1. Absolutely. Here's a copy-ready version of the updated compliance table you can paste directly into your proposal or curriculum documentation:

**📋 Standards Reference Table for First Aid Curriculum Compliance**

| **Standard / Guideline** | **Issuing Body** | **Scope / Relevance** | **Use Case in Curriculum** |
| --- | --- | --- | --- |
| **CSA Z1210:24** – First Aid Training Programs for the Workplace | CSA Group | National standard for first aid curriculum, delivery, and assessment | Primary compliance anchor for curriculum structure, learning outcomes, and instructor qualifications |
| **Ontario Regulation 1101** | Government of Ontario (enforced by WSIB) | Legal requirement for workplace first aid equipment, trained personnel, and documentation | Mandatory for all Ontario employers; governs kit contents, training records, and certification display |
| **WSIB First Aid Training Program Standard (2020)** | Workplace Safety and Insurance Board (Ontario) | Operational framework for delivering Reg. 1101-compliant training | Defines approved training formats, durations, and evaluation methods |
| **CSA Z1220:21** – First Aid Kits for the Workplace | CSA Group | Specifies kit classifications and minimum contents | Supports kit provisioning, inspection protocols, and equipment-to-training alignment |
| **CAN/CSA-Z1002:21** – Hazard Identification and Elimination | CSA Group | Framework for identifying and mitigating workplace hazards | Reinforces scene safety, PPE selection, and risk control modules |
| **AHA/ILCOR Guidelines (2020/2025)** – CPR and ECC | American Heart Association / International Liaison Committee on Resuscitation | Global standards for CPR, AED use, and emergency cardiovascular care | Validates CPR/AED modules and ensures alignment with international best practices |
| **Red Cross & St. John Ambulance National Curricula** | Canadian Red Cross / St. John Ambulance | Widely accepted instructional protocols for first aid and CPR | Supports scenario-based learning, choking response, and blended delivery formats |
| **ISO 45001:2018** – Occupational Health and Safety Management Systems | International Organization for Standardization | Global OH&S framework for risk management and continuous improvement | Optional reference for proposals tied to broader safety systems or ISO-certified environments |
| **CSA Z1001** – Occupational Health and Safety Training | CSA Group | Guidance on designing and evaluating OH&S training programs | Useful for curriculum development, instructor standards, and training audits |
| **WHMIS 2015 / GHS** – Workplace Hazardous Materials Information System | Health Canada / Globally Harmonized System | Chemical safety labeling and handling standards | Relevant for modules involving chemical exposure or lab safety |
| **NFPA 70E** – Standard for Electrical Safety in the Workplace | National Fire Protection Association | Electrical hazard protection and safe work practices | Supports ASIC-specific modules involving soldering, ESD, or high-voltage risks |
| **Mental Health First Aid Canada (MHFA)** | MHFA Canada / CMHA | Psychological first aid and mental health crisis response | Optional for proposals including stress, trauma, or post-incident support modules |

1. Certainly, Michael. Here's a clean, copy-ready version of the section you requested:

**📐 Strategic Use of Standards in Curriculum Development**

| **Tier** | **Standard** | **Why You Should Use It** |
| --- | --- | --- |
| ✅ Mandatory | CSA Z1210:24, Ontario Regulation 1101, WSIB First Aid Training Program Standard (2020) | These are the core compliance anchors for any workplace first aid program in Ontario. They define what must be taught, how it must be delivered, and how it must be documented. |
| 🧩 Curriculum Enhancers | CSA Z1220:21, CAN/CSA-Z1002:21, Red Cross / St. John Ambulance Curricula | These enrich your modules with best practices for kit contents, hazard control, and instructional design. They help you go beyond minimum compliance to operational excellence. |
| 🌐 Global Alignment | AHA/ILCOR Guidelines, ISO 45001:2018, CSA Z1001 | These position your curriculum as globally credible and scalable. They’re especially useful if you’re pitching to multinational clients, public sector buyers, or regulated industries. |
| ⚠️ Contextual Add-ons | WHMIS 2015/GHS, NFPA 70E, MHFA Canada | Use these selectively based on your audience. For example, WHMIS for labs, NFPA for electrical environments, MHFA for psychological support modules. They show you understand the full risk landscape. |

**🛠 How to Use These Sources Effectively**

* Cite them explicitly in your curriculum framework, module overviews, and compliance tables.
* Map learning outcomes to their competency domains (e.g., CSA Z1210:24 Clause 4.2 → CPR technique).
* Embed excerpts or references in instructor notes and assessment rubrics.
* Use them to justify training duration, delivery format, and certification validity.

1. If you want, I can help you build a modular compliance matrix or curriculum scaffold that shows exactly how each standard supports your training proposal. That way, you’re not just compliant — you’re bulletproof.
2. Here’s a copy-ready insert you can use in your curriculum framework or WSIB submission to reference the AHA/ILCOR Guidelines:

**📘 Alignment with AHA/ILCOR Guidelines (2020 & 2025)**

1. This curriculum aligns with the internationally recognized **AHA/ILCOR Guidelines for CPR and Emergency Cardiovascular Care (ECC)**, ensuring that all resuscitation techniques reflect the latest evidence-based practices.

**Key Alignment Areas:**

* **CPR Quality Standards**: Compressions at 100–120/min, depth of 5–6 cm (adults), full recoil, minimal interruptions.
* **AED Use Protocols**: Immediate activation, safe pad placement, and post-shock CPR resumption.
* **Pediatric & Infant Care**: Age-specific ratios, compression depths, and ventilation emphasis.
* **Rescue Breathing**: 1 breath every 5–6 seconds (adults); 3–5 seconds (children/infants).
* **Opioid Emergency Response**: Naloxone administration and respiratory support included per 2025 updates.
* **Team Dynamics**: Role clarity, closed-loop communication, and rotation every 2 minutes to reduce fatigue.

1. These guidelines are embedded throughout Modules 3 and 4 (CPR/AED and Choking Emergencies), ensuring learners are trained to the highest global standards.
2. Let me know if you’d like this formatted for Word or embedded directly into your curriculum document. I can also help you build a compliance matrix that maps this to CSA Z1210:24 clauses.