuals working solely as UFLs varied in their total annual compensation, whereas 70% of individuals not working solely as UFLs made over \$80,000 a year.

This suggests that being able to work outside of the UFL role is the most financially advantageous, indicating that individuals with a varied skill set have opportunities in the industry.

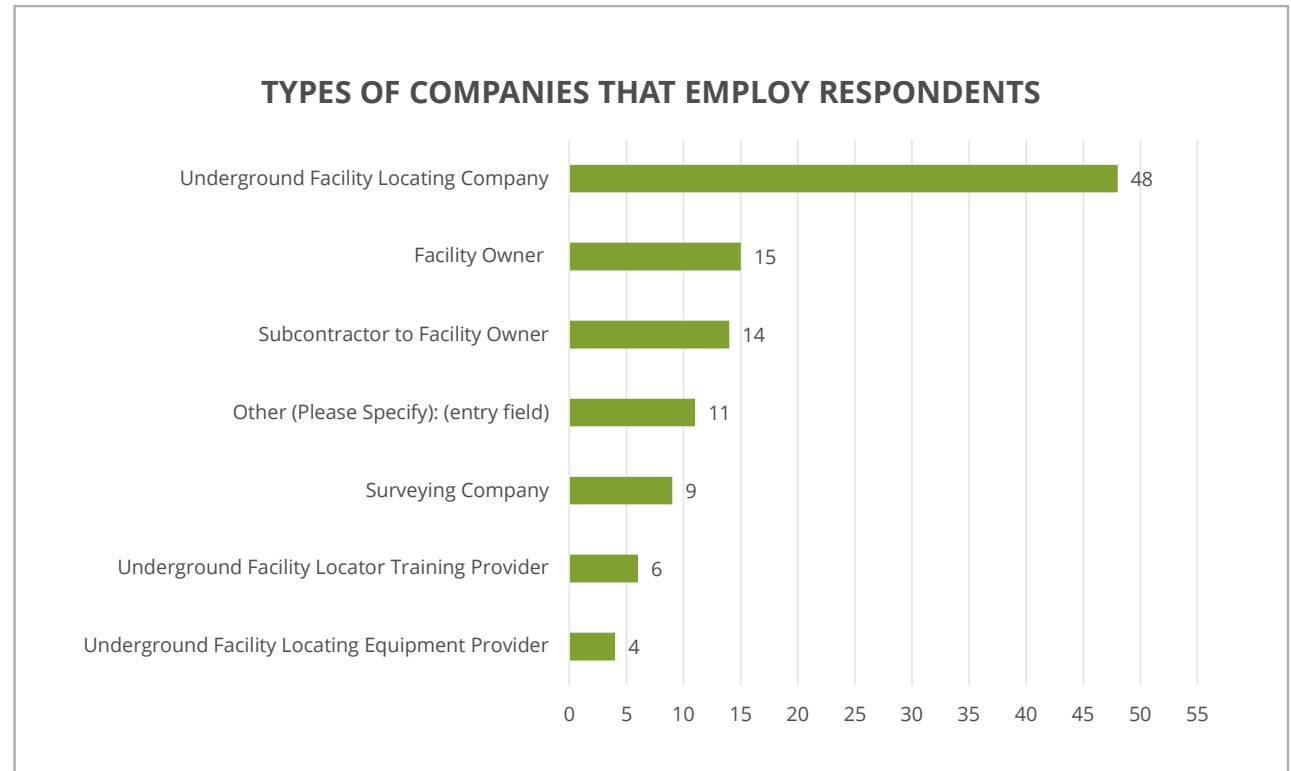


## 8. Appendix B - Additional UFL Workforce Information

### EMPLOYERS

To best capture individual companies, respondents could select all answers that describe the company they are employed by.

60% of respondents reported being employed by a company that performed at least some Underground Facility Locating.



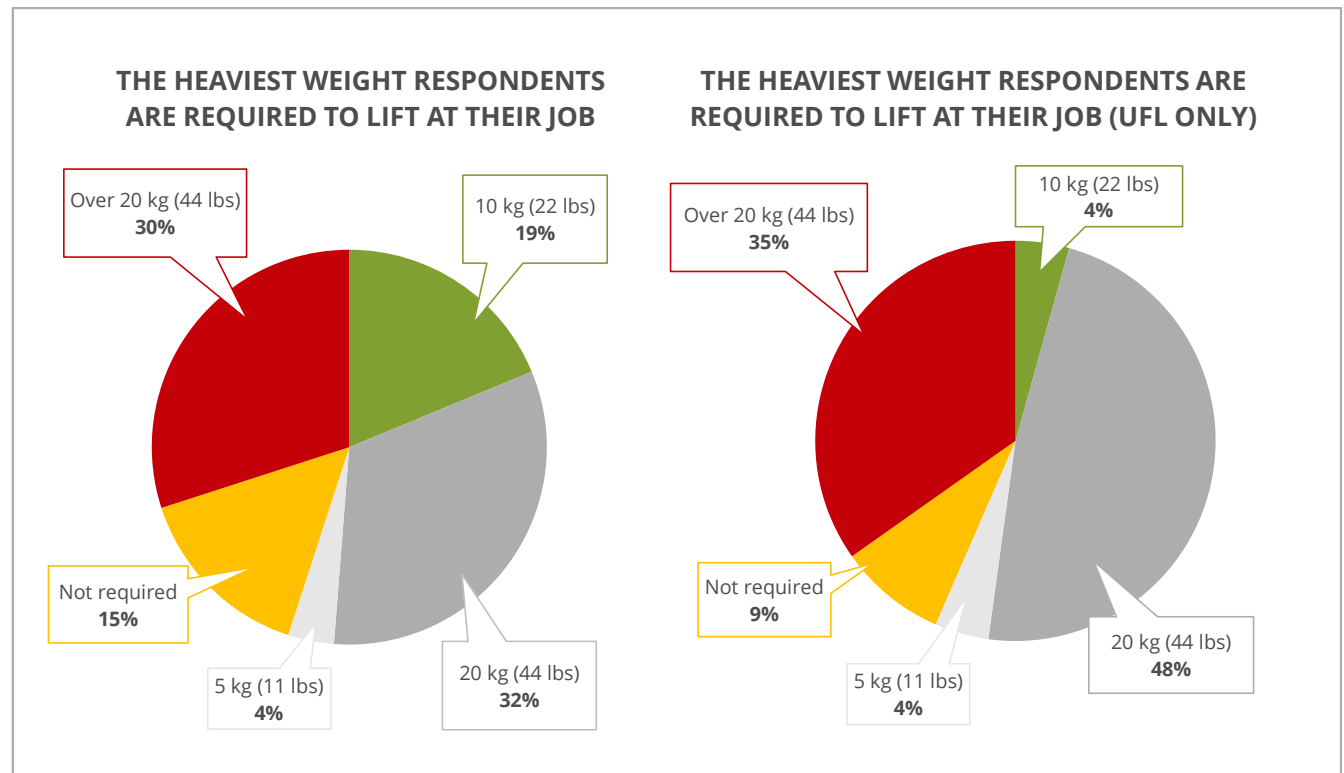
## 8. Appendix B - Additional UFL Workforce Information

### LIFTING REQUIREMENTS

The majority of overall respondents (32%) are required to be able to lift up to 20 kg (44 lbs); 30% are required to be able to lift up to 20 kg (44 lbs); 30% are required to be able to lift over 20 kg (44 lbs).

Similar results are seen for individuals only working as UFLs, with 48% required to lift up to 20 kg (44 lbs), and 35% required to lift over 20 kg (44 lbs).

This indicates that physically capable individuals will have the most opportunities as UFLs.



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## 9. Appendix C - Competency Validation Detail

### OVERVIEW

The data in this appendix defines the competency statements, followed by a breakdown of responses for each of the competency statements.



