

THE REGISTERED APPRENTICESHIP OCCUPATIONS AND STANDARDS CENTER OF EXCELLENCE (AOSC)

Occupational Health and Safety Technician National Occupational Framework

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Introduction to Using This Document

Under the Registered Apprenticeship Technical Assistance Centers of Excellence award, the Urban Institute leads the Occupations and Standards work. One of the main objectives of Urban's project is to create high-quality, well-researched, consensus-based work process schedules that are nonproprietary and widely available. This document is a product of that work and contains three sections: the occupational overview, the work process schedule, and the related technical instruction.

The **occupational overview** is a general introduction, including alternative job titles, any prerequisites, and, if applicable, the total number of hours needed to complete a time-based or hybrid program.

The **work process schedule** outlines the major job functions, competencies, and/or hours an apprentice completes in a registered apprenticeship program. It outlines what apprentices are expected to learn on the job with the support of a mentor or journeyworker (a worker mastering the competencies of an occupation in a particular industry), including both core competencies and those deemed optional by experts in the field. The work process schedule is the foundational document guiding a program.

Urban works with numerous experts to ensure the content is thoroughly researched and vetted to reflect the expectations of industry, educators, unions, and others for this occupation. Sponsors and others can use the work process schedule as their program standards with assurances it has been approved by experts in the field.

The **related technical instruction** presents considerations for the coursework that apprentices will undertake to supplement on-the-job learning. It is intended to serve as a reference to sponsors exploring their options for the accompanying classroom, virtual, or hybrid training.

How to Use the Work Process Schedule

Sponsors can adapt the work process schedule to accommodate their needs for competency- or time-based or hybrid programs. In a **competency-based** apprenticeship, sponsors assess apprentices' progress across core and optional competencies listed in the work process schedule. In a **time-based** apprenticeship, apprentices complete a predetermined number of hours across major job functions and the program overall. In a **hybrid** apprenticeship, sponsors monitor apprentices' hours spent on major job functions and assess their proficiency across competencies.

Each program type has a different method of assessment:

- **For a competency-based program**, apprentices engage in activities and make progress toward proficiency in the identified competencies. Sponsors overseeing apprentices' work assess their mastery of the outlined competencies using the following rating scale:
 - 4—Competent/proficient (able to perform all elements of the task successfully and independently)
 - 3—Satisfactory performance (able to perform elements of the task with minimal assistance)
 - 2—Completed the task with significant assistance
 - 1—Unsuccessfully attempted the task
 - 0—No exposure (note the reason—absence, skill isn't covered, etc.)

The competencies may be completed in any order. Apprentices must perform at a level 4 or 3 in all competencies listed as “core” to complete the apprenticeship program successfully.

- **For a time-based program**, sponsors monitor apprentices' completion of hours in training across major job functions. The total number of hours recommended for this occupation is listed in the occupational overview and is based on guidance from the US Department of Labor. Generally, apprentices must have at least 2,000 hours overall for on-the-job learning, but occupations of greater complexity may require more hours. Sponsors will provide apprentices with supervised work experience and allocate the total number of hours across the major job functions to adequately train their apprentices.
- **The hybrid approach** blends both competency- and time-based strategies. Sponsors measure apprentices' skills acquisition through a combination of completing the minimum number of hours of on-the-job learning successfully demonstrating identified competencies. Sponsors will assess apprentices' proficiencies as described for competency-based programs with a rating scale of 0–4 for every core competency. Generally, apprentices have at least 2,000 hours overall for on-the-job learning, but occupations of greater complexity may require more hours. Sponsors will document apprentices' completion within a minimum and maximum range of hours assigned for each major job function.

Occupational Health and Safety Technician Occupational Overview

Occupational Purpose and Context

Occupational Health and Safety Technicians support the work of other safety officials in a workplace or are contracted to support workplace safety by employers. They collect work environment safety data for analysis, prepare safety reports, and provide workplace safety trainings and recommendations.

Occupational health and safety technicians (OHSTs) also help implement and evaluate safety and health programs to limit hazards and injuries for workers or reduce their exposure to chemicals or pollutants.

OHSTs work in a variety of settings, such as offices, construction sites, manufacturing facilities, hospitals, colleges and universities, and other workplaces. The range of activities for this profession depends on the type of setting in which the technicians perform their duties. The occupation includes significant fieldwork where they may assist in examining workplace mishaps. This role may also require significant travel, depending on the employer. These technicians may use a variety of tools or instruments to collect data and will wear and demonstrate the proper use of safety equipment, such as gloves, helmets, respirators, and other personal protective and equipment (PPE) to minimize the risk of illness and injury.

