



STS Design Template for SME Teams: CON-TRN3.071

Revision No: 1

Owner: Rob Taylor

Effective Date: 22/06/11 Origin Date: 14/06/11 Page 1 of 8



SARNIA - LAMBTON

**INDUSTRIAL
EDUCATIONAL
CO-OPERATIVE**

**SAFETY TRAINING STANDARD
DESIGN TEMPLATE WORKSHEETS**

Course Title:
Respiratory Protection

Issue Date: (2011/06/14)



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Training Standard Design Template Worksheets

NEEDS ANALYSIS

Training design begins with identifying opportunities or problems, what is/what should be, resulting gaps, gaps in standards among IEC member companies, the purpose of planned instruction, and how the instruction or training will resolve the initial problem/realize the opportunity. Needs analysis also includes information about the proposed target audience, their characteristics and demographics

Element	Business Needs/Performance Goals - What is the opportunity or problem? What is the current state of affairs? What's the desired state of affairs? What's the gap? What level of performance/competency/behaviour is needed?
<i>Needs Analysis</i>	There is an opportunity to standardize Respiratory Protection (RP) and ensure that all workers requiring respiratory protection are trained and fit tested consistently. Currently, Respiratory Protection differs from organization to organization and some don't follow or meet the CSA Standard Z94-04.02. A gap analysis was conducted on a number of the clients' policies and procedures and very few gaps were identified. In the future, all accredited trainers and training providers will be required to provide training to the trainees meeting all the requirements outlined by the Subject Matter Expert (SME) team. The program elements are, respiratory selection; fit testing; training; use; cleaning, inspection, maintenance and storage; health surveillance and record keeping. There will be opportunities for trainers to become accredited as well as organizations to be identified as accredited training providers. These trainers and training provider facilities will be audited on a regular basis. All records will be kept in the IEC database so that the records will be accessible to those companies requiring the information.



Element	Learner characteristics/demographics – What are their characteristics? What about other workers? Level of readiness?
Target Audience	The target audience ranges from new/inexperienced workers all the way to experienced tradespeople. The challenge will be to present information to learners in such a way that it doesn't bore the more experienced members of the audience; at the same it doesn't overwhelm inexperienced workers.

OUTCOMES OF THE NEEDS ANALYSIS: CONTENT FOR TOPICS

Needs must be translated into descriptions of desirable outcomes (**learning objectives**). To prepare for writing objectives, a **task/topic analysis** is done to flesh out the necessary knowledge/skill/attitude components. Focus on the most critical components and consider: legislative protocols/requirements, hazards and safety conditions, definitions/physical characteristics/examples, etc.

<p>Content/Topic Respirators</p>	<p>Knowledge Component – What do you want people to know?</p> <ul style="list-style-type: none"> • Different respirators and what respirators are used for • Difference between air purifying and supplied air • Donning and removing respirators • How to identify the mask size • Operation of the equipment • Cleaning, inspection, maintenance and storage of the respirators • Why portacounts are used for testing 	<p>Required Training Aids</p> <p>Video Hands on demonstration Respirators Checklist</p>
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	<ul style="list-style-type: none"> • The purpose of the exercises • What the fit factor indicates • Seal to the face and what affects a proper seal • Expiry date of the fit test • Record will be kept in the database • When trained on a particular mask i.e. 3M, that's the only mask the person can wear unless they are trained on other type 	
	<p><i>Skill Component – What do you want people to be able to do?</i></p> <ul style="list-style-type: none"> • To be able to use a respirator properly 	
	<p><i>Attitude Component- What attitudes do you want to instill/change; how should people feel?</i></p> <ul style="list-style-type: none"> • Confident that they can wear the respirator without being exposed to hazards 	

Duplicate this page as many times as necessary to complete the critical knowledge/skill/attitude components for each topic area

<i>Content/Topic</i>	<i>Knowledge Component – What do you want people to know?</i>	<i>Required Training Aids</i>



	<i>Skill Component – What do you want people to be able to do?</i>	
	<i>Attitude Component- What attitudes do you want to instill/change; how should people feel?</i>	

EVALUATION

Evaluation strategies should be defined at this stage as evaluation helps drive program content/design - an appropriate evaluation strategy determines if:

- 1) Level One - the learners liked the training
- 2) Level Two - they learned and acquired the desired behaviours
- 3) Level Three - learners applied these behaviours in the field/on the job
- 4) Level Four - the training had the desired impact

For the learning level evaluation, will assessment be on a pass/fail basis, or will a certain percentage be required?

Element	Level One: Reaction – Did they like it? What was their reaction?	Level Two: Learning - What did they learn? How will you assess that? Give a test? A practical demonstration?	Level Three: Field Audit – Can learners demonstrate new behaviours/competency on the job?	Level Four: Impact – Were gaps closed? Was the problem solved? Or opportunity realized?
<i>Evaluation</i>	N/A	<ul style="list-style-type: none"> • Written quiz based on learning objectives 	<ul style="list-style-type: none"> • Demonstration of using respirators 	



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ADDITIONAL INFORMATION

Recertification	What is the recertification method? What is the frequency? Recertification for respirators is 2 years.
Trainer Requirements	What specific background/experience/skills does a potential trainer require to deliver the training? Respiratory Protection “train the trainer” program, person must be able to demonstrate competency in the training program elements (quiz and practical evaluation by an accredited evaluator), ongoing evaluation through field audits.
References	Regulations CSA Standard Z94-04.02 Any additional reference material Respiratory Programs from Nova, Suncor, IOL, Shell, CF Industries (Terra) Reference material used to develop content
Exemptions	Are there any exemptions from any or all of this training? What is the basis for the exemption? Video can be substituted with a standard checklist covering all the required training on respirators



Gap Analysis

Topic	Needs Analysis	Company A	Company B	Company C
	<ul style="list-style-type: none"> Compared a number of companies programs 			
Sub topic titles, topic specific				

This table may be used to identify gaps in standards between/among IEC member companies

Additionally, the SME teams may want to do this in excel and then import into report

Rev. Date	Rev. No.	Reason	Description	Revising	Approval
14/06/11	0	Document required	Develop original	Rob Taylor	Rob Taylor
22/06/11	1	Feedback from Audit Team	Trainer competency	Rob Taylor	Rob Taylor

Following Revision, forward 'Revised Document Awareness Notification' to relevant persons