## 9. Appendix C - Competency Validation Detail

### COMPETENCY AREA STATEMENTS

	COMPETENCY AREA	STATEMENT
1	Problem Solving	When completing locates, UFLs should anticipate problem locate conditions, and use past training, industry best practices, and methodical troubleshooting procedures to overcome them. Additionally, they should understand and address factors that influence locate accuracy.
2	Information Sources	UFLs need to access information to complete a locate. This can include getting information from maps, records, plans, databases and other sources. To get information effectively, UFLs need to understand how to get and interpret information.
3	Documentation and Communication	UFLs need to communicate effectively with clients, team members, and members of other locate teams. This work includes following established notification methods and effectively using communication tools (e.g., two-way radios). They also need to accurately document locate information.
4	Locator Safety	UFLs must know, understand, and follow general and facility-specific safety procedures (e.g., working safely in confined spaces, following electrical safety procedures, completing Job Safety Analyses [JSAs] as necessary).
5	Locator Marking	To effectively mark facilities during locates, UFLs must know and understand the American Public Works Association (APWA) Uniform Colour Code, as well as Common Ground Alliance (CGA) guidelines for marking practices and common abbreviations.
6	Locator Equipment	UFLs need to understand, select, and safely operate and maintain the equipment used to complete locates (e.g., transmitters, receivers, GPS).

## 9. Appendix C - Competency Validation Detail

### COMPETENCY AREA STATEMENTS

	COMPETENCY AREA	STATEMENT
7	Locating Methods	UFLs need to understand, select, and safely use locating methods (e.g., clamp, inductive sweeping) appropriate to the situation and facility type. This includes knowing and selecting appropriate tools, as well as safely following associated procedures (including appropriate frequency selection).
8	Visual Inspections	UFLs need to perform visual inspections during locates. This includes knowing and recognizing visual signs that might indicate the presence of underground facilities, potential hazards, and visual indicators related to specific facility types.
9	Locator Drawings	UFLs must understand and accurately create hand sketches and/or computer-generated drawings, including appropriate symbology, measurements, and other relevant information, following client and/or company-specific requirements.
10	Facility Specific Knowledge	UFLs need to understand the nature of specific facility types (e.g., pipeline materials for storm water systems, cathodic protection for petroleum pipelines) as context for their work. This includes understanding region-specific information (e.g., the way waterlines are buried in Ontario, which may differ from the way they are buried in another province).
11	Preparedness	UFLs should be prepared to complete a locate. This includes knowing and understanding the scope of work, contract documents, the locate requirements, and the company's standards and specifications. Additionally, they must understand their role in the locate relative to other stakeholders. Any uncertainties or issues should be clarified with the Requestor, or other appropriate party.
12	Prints and Technology	UFLs must use and interpret maps and sketches that are provided by facility owners to complete locates.

## 9. Appendix C - Competency Validation Detail

### COMPETENCY AREA STATEMENTS

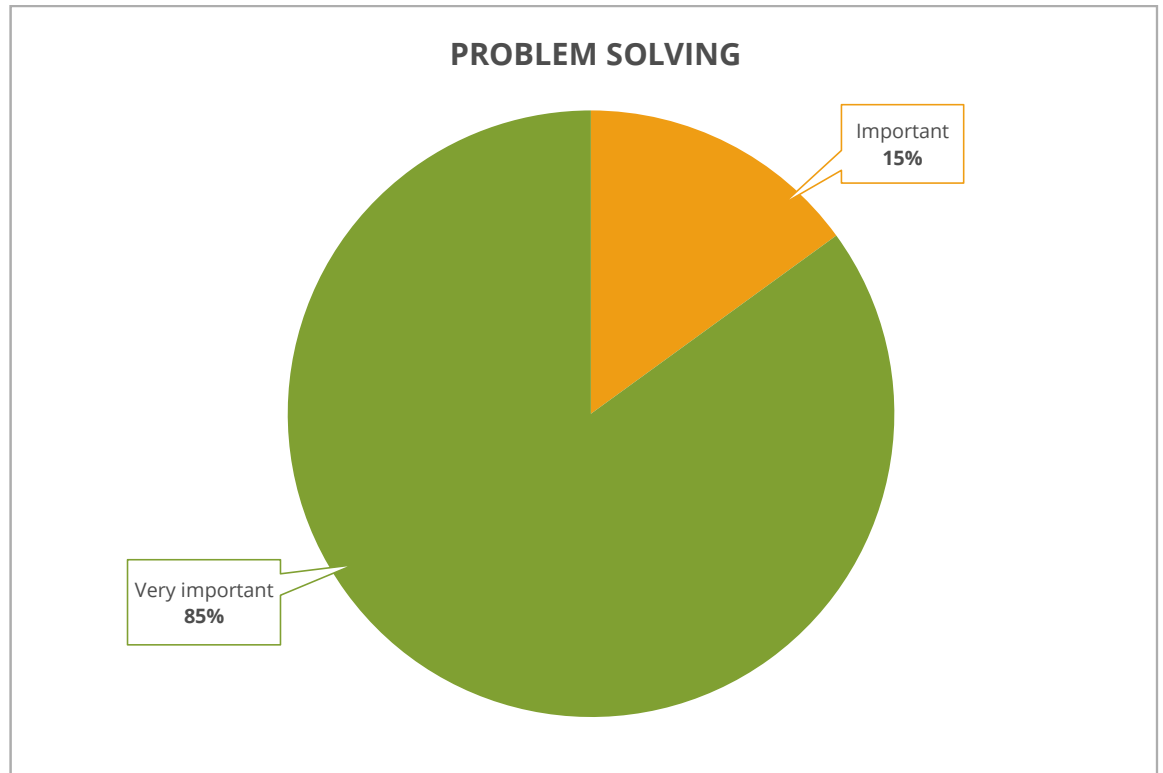
	COMPETENCY AREA	STATEMENT
13	Behaving Professionally	As representatives of their company, UFLs should behave in a professional and courteous manner. This includes maintaining a positive public image at all times, treating others respectfully, and ensuring that work areas are tidy and well-kept.
14	Behaving Ethically	UFLs should behave ethically. This includes abiding by a company's Code of Conduct, abiding by confidentiality agreements, not accepting gratuities, and being fair, reasonable, and objective towards performing work requirements.
15	Damage Prevention	UFLs need to understand the process for managing ground disturbance activities around existing underground facilities, as well as the process for incident investigation, including relevant stakeholders and their roles. This includes an understanding of the purpose of Common Ground Alliance (and regional partners) and their best practices, how the One Call system works, and the types of locates (including non-typical locates).
16	Code/Regulation/Legislation Skills & Construction Standards & Practices	UFLs need to know, understand, and follow relevant federal, provincial, and municipal regulations (e.g., obtaining and following permit requirements), as well as industry best practices and standards.
17	Administrative Skills	UFLs must effectively use relevant computer programs (e.g., word processors, spreadsheets, drawing/mapping software) to complete tasks such as creating locate tickets and work orders, tracking time, and updating logs and inventory systems.

## 9. Appendix C - Competency Validation Detail

### 1. PROBLEM SOLVING

When completing locates, UFLs should anticipate problem locate conditions, and use past training, industry best practices, and methodical troubleshooting procedures to overcome them. Additionally, they should understand and address factors that influence locate accuracy.

How important is it to be competent in this area?