Potential Job Titles

Occupational health and safety specialist, construction safety consultant, health and safety technician, safety research professional, public health experts (military only), occupational health and safety specialist, loss control coordinator, safety professional, environmental health and safety specialist

Apprenticeship Prerequisites

N/A

Recommended Length of Apprenticeship (Time/Hybrid Programs Only)

The recommended length of time for on-the-job training in an Occupational Health and Safety Technician apprenticeship is 2,000 to 4,000 hours.

Occupational Health and Safety Technician

ONET Code: 19-5012.00

RAPIDS Code: 1080

Program approach type (time-based, competency-based, hybrid):

Work Process Schedule

Instructions for Use:

Competency-based programs: In the “performance level achieved” column of the work process schedule (see examples starting on the next page), assess apprentices’ performances on each competency with the scale below. No monitoring of hours is required for this approach. See “Guidelines for Competency-Based, Hybrid and Time-Based Apprenticeship Training Approaches,” US Department of Labor, Employment and Training Administration, Office of Apprenticeship, October 20, 2015,

<https://www.apprenticeship.gov/sites/default/files/bulletins/Cir2016-01.pdf>.

- 4—Competent/proficient (able to perform all elements of the task successfully and independently)
- 3—Satisfactory performance (able to perform elements of the task with minimal assistance)
- 2—Completed the task with significant assistance
- 1—Unsuccessfully attempted the task
- 0—No exposure (note the reason—absence, skill isn’t covered, etc.)

Time-based programs: In the “hours” row, specify the number of hours apprentices will fulfill for each job function. No assessment of competencies is required for this approach.

Hybrid programs: In the “performance level achieved” column, assess apprentices’ performances on each competency using the 0–4 scale above. In the “hours” row, identify a range of hours apprentices should spend working on each major job function.

Job Function 1: Collaborates to advise and communicate with an organization(s) regarding health or safety issues		
Hours (time-based and hybrid programs only):		
Competencies	Core or optional	Performance level achieved (0-4) (competency-based and hybrid programs only)
A. Interprets reports as they relate to workplace safety, occupational safety and health standards, and related regulations	Core	
B. Communicates reports to management in a way that facilitates better understanding and/or corrective actions	Core	
C. Drafts written reports that make suggestions to improve worksite safety for supervisors or clients	Core	
D. Provides guidance and advice to management or other groups on technical systems- or process-related topics under supervision	Core	
E. Communicates with people external to the organization and represents the organization to customers, the public, the government, and other external sources	Core	
F. Supports the development of short- and long-term objectives, strategies, and actions to achieve them	Optional	
G. Assists with product purchases	Core	
H. Demonstrates professional email and phone etiquette, monitoring and tracking key deadlines and issuing appropriate reminders to coworkers and management	Core	
I. Uses professional technology including office software (e.g., email, presentation, writing, spreadsheets, web conferencing) and other office software as required	Core	
J. Uses positive and respectful verbal, nonverbal, and written communication with coworkers and external stakeholders	Core	
K. Maintains positive contact and collaborative relationships with other organizations, coworkers, and management	Core	
L. Maintains organizational privacy and professionalism when using social media	Core	
M. Supports others in designing and preparing presentations, correspondence, databases, spreadsheets, newsletters, information notices and reports, website materials, or other communication and data information	Core	

N. Helps deliver safety orientation	Optional	
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Job Function 2: Supports or conducts employee health and safety programs		
Hours (time-based and hybrid programs only):		
Competencies	Core or optional	Performance level achieved (0–4) (competency-based and hybrid programs only)
A. Supports the administration of surveys and/or interviews to identify the educational needs related to health and safety of employees in an organization	Optional	
B. Prepares occupational health or safety training materials or programs in cooperation with managers	Core	
C. Facilitates safety compliance with diverse client groups or workers within an organization	Core	
D. Prepares health and safety information for company or public websites	Optional	
E. Supports the delivery of appropriate training on safety rules, regulations, policies, and procedures	Core	
F. Assists with the design, updates, coordination, and modification of safety-related training and collaborates on specific program and administrative needs	Core	
G. Promotes occupational health and safety awareness for workers through a variety of delivery methods or campaigns	Core	
H. Provides advice, information, and instruction on issues related to health and safety of workers	Core	
I. Demonstrates customer service skills (e.g., problem solving, attentiveness, patience, and attention to detail)	Core	
J. Collaborates with others to achieve common goals and builds strong, positive working relationships with supervisor(s) and team members or coworkers	Core	

