

Objectives for Learning and Action

Training for Action

The Workers Health and Safety Centre (WHSC) and Ontario's health and safety laws recognize that hazards are the source of occupational illness, injuries and deaths. While others try to show workers how to do their jobs amid a continuing minefield of dangerous machinery, toxic chemicals and too-heavy loads, the objective of WHSC training is to take action in the workplace. Our programs train participants to recognize and eliminate hazards, apply controls, protect and educate workers.



The purpose of WHSC is realized whenever a training program is completed and the participant returns to the workplace and takes the action she or he has been trained to do.

Examples of Action Objectives

Each WHSC program must have an action objective. Examples of actions participants in WHSC are being trained to do are:

- ✓ to perform the functions of the worker member of the joint committee
- ✓ to identify workplace hazards and record their locations using a four-step method
- ✓ to inspect the workplace and make recommendations to management
- ✓ to apply ergonomic principle to workstation redesign to prevent MSD in the workplace
- ✓ to recognize confined spaces at the workplace and develop a program and plans for safe entry surpassing regulatory requirements.

Objectives for Learning and Action ... cont'd

Action can be directed in a variety of ways to eliminate or reduce exposure to hazards. Sometimes, for various reasons, the participants in our training will be unable to carry out the action they have been trained to do. Where participants are able to carry out their role we see continuing and measurable improvements of health and safety in the workplace.

What Are Learning Objectives?

A learning objective is a statement that describes an activity to be performed by the participant during the course of the training that confirms to the Instructor that the participant understands the concepts and information under discussion or has developed the skill desired.

Learning objectives are sometimes known by other names. Instructional or performance objectives are all terms that refer to descriptions of observable activities or performances that are used by Instructors to determine whether the desired learning has taken place.

Ideally, a learning objective has three parts:

- 1 Performance** — the activity the participant is expected to do as part of the training.
- 2 Criteria** — the time, the standard of competence, degree of accuracy or other factors required to meet the learning objective.
- 3 Condition** — the equipment, tools or resources to be used, and the environment in which performance will take place.

Some learning objectives will not overtly include all three parts. Implied learning objectives are common although the full three-part statement is preferred.

In order to be effective, a learning objective must be well written. A strong learning objective should meet the **SMART** test.

Specific:	What exactly has to be done.
Measurable:	Can you measure whether you have succeeded or not.
Achievable:	Can it be done with the resources you have.
Relevant:	Will this lead to the desired result.
Timely:	Can this be done in the time-frame.

Example 1: Weak Learning Objective

- explore the right to refuse.

SMART Learning Objectives

- ⇒ to correctly (criteria) exercise the right to refuse (performance) under the OHSA (condition).

Example 2: Weak Learning Objective

- have a discussion about hazards.

SMART Learning Objectives

- ⇒ using the Participant's Manual (condition) evaluate (performance) various methods of hazard identification (criteria).

Why Learning Objectives?

- develops measurable skills, knowledge and confidence for action
- allows instructor to confirm that skills and knowledge have been developed.



The WHSC learning objectives use **action words** and are stated in ways that can be demonstrated clearly throughout our training program. When a learning objective is achieved the instructor knows training content has become participant knowledge. If the learning objective is not met, the instructor needs to continue to work with the participant — or have him or her work with other participants — until the learning objective is met.

ACTION OBJECTIVE

The action the participant takes when they return to the workplace to address the hazard.

LEARNING OBJECTIVES

The classroom activities that show the participant is developing the knowledge and skills required to carry out the action objective.

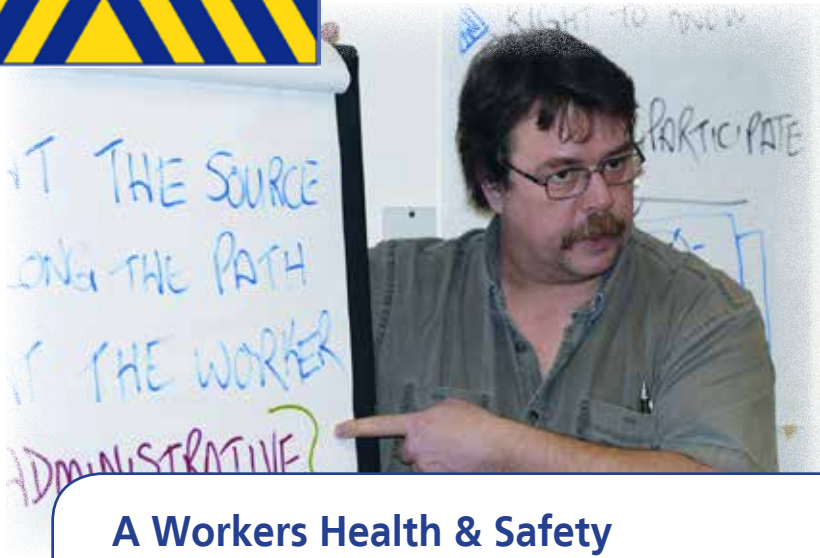
It is important that WHSC training doesn't fail workers or leave them behind. Imagine, for example, running a course on the most basic rights, such as the right to refuse, after which the participants do not know how to properly exercise their rights when faced with likely danger. In health and safety, where training fails workers, the consequences can be lethal.

Meeting the Need

Ours is not education for education's sake, but education that is focused on changing the workplace to prevent injuries and occupational disease. This is why we develop objectives that detail actions needed for workplace change. As a WHSC Instructor, it is your job to prepare all our participants to carry out those actions.



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