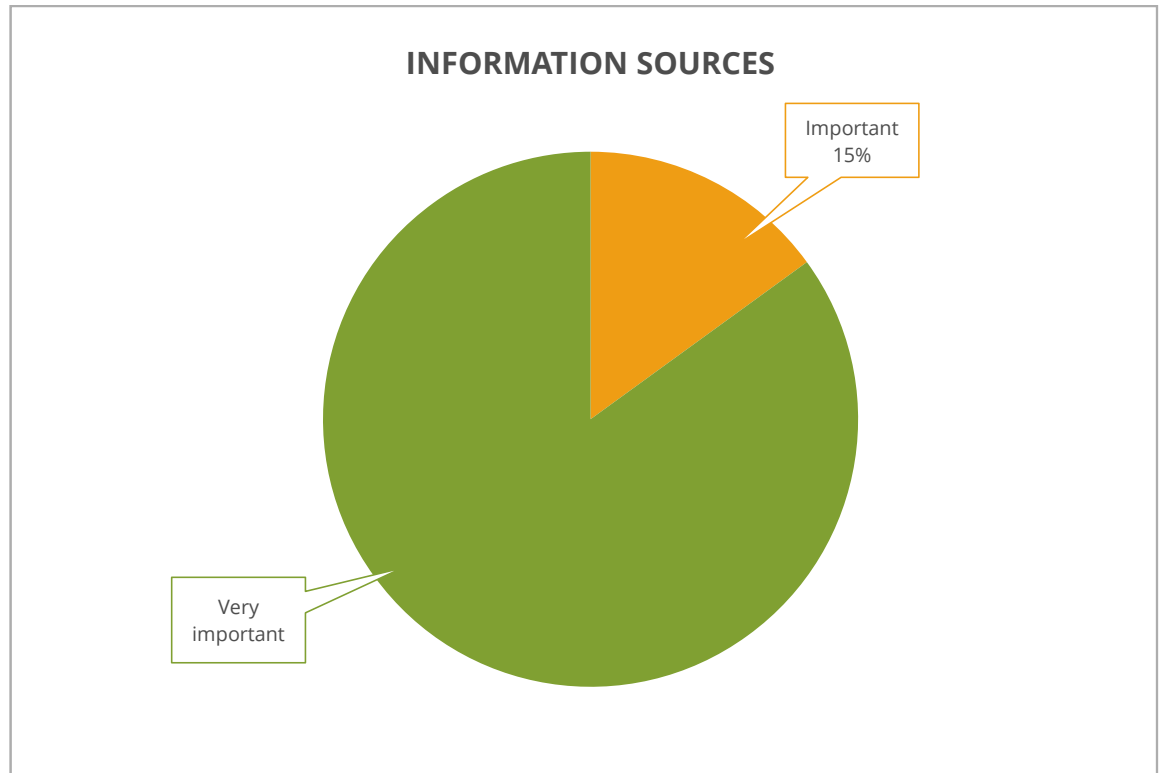


## 9. Appendix C - Competency Validation Detail

### 2. INFORMATION SOURCES

UFLs need to access information to complete a locate. This can include getting information from maps, records, plans, databases and other sources. To get information effectively, UFLs need to understand how to get and interpret information.

How important is it to be competent in this area?



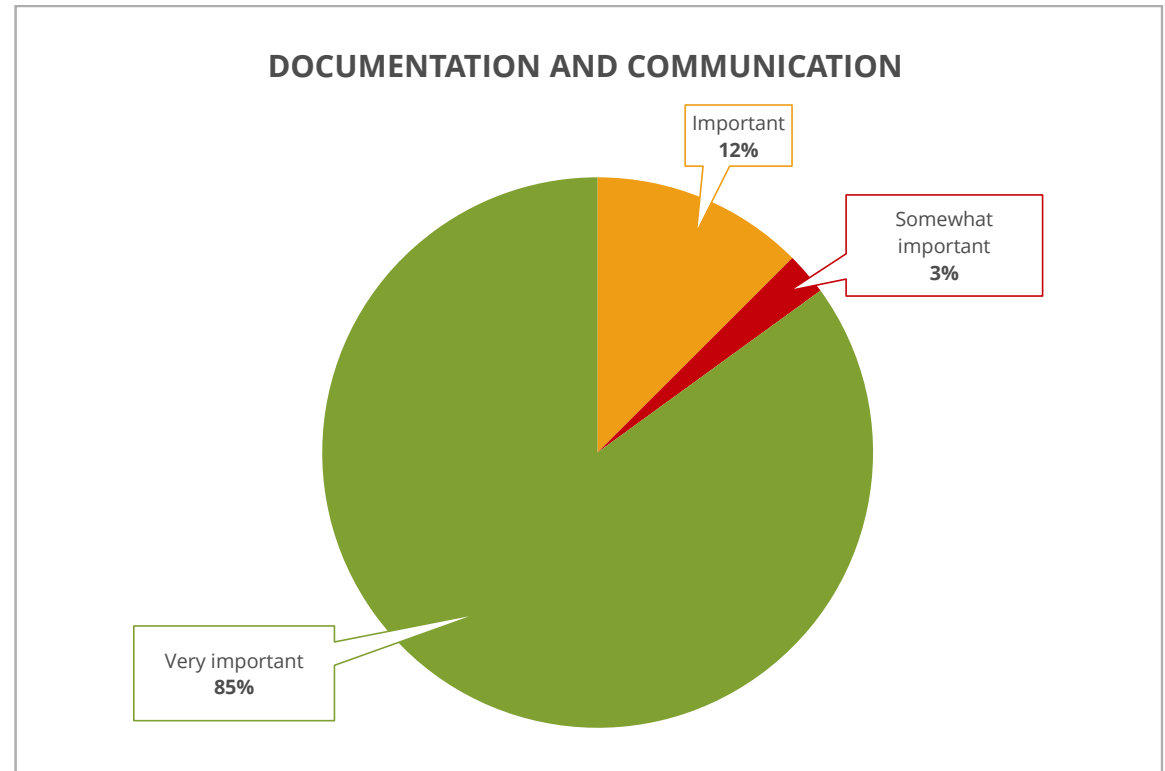


## 9. Appendix C - Competency Validation Detail

### 3. DOCUMENTATION AND COMMUNICATION

UFLs need to communicate effectively with clients, team members, and members of other locate teams. This work includes following established notification methods and effectively using communication tools (e.g., two-way radios). They also need to accurately document locate information.

How important is it to be competent in this area?

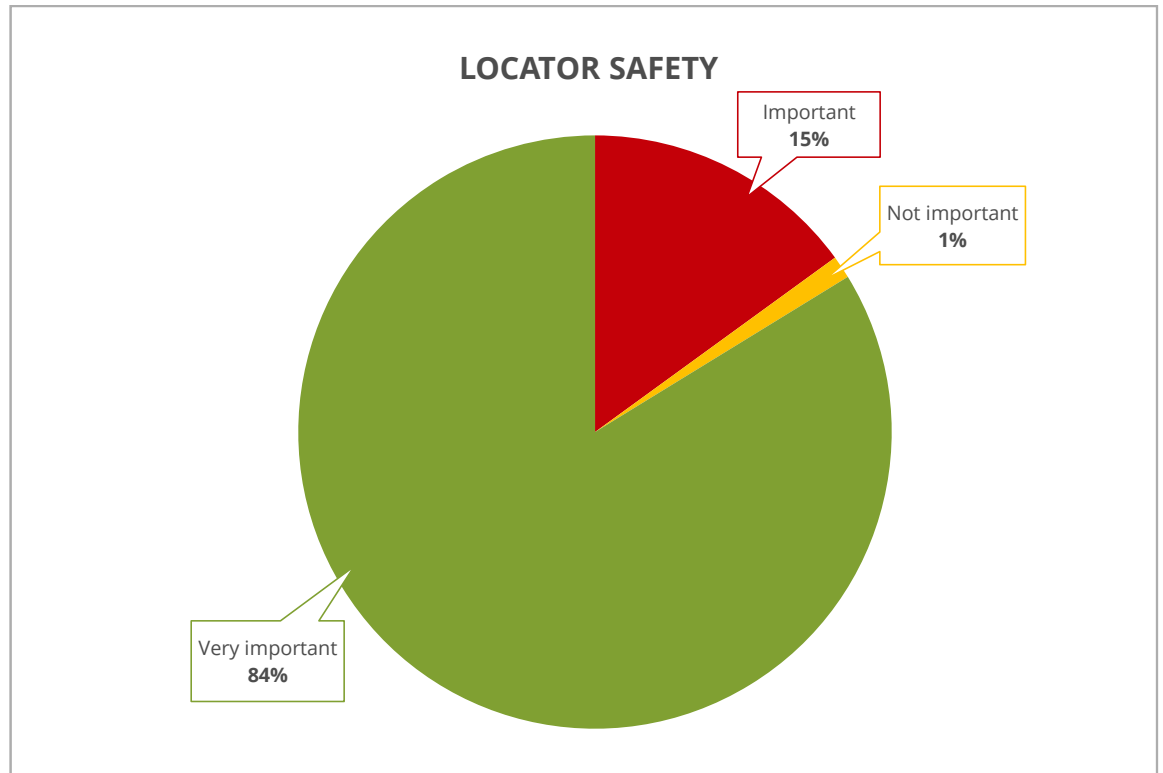


## 9. Appendix C - Competency Validation Detail

### 4. LOCATOR SAFETY

UFLs must know, understand, and follow general and facility-specific safety procedures (e.g., working safely in confined spaces, following electrical safety procedures, completing Job Safety Analyses [JSAs] as necessary).