Job Function 3: Assesses work environments to ensure health and safety and maintain compliance (based on industry sector)

Hours (time-based and hybrid programs only):

Competencies	Core or optional	Performance level achieved (0–4) (competency-based and hybrid programs only)
A. Demonstrates familiarity with guidelines and regulations pertaining to the work environment and the ability to assess the environment in relation to those regulations	Core	
B. Supports investigations of health and safety incidents or accidents to identify what caused them and how they might be prevented in the future	Core	
C. Identifies health and safety hazards within workplaces to ensure that employees and visitors are not exposed	Core	
D. Assists management in providing job hazard and safety analysis	Core	
E. Assists external agencies in their testing of air quality, water, soil machines, or other elements of the work environment and provides reports to supervisors following the testing	Core	
F. Examines and tests machinery and equipment, such as lifting devices and machine guards	Core	
G. Supports the training and assessment of employees on the safe and proper use of equipment	Core	
H. Assists supervisors with the inspection and testing of safety equipment including fire suppression systems or portable fire systems to ensure proper working order	Core	
I. Checks that required PPE, such as personal fall protection equipment, respirators, hard hats, or protective eyewear are being worn, maintained, or used according to company policy or government regulations, tracking, and documenting inspection	Core	
J. Checks that hazardous materials are stored correctly, including chemical storage and waste management	Core	
K. Participates in the review, audit, investigation, and reporting of incidents, injuries, and hazards; implementation of control measures	Core	

L. Investigates complaints of unhealthy and/or unsafe occupational and environmental workplace conditions (and compares against health standards) and coordinates corrective action and feedback with managers	Core	
M. Conducts routine safety inspections and creates safety inspection checklists in collaboration with a safety committee, occupational safety and health specialist, or others	Core	
N. Confirms function and safety of instruments or equipment (e.g., testing instruments, sampling pumps, calibrators, microscopes)	Core	
O. Complies with organizational safety, policies, and procedures to identify hazards to reduce or eliminate them	Optional	

Job Function 4: Supports in the monitoring and analyses of data to identify trends or relationships among variables

Hours (time-based and hybrid programs only):

Competencies	Core or optional	Performance level achieved (0–4) (competency-based and hybrid programs only)
A. Organizes information for reporting systems (e.g., Occupational Safety and Health Administration, or OSHA, reports and forms)	Core	
B. Tracks data and maintains health and safety records for compliance purposes	Core	
C. Prepares data on accidents, workplace incidents, and related safety and health information to be stored electronically	Core	
D. Monitors and reviews information from materials, events, or the environment to detect or assess potential problems	Core	
E. Collects data on work environments for analysis by supervisors and other safety and health entities	Core	
F. Supports data analysis to identify underlying principles, reasons, or facts about accidents or workplace incidents	Core	

G. Reviews, records, or reports concerning laboratory results or external vendor reports, staffing, floor plans, fire inspections, or sanitation to gather information for the development or enforcement of safety activities	Core	
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Job Function 5: Collaborates with health care and other professionals to design plans for prevention, emergencies, or treatment

Hours (time-based and hybrid programs only):

Competencies	Core or optional	Performance level achieved (0-4) (competency-based and hybrid programs only)
A. Maintains inventory of first aid supplies or equipment	Optional	
B. Assists management in the development, updating, compliance, and maintenance of injury and illness prevention strategies and procedures	Core	
C. Makes recommendations for hazard mitigation and process improvements	Core	
D. Assists with injury claims management when needed	Optional	
E. Assists supervisor in the development and implementation of emergency procedures or response drills that meet the organization's specific needs	Core	
F. Supports workplace or worker medical monitoring programs (i.e., hearing, respiratory) in cooperation with applicable service providers	Optional	

Occupational Safety and Health Technician

ONET Code: 19-5012.00

RAPIDS Code: 1080

Program approach type (time-based, competency-based, hybrid):

Related Technical Instruction

Instructions for Use:

Registered apprenticeships must include at least 144 hours of related technical instruction (RTI). Courses offered by accredited colleges and universities may be assigned a credit hour determination rather than a contact hour determination. In general, an academic credit unit is the equivalent of 15 clock hours of instruction.

