

Education and Training

Evaluate and Improve Your Training Plan

Ready for Level 2?

	YES (✓)	NO (X)
You are providing program awareness training to workers and managers	<input type="checkbox"/>	Visit Program Awareness (1ET_1)
You have assessed training needs to find gaps in safety and health knowledge	<input type="checkbox"/>	Visit Assess Current Training Needs (1ET_2a) and Assess Job Specific Training Needs (1ET_2b)
You are using a training plan to help all workers, managers, and supervisors fulfill their roles in the program	<input type="checkbox"/>	Visit Understanding Program Roles (1ET_3)
You are using a plan to keep training workers on hazard identification and control	<input type="checkbox"/>	Visit Hazard Prevention and Controls Training (1ET_4)

To-Do

- Update your initial training needs assessment to reflect changes in your organization.
- Learn how any changes affect awareness training, necessary competencies, roles and responsibilities, hazard identification, and hazard prevention and control. Update your training plan accordingly.
- Strengthen worker participation in needs assessment, training development, delivery, and quality assessment.
- Teach workers about updated education and training opportunities and requirements.

You've already created a training plan, drawing on:

- Your training needs assessment (see Assess Job Specific Training Needs [1ET_2b]). This has given you information about the competencies and awareness needed for various jobs. It includes job- and hazard-specific safety and health training as well as program-based roles and responsibilities.

- Information from other parts of your program, such as program evaluation and improvement.

Your plan is a living document. It needs regular review and updates. Changes in hazards and risk—including those caused by changes in products, services, processes, organizational structure, management leadership, and the gradual improvement of elements in your health and safety program—can affect awareness training, roles and responsibilities, hazard identification, and hazard prevention and control. Such changes often require new or modified competencies that must be reflected in the needs assessment and your training plan (see figure below).

Once you have updated your training plan, you can decide on the best ways to deliver it.



Assess how your training plan is working

Using your initial training needs assessment, evaluate whether you've put the needed training in place for the hazards you identified (see the Hazard Identification worksheets). Remember that you don't just need to provide education: you need to make sure workers develop skills and competencies.

You'll need workers' input for this. Ask them about the training they've received. Was it enough for them to do their jobs safely? Was it confusing or incomplete? You can ask these questions during inspections, regular meetings, and one-on-one discussions. Use the answers to update your training plan.

Brainstorm changes

Now it's time to look for other changes in your organization that might affect your training needs. It's better to find them now than to react to them later. Some examples:

- **New or changed products or services.** For example, your organization might have begun to deliver new products. Or it might have brought an outsourced product or service back in house, which might mean that you need to bring back a safety program you stopped using. Suppose you need to use a laser with a product again. You might need to bring back your laser safety training program.
- **Process changes.** For example, your production department's layout may have changed to hold new equipment. Your production schedule might have sped up.

- **Leadership changes.** These could include changes in ownership, executive leadership, or organization.
- **OSHA standards** that cover hazards identified in the needs assessment (see [Training Requirements in OSHA Standards](#)). A good place to start may be OSHA’s Right-to-Know standard, also known as the Hazard Communication standard. The standard requires training on the hazards, sources of information (labels, safety data), and safe work practices.
- **Hazard identification, prevention, and control.** Your prioritized list of hazards, especially high-risk hazards, might indicate training deficiencies. There may be a need for additional training on response to newly identified potential emergencies. Also, controls chosen in the Hazard Prevention and Control part of your program may call for additional training. Make sure workers understand the need to prioritize elimination, substitution, and engineering controls over work practices and PPE.
- **Worker input.** Ask workers whether the training content gives them what they need to work safely, matches how the work is actually done, and is communicated well. Workers should always be involved in assessing training needs when organizational changes affect their jobs.
- **Inputs from other elements** that might indicate a training shortcoming. For example, incident investigations might identify a temporary transfer of untrained workers as a contributing factor.
- **Other changes.** For example, leadership might significantly change safety assignments or move an important safety and health function to a different department.

Update the training plan

Now update the training plan competencies, groups, and functions that you developed earlier (for example, in Understanding Program Roles [1ET_3]). Below is an excerpt from part of a training plan for supervisors, showing how an organization expanded competencies for supervisors. The text in italics indicates new or revised competencies.