How important is it to be competent in this area?

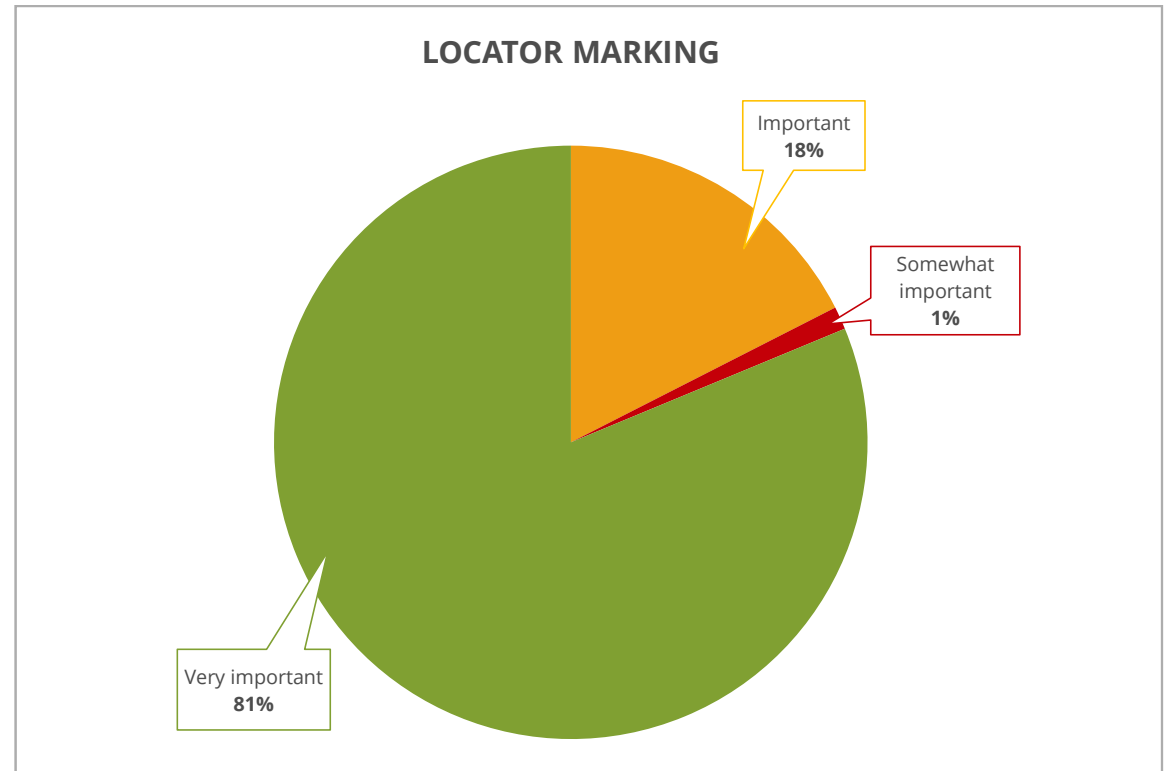


## 9. Appendix C - Competency Validation Detail

### 5. LOCATOR MARKING

To effectively mark facilities during locates, UFLs must know and understand the American Public Works Association (APWA) Uniform Colour Code, as well as Common Ground Alliance (CGA) guidelines for marking practices and common abbreviations.

How important is it to be competent in this area?

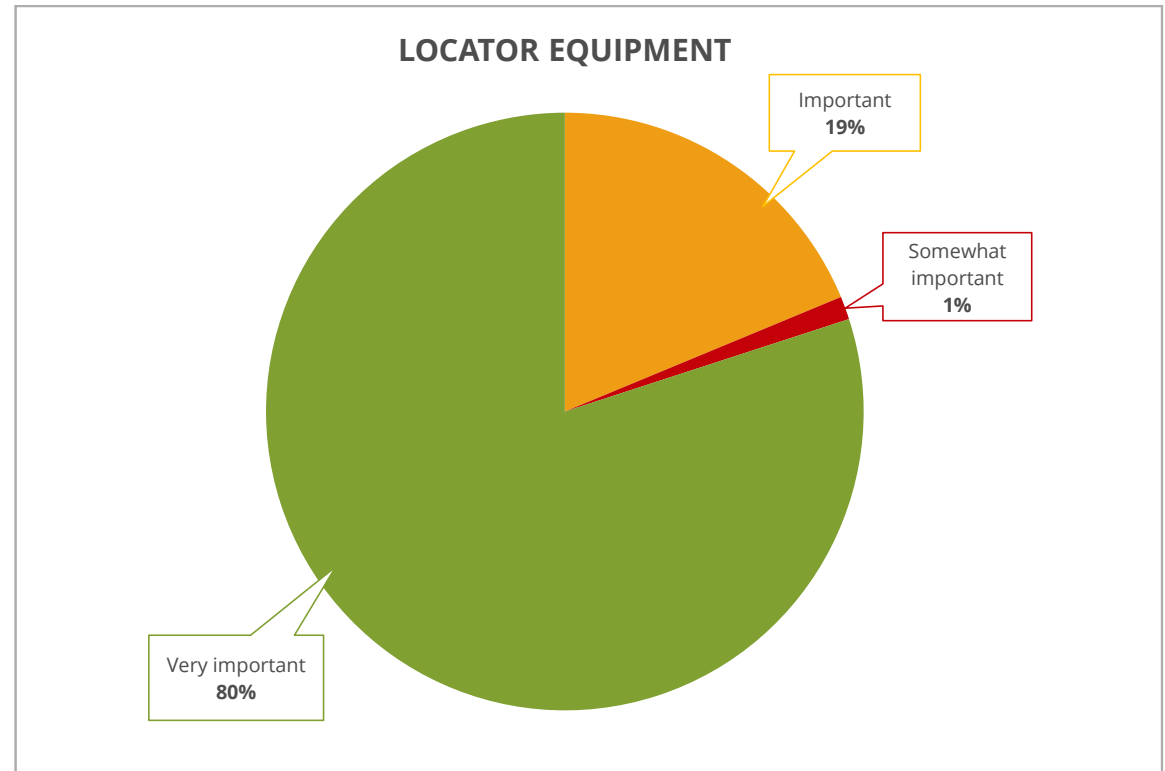


## 9. Appendix C - Competency Validation Detail

### 6. LOCATOR EQUIPMENT

UFLs need to understand, select, and safely operate and maintain the equipment used to complete locates (e.g., transmitters, receivers, GPS).

How important is it to be competent in this area?