Development and Use of This RTI Outline: Employers and academic institutions may approach RTI in markedly different ways. Our goal was not to identify the single best way to provide RTI or to identify a single provider whose content we deemed to be superior. Instead, our goal was to survey numerous education providers, including employers, institutions of higher education, high schools, private continuing education providers, labor organizations, professional associations and, in some cases, municipalities that provide worker training, to identify topics or courses common among those providers that align with the job functions included in this work process schedule. Those common topics or courses are reflected in the RTI outline provided below, which may be useful in developing your RTI program or communicating your needs to an educational partner.

Licensure or certification requirements: Employers will often require employees to have completed an OSHA 10-hour Outreach Training course or an OSHA 30-hour Outreach Training course, in construction or general industry, which employers sometimes inaccurately refer to an OSHA 10-hour or 30-hour “certification.” These training programs are not certification programs, although the US Department of Labor (DOL) does issue a completion card to demonstrate that an individual has completed this training. The DOL’s Occupational Safety and Health Administration (OSHA) maintains a list of authorized trainers and authorized Training Institute Education Centers on their website (<https://www.osha.gov/training>). Completion of a course delivered by an authorized trainer or training institute entitles a worker to receive a completion card issued by the DOL. In some instances, employers may require OHSTs to receive additional training or certification in specific areas, such as forklift operation, hazardous materials, scaffolding, etc. Finally, many employers will require OHST

technicians, apprentices, and others to complete certification programs in first aid, cardiopulmonary resuscitation (CPR), and automated external defibrillator (AED).

Degree requirements for licensure or certification, if applicable: OHST Technicians may be required to complete a certificate or degree program offered by an accredited college or university. OHST specialists are generally required to have a bachelor's or master's degree. Certifications and certificates are two different types of credentials, with certifications generally indicating that an individual can demonstrate the knowledge and skills to perform specific tasks or job functions and certificates indicating that a person has completed a set of courses packaged by an educational provider into a program labeled as a certificate program.

Accreditation requirements of instructional provider for licensure or certification, if applicable: OSHA maintains a list of authorized trainers and Training Institute Education Centers at <https://www.osha.gov/training>. Additional certification providers include the Board of Certified Safety Professionals and the American Society of Safety Professionals.

Examples of RTI providers for this occupation

Military: Military personnel receive training in occupational safety and health in a number of different occupations, including MOS 12N (firefighter); MOS74D (chemical, biological, radiation, and nuclear specialist); MOS92W (water treatment specialist); MOS 0640 (industrial hygiene technician); MOS 0690 (industrial hygiene).

States/municipalities: Some states and municipalities offer training and certification programs related to construction safety, transportation safety, environmental health and safety, and other related topics.

Colleges and universities: Many community colleges offer certificate and associate degree programs in occupational safety. Many four-year colleges offer bachelor's and master's degree programs in occupational safety, industrial hygiene, and environmental engineering. A number of colleges and universities are authorized by the DOL as Training Institute Education Centers, meaning they are able to offer courses that result in recognition by the DOL (see <https://www.osha.gov/otiec>).

No-cost online providers: Coursera and EdX offer courses that outline career opportunities in occupational safety and health and provide instruction on certain elements of workplace and environmental safety. However, completion of these courses may not result in college credit, and the DOL may not recognize them as authorized providers of OSHA-10 and OSHA-30 training.

Continuing education or specialty education providers: A number of continuing education providers have been authorized by the DOL to provide training required to earn an OSHA-10 or an OSHA-30 Outreach Training card issued by the DOL. For example, the DOL lists the following entities as those authorized to provide online OSHA-10 or OSHA-30 Outreach Training:

- AdvanceOnline
- CareerSafe (Youth Focus)
- ClickSafety

- HSI (Summit Training Source)
- PureSafety
- Redvector (Vector Solutions)
- 360Training
- University of South Florida

OSHA authorizes a network of Training Institute Education Centers to offer training in a variety of areas. These providers and the courses they offer are listed at

https://www.osha.gov/otiec/courses/title_description.

