



How training can impact on health and safety competence

Sophie Edwards

Head of UK & EU Business Development &
Corporate & Consumer Services

KIOSH - The Health and Safety Event 2024

Agenda

- Explore different methodologies for assessment and how learning impact can be measured
- Consider how qualifications are part of competence
- Explain how in-company training can effectively measure learning impact for front line workers and ultimately save lives





Explore different methodologies for assessment and how learning impact can be measured



Assessment methodologies



For assessments to be *trusted* they should be *fair, ethical* and operate to the *highest educational standards*.

- **Valid**

The assessment assesses what it is intended to assess

- **Reliable**

Reliability relates to the stability of the assessment, for example, whether on different occasions or using different markers the same outcomes are rated in the same way.

- **Comparable**

Results are comparable across different dates and cohorts

These principles are good 'markers' for all types of assessments...

KIOSH - The Health and Safety Event 2024

So, what is Learning Impact?



Learning Impact



Learning

“the acquisition of knowledge or skills through study, experience, or being taught”

Impact

“a marked effect or influence”

Learning Impact in a work context

*“Learning that effects measurable change in an individual and/or organisation”**

**It may not be possible to attribute impact to the learning alone. In the sense other factors may have contributed to the outcome.*

Learning Impact



“Only 16% assess the behavior change of participants by assessing the transfer of learning into the workplace.”

CIPD, Learning and Skills at Work 2020

- Learning impact is seen as complex and often fails to include the outcome within the initial design stage.
- The good news is, you probably only need one or two measures, carefully chosen, to show a correlation between your learning and added value. E.g.
 - Improved incident rates (loss time, near miss, etc.)
 - Observational data (audits, inspections, supervision, etc.)

Three simple steps – 1 of 3



1. What is your opportunity or need? Why do you need it.

For example, is it...

- Improve Safety Behaviour in your organisation?
- Induction training to be more relevant or effective?
- Reduce loss time incidents - Slips, trips, falls, manual handling, stress...the list is endless?

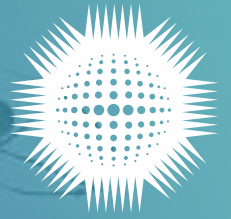
Three simple steps – 2 of 3

2. Then establish a learning impact measure. For example, and based on the below...
 - Improve Safety Behaviour – peer to peer behavioural safety observations & scores
 - Improved training requirements – gamification with scores, league table with replayability
 - Reduce LTI's - scenario based learning that feedback responses to reinforce behaviour