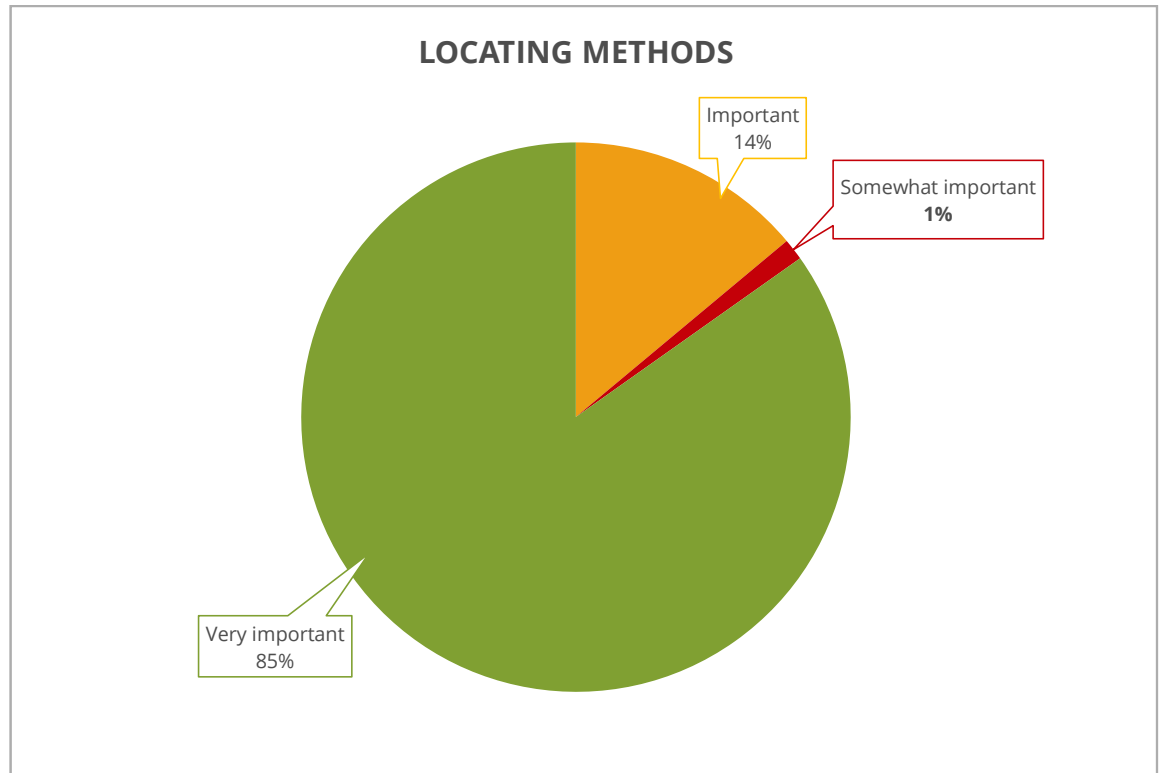


## 9. Appendix C - Competency Validation Detail

### 7. LOCATING METHODS

UFLs need to understand, select, and safely use locating methods (e.g., clamp, inductive sweeping) appropriate to the situation and facility type. This includes knowing and selecting appropriate tools, as well as safely following associated procedures (including appropriate frequency selection).

How important is it to be competent in this area?

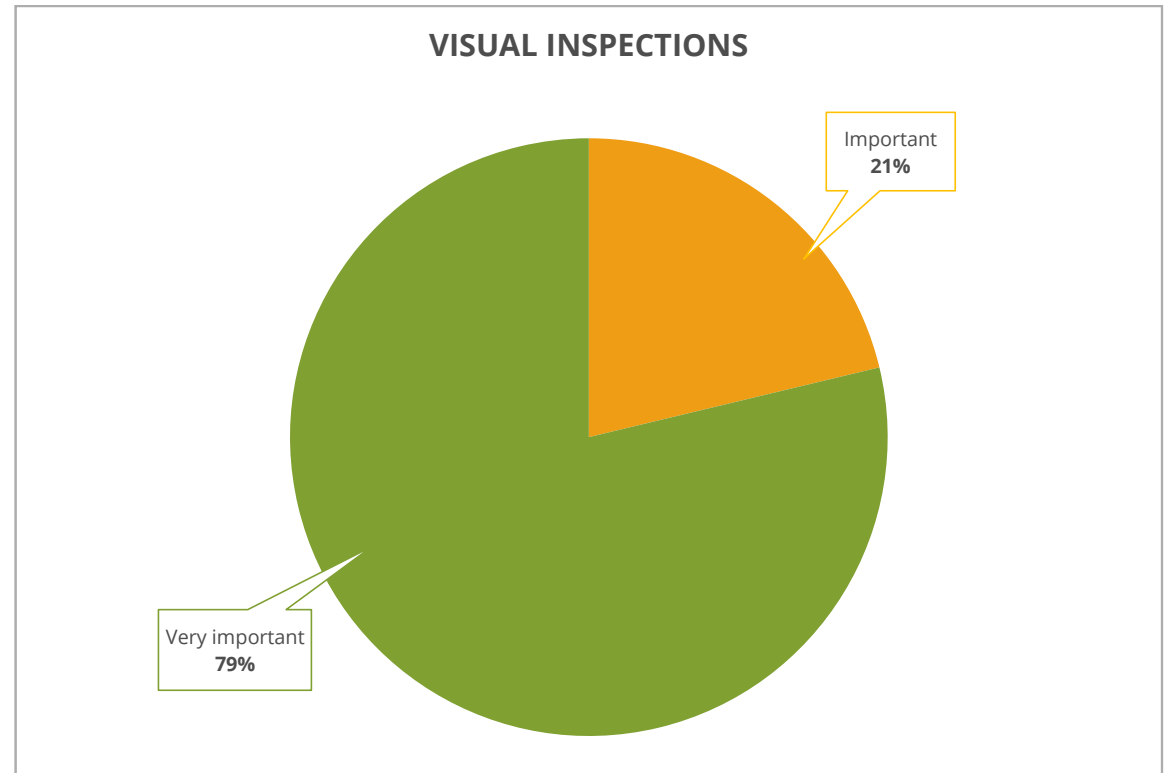


## 9. Appendix C - Competency Validation Detail

### 8. VISUAL INSPECTIONS

UFLs need to perform visual inspections during locates. This includes knowing and recognizing visual signs that might indicate the presence of underground facilities, potential hazards, and visual indicators related to specific facility types.

How important is it to be competent in this area?



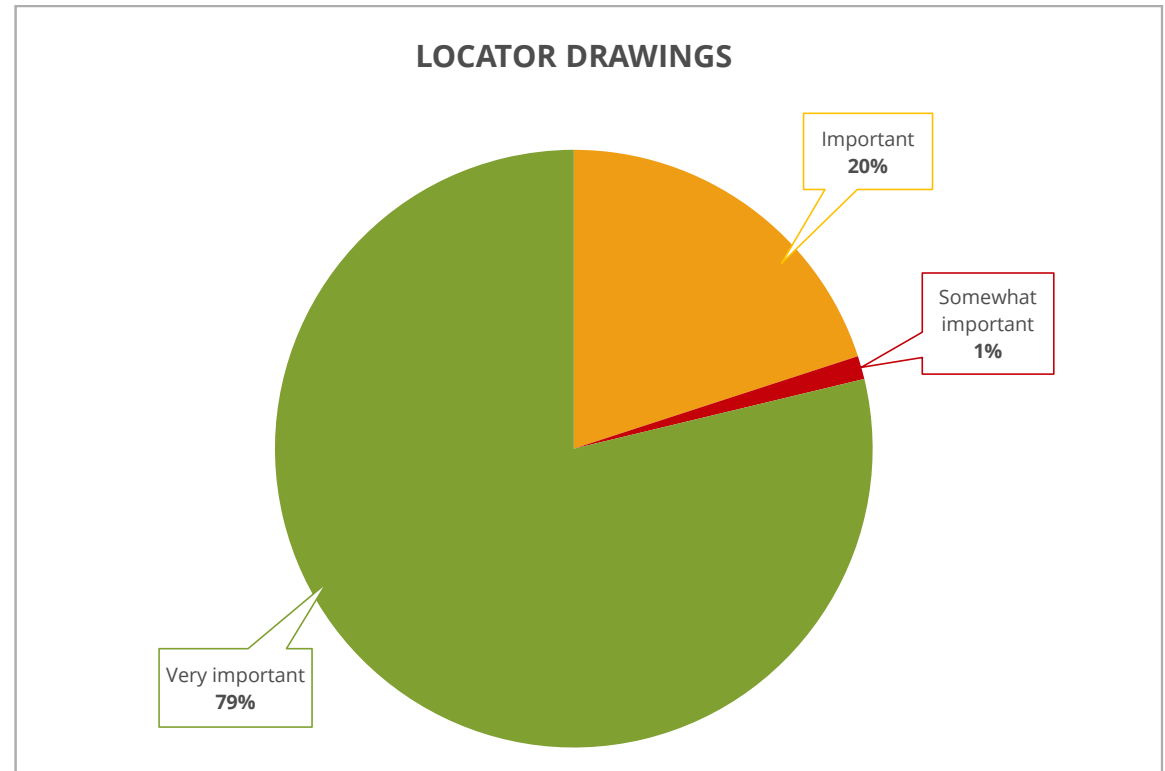


## 9. Appendix C - Competency Validation Detail

### 9. LOCATOR DRAWINGS

UFLs must understand and accurately create hand sketches and/or computer-generated drawings, including appropriate symbology, measurements, and other relevant information, following client and/or company-specific requirements.