Technical Writing and Communication

Hours: 20

Sample learning objectives

- Demonstrate the ability to use electronic communications devices, such as computers, tablets, and smartphones, to prepare and transmit memos, reports, instructions, and other documents.
- Demonstrate the ability to use electronic calendar systems to generate and manage meeting invitations.
- Demonstrate the ability to complete—using correct grammar, spelling, punctuation, and format—a summary of one’s observations, a transcript of an actual conversation, and a summary of the observations provided by another individual.
- Demonstrate the ability to accurately prepare written policies or procedure documents that explain proper and safe use of equipment or materials in the workplace.
- Demonstrate the ability to construct accurate, clear, and concise emails, memos, and text messages to notify workers of changes in policies and procedures, alert workers of hazardous conditions, or provide instructions in the event of an emergency.
- Demonstrate the ability to provide accurate and effective verbal instructions to others about how to properly perform a specific task or function.
- Demonstrate the ability to listen to others, document what they have said, and extract key information from their narrative.
- Demonstrate the ability to prepare a purchase requisition and related justification for the purchase.

Occupational Safety and Health Regulations

Hours: 20–40

Sample learning objectives

- Explain the need to comply with government regulations regarding occupational health and safety, as well as the potential consequences associated with noncompliance.
- Explain the difference between laws and regulations and list the organizations or agencies that issue occupational safety and health regulations at the federal and state levels.
- Explain the role of the *Federal Register* and the process by which it is used to inform the public about proposed or final regulations issued by government agencies.
- Explain the process for submitting public comments in response to *Federal Register* notices about health and safety regulations or requirements.
- Find and interpret OSHA requirements using sources such as the *Federal Register*, Cornell Law, or other online resources.
- Define the elements of an accurate and complete safety assessment that meets the requirements of federal and state regulators.
- Demonstrate the ability to use a checklist to perform a safety assessment in various types of workplaces or industries.
- Define the primary OSHA requirements regarding workplace safety, hazard mitigation, and employee health, and explain how various companies work to meet those requirements.
- Explain how safety and health requirements differ from one industry to the next, including construction, manufacturing, warehousing, transportation, laboratory research, and health care.

Respiratory Safety

Hours: 10–20

Sample learning objectives

- Name the principal components of the human cardiovascular and respiratory systems, and explain how each contributes to maintaining homeostasis in the body.
- Explain the various ways that environmental hazards, accidents, and injuries can interfere with appropriate function of the cardiovascular and respiratory systems.
- Demonstrate the ability to assess an individual's pulse, their state of consciousness, and the status of their airway, and demonstrate effective procedures to clear a clogged airway, administer CPR, and use an AED device to treat those whose breathing or cardiac function has been interrupted.
- Explain the types of PPE devices available for protecting respiratory health in the presence of airborne hazards, including infectious disease agents, particulate matter, and toxic gases or fumes, and demonstrate the appropriate use of each.

- Demonstrate the ability to explain to a novice how to use PPE devices to protect the respiratory system from harmful exposure.
- Demonstrate the ability to notify others of immediate respiratory danger and to provide instructions on how to evacuate the area or reduce exposure.
- Demonstrate the ability to read a Material Safety Data Sheet to determine associated hazards, safety response requirements, storage recommendations, and response in the event of accidental release or spill or human contact with the material.

Prevention of Physical Injuries in the Workplace

Hours: 10-20

Sample learning objectives

- Explain the principles of biomechanics and ergonomics and how they are applied to reduce physical strain and injuries to workers.
- Explains the hierarchy of controls.
- Describe the types of physical injuries most commonly experienced in specific industries, such as the construction industry and general industry (e.g., warehousing, manufacturing, factory operations, health care providers), and effective strategies for mitigating these risks.
- Demonstrate the use of proper techniques to lift and move materials based on the weight, size, and dimensions of these materials.
- Demonstrate the proper use of PPE, such as harnesses, helmets, and safety restraints to protect workers and others from injury.
- List the types of protective equipment used most frequently in the workplace (i.e., respirators, masks, face shields, harnesses, protective footwear, protective eyewear, helmets, gloves, mechanical lifts, etc.) to prevent physical injury, and demonstrate the proper use of that equipment.
- Demonstrate the ability to identify hazards in a variety of work settings.
- Explain the key elements of a well-designed fire safety plan, including the specifications for the number and type of exits required based on a building's configuration, use, and occupancy.
- Explain how Safety Data Sheets (SDS) should be used and stored, and identify from sample SDS's what hazards are associated with different materials, instructions for safe storage and transportation of materials, and emergency response protocols in case of accidental contact or spill.

