Does your organization have a hazard communication program? What about an emergency action or response plan? A lockout/tagout program? Other safety and health programs and plans? Most likely you answered yes to all four questions. How about a written OSH training program? Unfortunately, most companies do not have one.

An OSH Training Plan
As with written plans for HazCom, emergency response or lockout/tagout, a company should also have a written OSH training plan. Without such a plan, a company cannot be certain that training is correct, consistent, well developed and delivered, and effective. In *Alice in Wonderland*, Cheshire Cat asks Alice, “If you don’t know where you’re going, how will you know when you get there?” When your organization gets there in training, an OSH training plan helps you know.

When developing an OSH training plan or program, it makes sense to use an existing credible and accepted standard. ANSI/ASSE Z490.1, *Criteria for Accepted Practices in Safety, Health and Environmental Training*, is such a standard.

Most companies have wide-ranging training needs, everything from HazCom and LOTO, to bloodborne pathogens, hearing conservation, confined spaces and more. OSHA standards require training, but does specify not how to conduct the training. Z490 addresses a wide range of training issues and guidelines, from development to delivery to evaluation and documentation. It presents training best practices and standardized methods for evaluation and documentation.

Inside Z490
Like most consensus standards, ANSI/ASSE Z490 has two columns; the left gives requirements and the right gives explanatory information that clarifies the requirements. The standard contains seven sections, and four annexes.

- Section 1: Scope, purpose, and application
- Section 2: Definitions
- Section 3: Management of a comprehensive training program
- Section 4: Training program/course development
- Section 5: Training delivery
- Section 6: Training evaluation
- Section 7: Documentation and recordkeeping
- Annex A: References
• Annex B: Training Course Development Guidelines
• Annex C: OSH Trainer Checklist (includes day of training checklist)
• Annex D: Virtual Learning

Here’s a brief description of each element.

Section 1: Scope, Purpose, and Application. This section gives the range of applicability and where to use the standard.

Section 2: Definitions. This section contains definitions for all key terms.

Section 3: Training Program Administration and Management. This section details responsibility and accountability for the training program and discusses appropriate resources and evaluation as well.

Section 4: Training Development. This section addresses all of the components involved in developing effective training (e.g., needs assessments, learning objectives, course design, training methods).

Section 5: Training Delivery. This section discusses trainer criteria, subject-matter expertise, continuing education, management of the class, planning and preparation, delivery skills and adult learning principles.

Section 6: Training Evaluation. This comprehensive section covers trainee evaluation, the training and its effectiveness, and the trainer’s impression on the trainees.

Section 7: Documentation and Recordkeeping. This section discusses what records to keep and how to document them.

Annex A: References. This annex offers a wide range of training references such as ISO, ANSI, NIOSH, OSHA, IACET and ASTD.

Annex B: Training Course Development Guidelines. This additional annex details course development and expands upon Section 4.

Annex C: Training Delivery. This annex details what makes an effective trainer.

Appendix D: Virtual Learning. Trainers can also purchase an implementation guide if interested.

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Writing Learning Objectives

To develop an effective training program, an OSH trainer must establish learning objectives. Annex B of ANSI/ASSE Z490.1-2016 offers these steps for doing so.

1) Examine the trainees’ jobs, how well they must perform them and under what conditions they must perform them.

2) Prepare a written list of learning objectives for each training course.

   a) Ensure the course contains only need-to-know information, and that specific learning activities are built into the training, including applicable industry standards, organizational and regulatory requirements.
   b) Write learning objectives clearly so that the training providers and trainees understand what the trainee is expected to do. Base the objectives on job data, not on conjecture or existing trainer guides. Ensure that the objectives specify the knowledge, skills and abilities that make performing the task possible.

3) Describe the conditions under which the trainee must perform. Conditions of performance include what the trainee is given or not given in terms of tools, working aids, assistance, supervision and the physical environment in which the trainee will perform.

4) Identify and state any prerequisite information or experience necessary for the training event.

5) Identify what the trainee will be given to work with (equipment, tools, reference materials, etc.).

6) Describe the assistance (if any) that the trainee will receive.

7) Describe the amount and kind of supervision the trainee will receive.

8) Establish criteria that describe how well the trainee is expected to perform, as well as the minimum level of acceptable performance, in terms of quality, quantity and time.

9) Make sure that all objectives are realistic, attainable, meaningful and objectively measurable. Think SMART: Specific—Measurable—Action-Oriented—Relevant—Timely.
The Compass Resources

- Management Information
- International Resource Guide
- Journal of SH&E Research
- Networking Opportunities
- Professional Safety Journal
- Publication Opportunities
- Volunteer Opportunities

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