How important is it to be competent in this area?

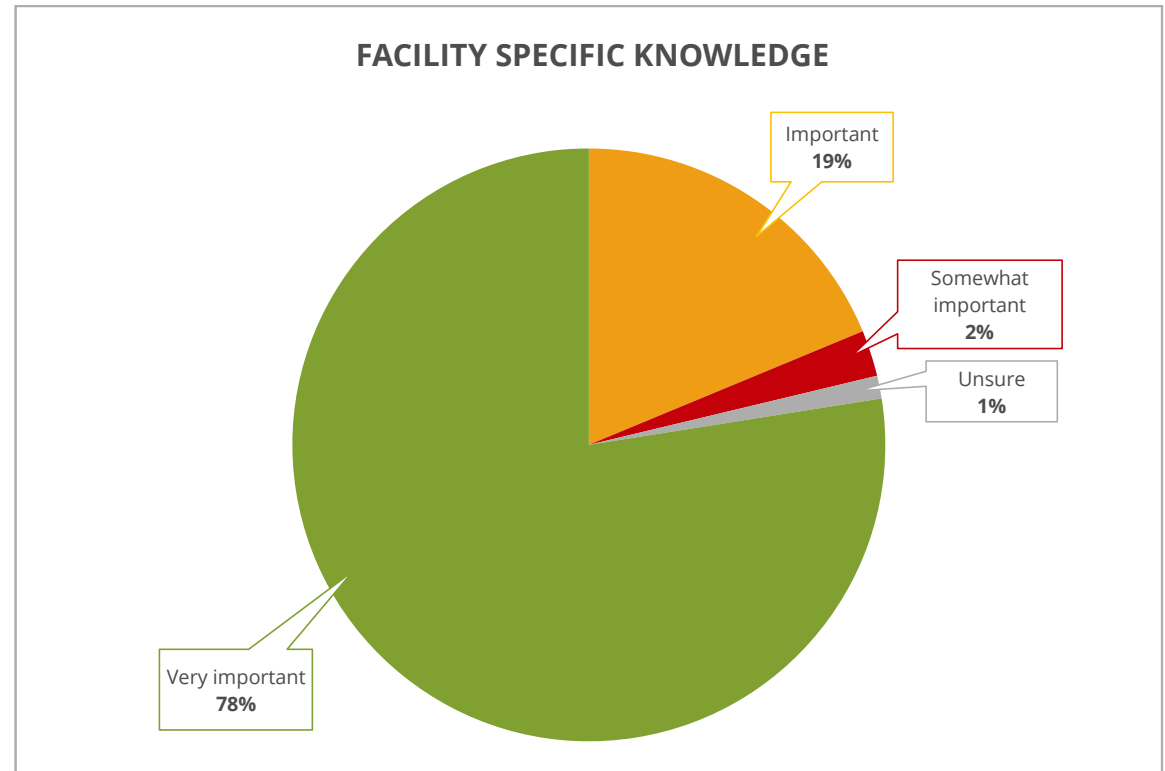


## 9. Appendix C - Competency Validation Detail

### 10. FACILITY SPECIFIC KNOWLEDGE

UFLs need to understand the nature of specific facility types (e.g., pipeline materials for storm water systems, cathodic protection for petroleum pipelines) as context for their work. This includes understanding region-specific information (e.g., the way waterlines are buried in Ontario, which may differ from the way they are buried in another province).

How important is it to be competent in this area?

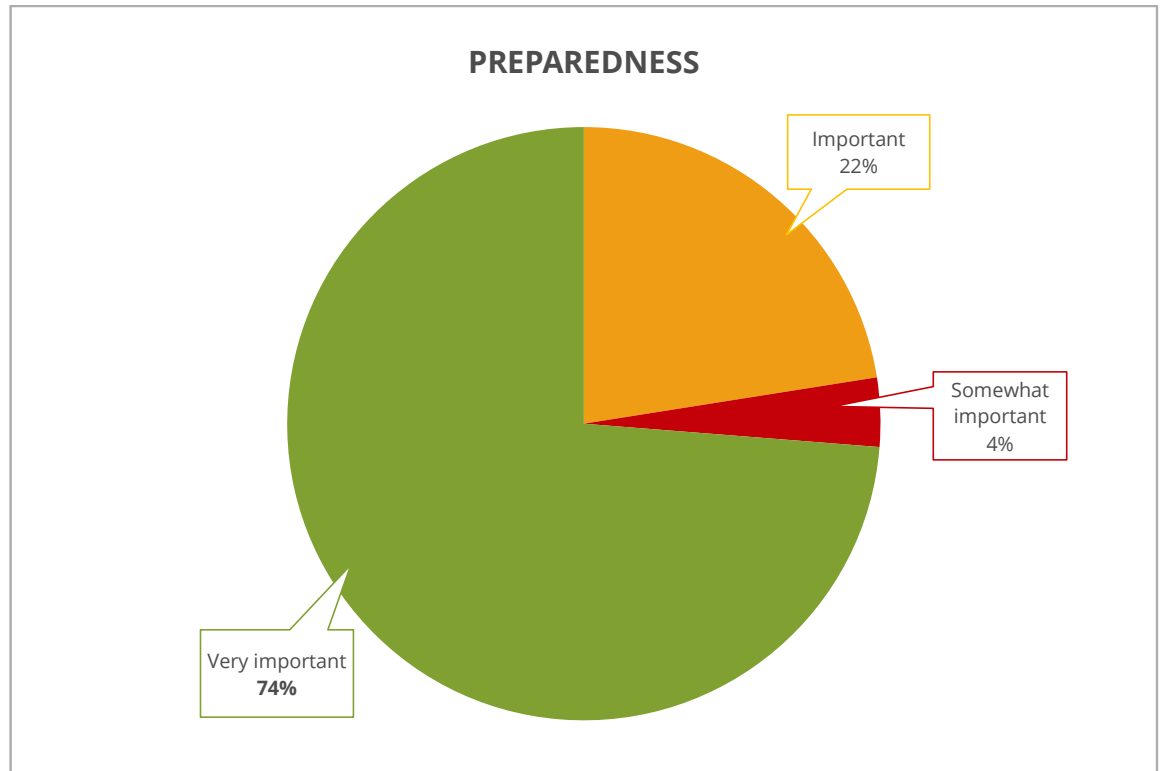


## 9. Appendix C - Competency Validation Detail

### 11. PREPAREDNESS

UFLs should be prepared to complete a locate. This includes knowing and understanding the scope of work, contract documents, the locate requirements, and the company's standards and specifications. Additionally, they must understand their role in the locate relative to other stakeholders. Any uncertainties or issues should be clarified with the Requestor, or other appropriate party.

How important is it to be competent in this area?