Environmental Health and Industrial Hygiene

Hours: 20–40

Sample learning objectives

- Define the principles of industrial hygiene and provide examples of effective strategies for identifying and mitigating workplace hazards.
- Define the types of hazards workers encounter in various workplace environments, such as hospitals, construction sites, factories, warehouses, repair facilities, chemical production and storage firms, and transportation providers.
- Understand routes of entry of contaminants to the body and the effects of contaminants to humans.
- Demonstrate the ability to properly collect, record, store, transport, and maintain chain-of-custody for water samples (including ground water, surface water, drinking water, well water, etc.).
- Explain the difference between potable and nonpotable water.
- Explain the components of air, the role of oxygen and carbon dioxide in human respiration and the carbon cycle, and the impact of changes in air quality on human and animal health, environmental systems, and materials (such as combustion hazards).
- Demonstrate the ability to properly collect, record, store, transport, and maintain chain-of-custody for air samples.
- Define common types of industrial accidents or work conditions known to cause injury, harm, or death and explain mitigation strategies used to ensure worker safety against these accidents or conditions.
- Explain the key components of industrial hygiene, such as noise, ergonomics, temperature, air quality, chemical exposure, radiation, and biological hazards, including strategies to mitigate risk in each area.

Safe Use and Storage of Hazardous Materials

Hours: 10

Sample learning objectives

- Explain the development and use of hazard communication programs.
- Define the categories of hazardous materials encountered commonly in various workplaces, as well as the proper methods for storing and transporting these materials.
- Explain state, local, and federal transportation regulations regarding the movement of hazardous materials by car, boat, train, truck, or plane.
- Define and provide examples of hazardous materials used commonly in the construction, factory, laboratory, or health care environment, as well as the ways in which these chemicals

should be stored and neutralized, contained, and cleaned up in the event of an accidental spill or leak.

- Describe sources of radiation in the home and workplace, and explain techniques used to monitor or detect radiation and mitigate health risks as a result of radiation exposure.
- List combinations of commonly used household or industrial chemicals that should never be combined or stored in the same location.
- Understand hazardous waste operations requirements under law and best practices for responding to and educating oneself on different types of chemical hazards and spills.

Emergency Response

Hours: 20–30

Sample learning objectives

- Complete CPR, First Aid, and AED training and certification.
- Identify the items that should be included in an industrial first aid kit and the number of kits or items that should be available based on the type of industry, size of the organization, and physical structure of a building or workplace.
- List the various state, local, and federal agencies involved in emergency response to weather emergencies, national security emergencies, industrial and transportation accidents, hazardous waste management and spills, ergonomic assessment, construction safety, and workplace safety.
- Explain the components of an effective workplace emergency response plan.
- Demonstrate the ability to develop a clearly written and complete emergency response plan for weather, fire, earthquake, national security, shooters, personal injury, accidents, hazardous materials spills, impingement, or electrical emergencies.
- Explain the importance of hierarchy and chain of command in the event of an emergency response.
- Explain the risks and benefits of various emergency response communications systems.
- Demonstrate the ability to compose and deliver clear and concise emergency warning communications, including instructions for reducing risk and protecting human life.
- Demonstrate the ability to identify the correct fire extinguisher based on the type of fire or types of materials present near a fire and to properly use a fire extinguisher to put out a fire.

Training Methods

Hours: 10–20

Sample learning objectives

- Describe key learning theories and how they impact the design of workplace safety training programs.
- Discuss ways to ensure that health and safety training is targeted appropriately to workers based on their job responsibilities, work environment, level and type of responsibilities, and role in protecting others.
- Demonstrate the ability to prepare an effective safety training exercise using presentation software, hands-on demonstrations, and simulators.
- Explain the role of formative and summative assessments (pre- and post-assessments) to determine the baseline starting knowledge of participants and learning gains.
- Explain how to develop relevant surveys and how to use survey results to assess the efficacy of training materials and to develop training improvement plans.
- Demonstrate the ability to use various electronic systems to track and maintain records of employee training.
- Explain the risks and benefits of internal training versus reliance on external training, and discuss the considerations a company should make when hiring an outside training partner or firm to provide employee training.

Industry-specific courses: health care, construction safety, factory safety, transportation safety, laboratory safety, radiation safety, human pathogen safety, and international travel safety

Hours: 20–50

Learning objectives will vary by workplace and sources of accident or injury associated with a particular workplace.

Additional Reading

Bureau of Labor Statistics. 2022, September 8. "Occupational Outlook Handbook, Occupational Health and Safety Specialists and Technicians." <https://www.bls.gov/ooh/healthcare/occupational-health-and-safety-specialists-and-technicians.htm#tab-3>.

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STATEMENT OF INDEPENDENCE

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500 L'Enfant Plaza SW
Washington, DC 20024

www.urban.org