Example supervisor competencies (“what”)	Format (“how”)
Organize worker participation: Communicate and monitor ways workers report hazards, injuries, and illnesses. Solicit ideas and follow up on worker safety and health concerns.	<ul style="list-style-type: none"> • One-on-one or group training on first assignment as a supervisor • Supporting materials
Conduct incident investigations: <i>Broaden investigations to cover more context, related processes, and organizational factors and deficiencies.</i>	<ul style="list-style-type: none"> • Review of management role in the written incident investigation program • Follow-up during incident debriefs on improvements and corrective actions
Conduct emergency planning: <i>Identify changes that will prevent emergencies or minimize their consequences, and updated roles and responsibilities.</i>	<ul style="list-style-type: none"> • Written emergency preparedness materials • Annual drills and reviews
Ensure OSHA compliance: Comply with applicable regulations and program requirements.	<ul style="list-style-type: none"> • One-on-one or group training for supervisors, including specific roles and responsibilities in hazard-specific programs

As you update your training plan, be sure to get workers' input on content, delivery methods, and effectiveness.

- Experienced, trained workers can help plan and prepare safety and health training topics.
- All workers can help you identify training needs and deficiencies based on their experiences on the job.
- Workers who are comfortable and volunteer to do so could also train their co-workers. Make sure your trainers understand how to choose hazard analysis methods and conduct hazard analyses for existing operations and any changed processes.

Be sure to update your program awareness training as well. You should already be providing training on the basic program, including its benefits and goals, the reporting process, worker rights, and employer legal responsibilities. Include that training in your training plan and update it based on past or expected changes in your organization. As part of the awareness training, give workers the chance to tell you how organizational factors and leadership decisions affect safety and health performance or lead to unintended consequences.

Implement the updated training plan

Track training delivery

Tracking training is an important part of two elements of your program: 1) Education and Training and 2) Program Evaluation and Improvement. Both will provide important feedback to your organization.

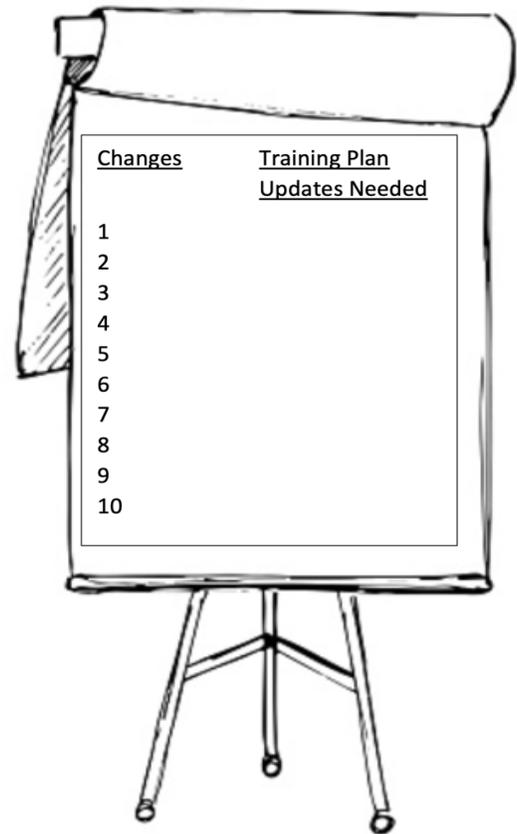
Monitor training quality

Hazard identification processes (see Implement Inspections and Other Hazard Identification Processes [2HI_2]) can help you track the quality of training. Toolbox meetings, interviews, inspections, and observations, for example, show how well workers understand hazards and controls related to their jobs. Having learned from them, you can improve your training. See the Program Evaluation and Improvement worksheets for more information on monitoring training quality.

Activity: Practice updating your training plan

1. Put together a small group of employees who, together, play a full range of program roles—including workers. Have them brainstorm 10 changes in the organization since the training plan was last updated. They should use information they collect themselves. They can also consider information you gathered while assessing training participation, effectiveness, and skills development. List these 10 items on a flipchart or whiteboard.

2. Review the changes and identify the competencies they affect. Compare those competencies to the ones in your current training plan. You may need to add, modify, or remove competencies.
3. Also think about how the 10 changes affect your awareness training.
4. Update the training plan as needed.



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