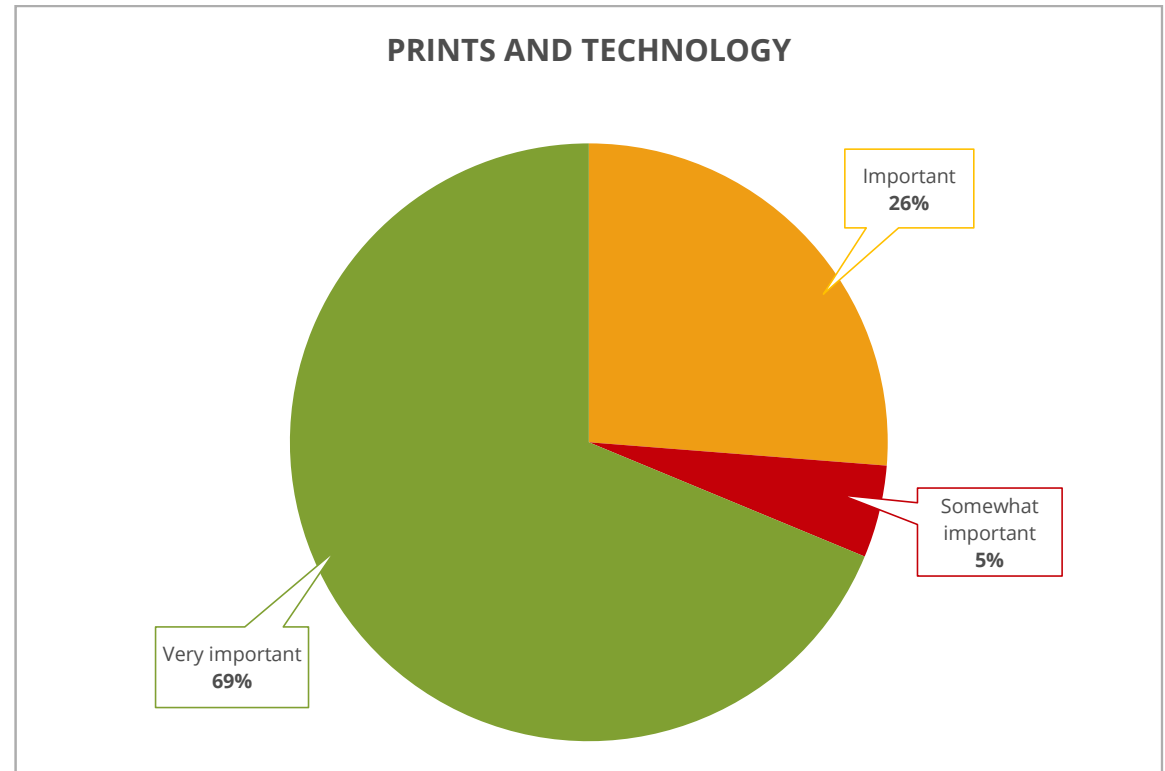


## 9. Appendix C - Competency Validation Detail

### 12. PRINTS AND TECHNOLOGY

UFLs must understand and accurately create hand sketches and/or computer-generated drawings, including appropriate symbology, measurements, and other relevant information, following client and/or company-specific requirements.

How important is it to be competent in this area?

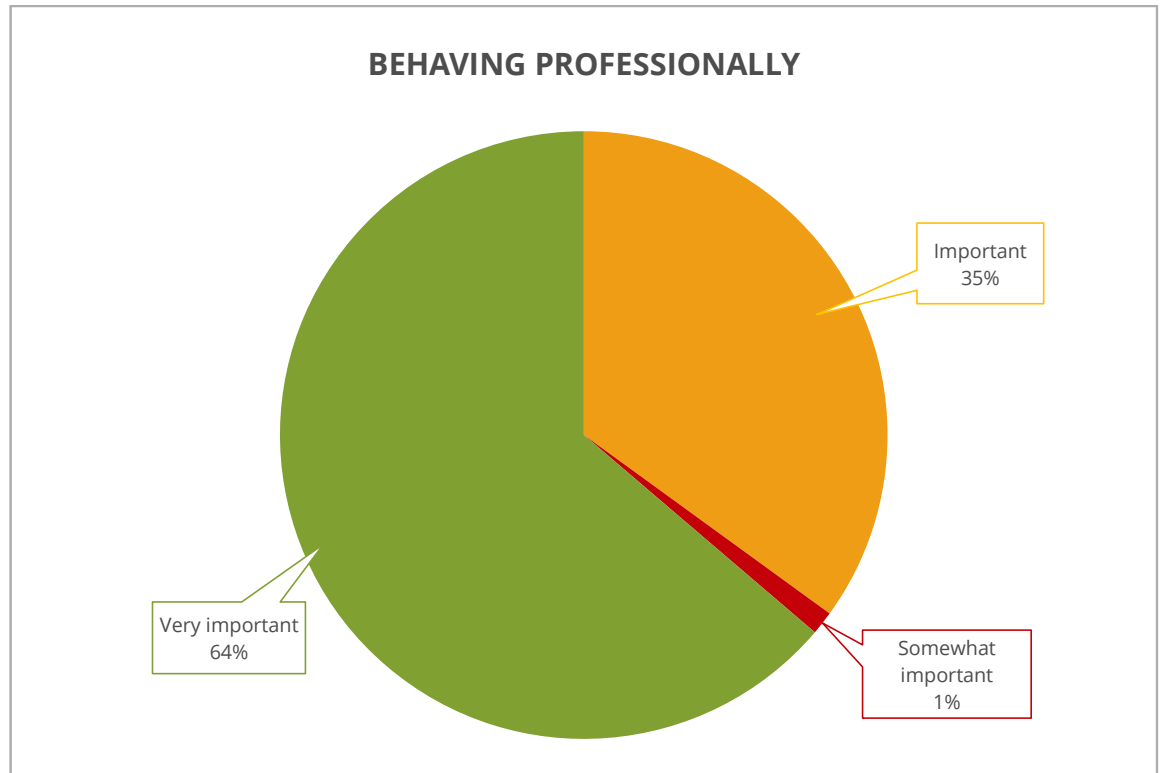


## 9. Appendix C - Competency Validation Detail

### 13. BEHAVING PROFESSIONALLY

As representatives of their company, UFLs should behave in a professional and courteous manner. This includes maintaining a positive public image at all times, treating others respectfully, and ensuring that work areas are tidy and well-kept.

How important is it to be competent in this area?

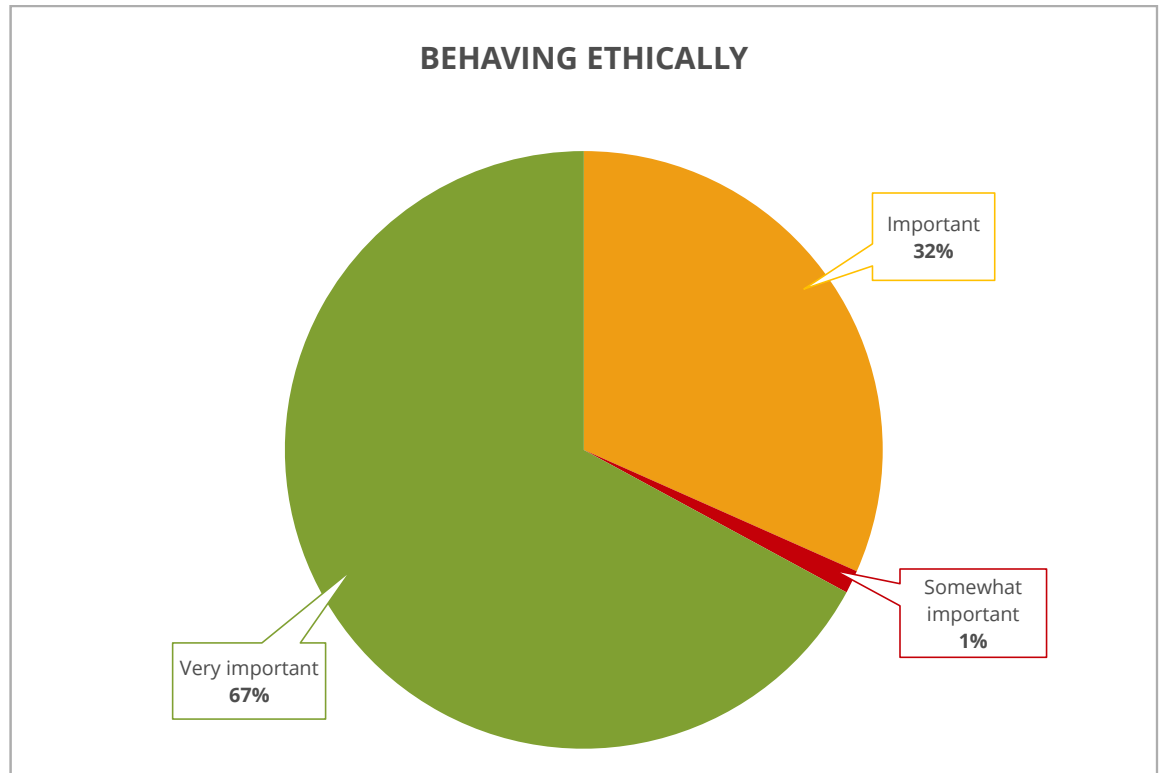


## 9. Appendix C - Competency Validation Detail

### 14. BEHAVING ETHICALLY

UFLs should behave ethically. This includes abiding by a company's Code of Conduct, abiding by confidentiality agreements, not accepting gratuities, and being fair, reasonable, and objective towards performing work requirements.

How important is it to be competent in this area?



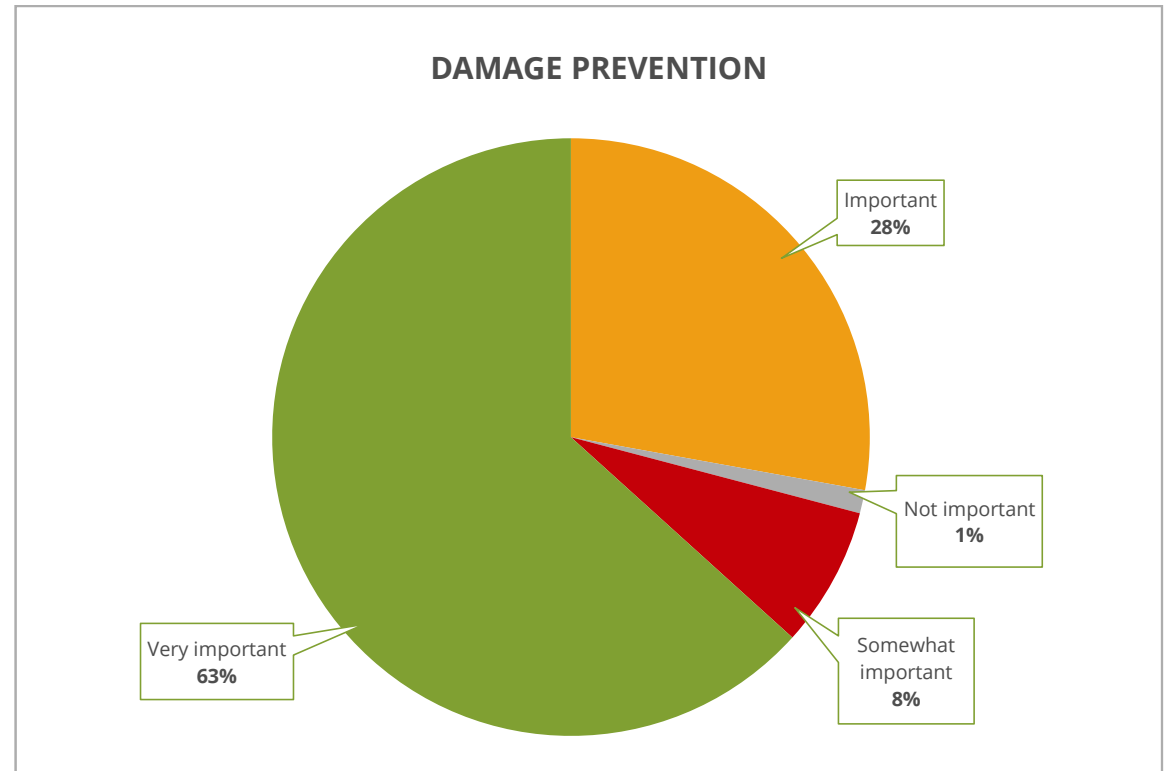


## 9. Appendix C - Competency Validation Detail

### 15. DAMAGE PREVENTION

UFLs need to understand the process for managing ground disturbance activities around existing underground facilities, as well as the process for incident investigation, including relevant stakeholders and their roles. This includes an understanding of the purpose of Common Ground Alliance (and regional partners) and their best practices, how the One Call system works, and the types of locates (including non-typical locates).

How important is it to be competent in this area?

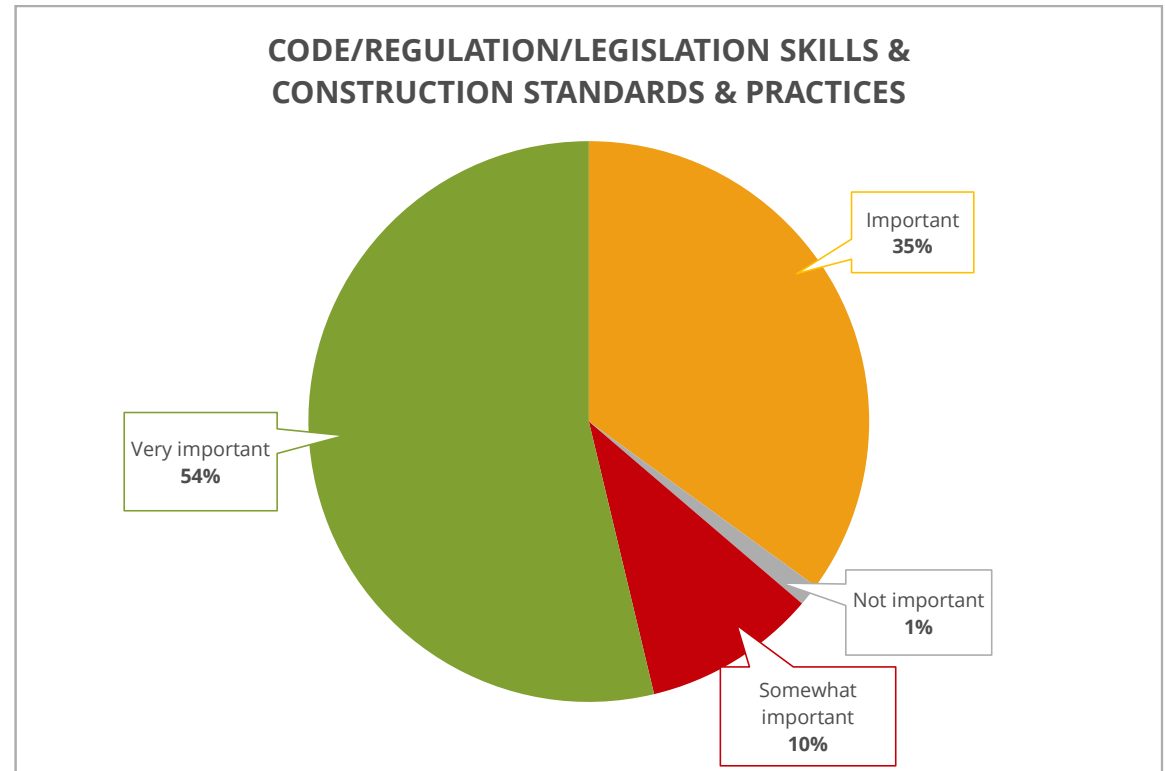


## 9. Appendix C - Competency Validation Detail

### 16. CODE/REGULATION/LEGISLATION SKILLS & CONSTRUCTION STANDARDS & PRACTICES

UFLs need to know, understand, and follow relevant federal, provincial, and municipal regulations (e.g., obtaining and following permit requirements), as well as industry best practices and standards.

How important is it to be competent in this area?



## 9. Appendix C - Competency Validation Detail

### 17. ADMINISTRATIVE SKILLS

UFLs must effectively use relevant computer programs (e.g., word processors, spreadsheets, drawing/mapping software) to complete tasks such as creating locate tickets and work orders, tracking time, and updating logs and inventory systems.

How important is it to be competent in this area?