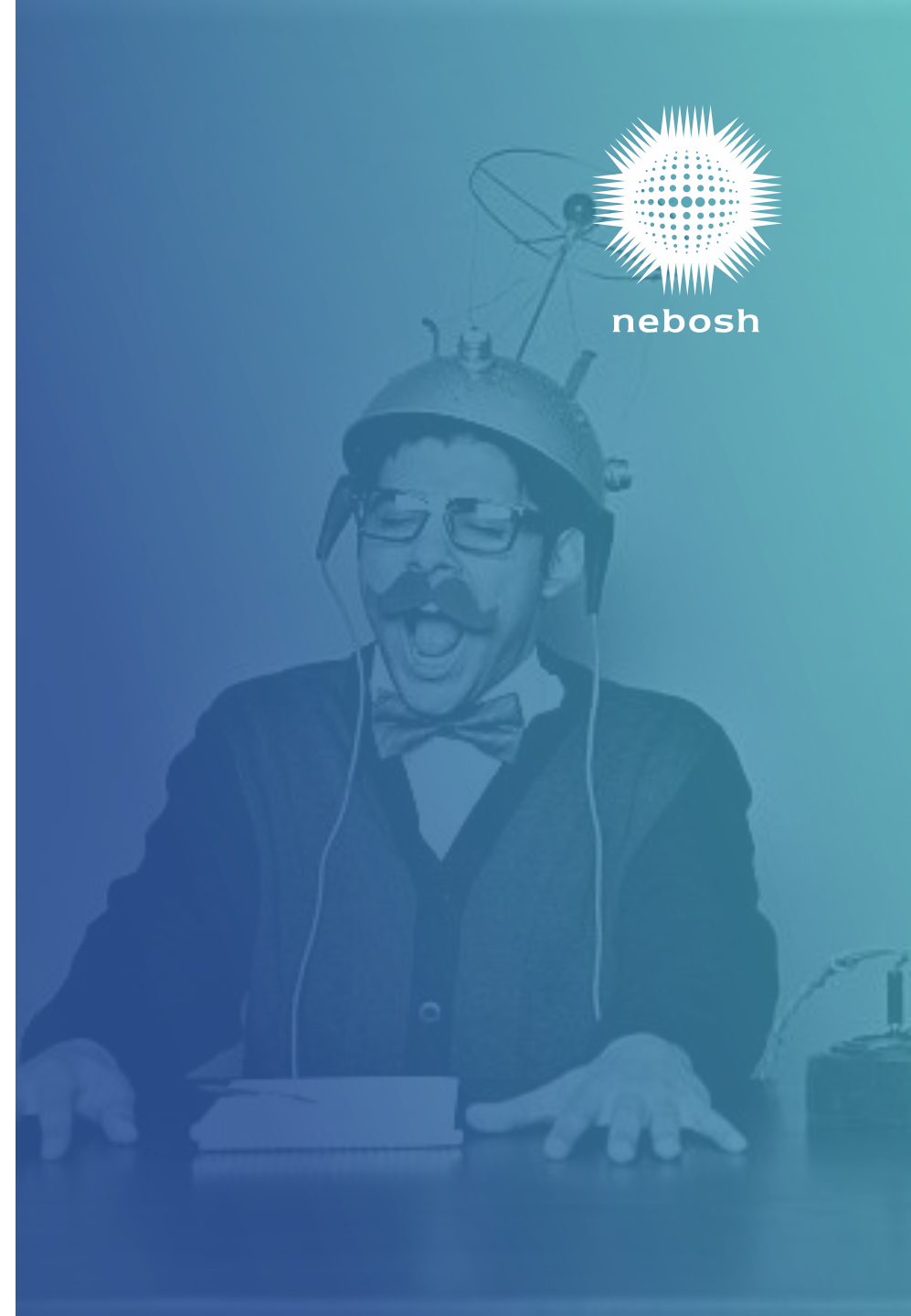


Three simple steps – 3 of 3

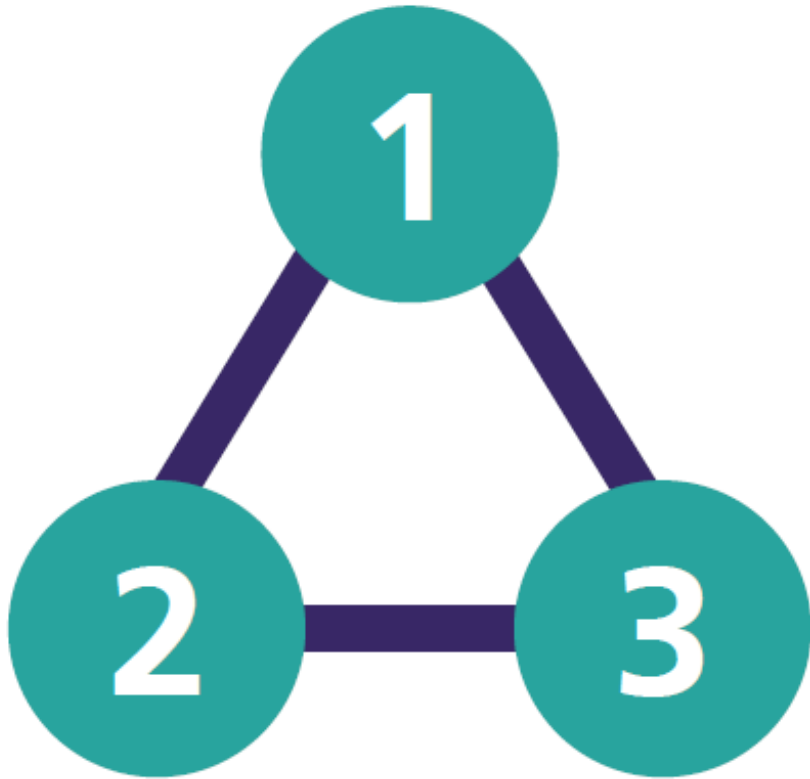
3. Then decide on the right qualification needed and what the most effective delivery method is right for you.
 - Engaging
 - Easy to understand and relevant
 - Offers realistic experiences



nebosh



In summary



1. Learning goals clearly defined

The 'need' for the training and 'the why' are we doing it

2. Learning content delivers learning goals

Needs to be aligned to the learning goals required by both the organisation and the learner

3. Learning impact

Measures to ensure learning has taken place both to the individual and organisational



KIOSH - The Health and Safety Event 2024

The benefits of learning impact

- Relevant to the learner
- Links to organisational goals
- Shows a return on investment
- Learning impact demonstrates results – reduced incidents, improved compliance, saving lives
- Reduces risk and may even lower insurance premiums

**Consider how
qualifications are part
of competence**



Competence



*“Competence can be described as the combination of **training, skills, experience and knowledge** that a person has and their ability to apply them...”*

*“...Other factors, such as **attitude** and physical **ability**, can also affect someone's competence.*

HSE

*“‘Competence’ and ‘competences’ are broader concepts that cover demonstrable performance **outputs** as well as behavioral **inputs**.”*

CIPD

Organisational competence



- Qualifications help upskill and improve people's knowledge and skills in workplace
- This, in turn, can lead to fewer accidents and cases of ill health, an improved environment with greater levels of wellbeing. Ultimately saves lives.
- Qualifications are aimed at broadening people's knowledge which helps improve the competence of the individual and the organisation
- Organisational learning which positively impacts the culture and goes beyond the individual



Regulated approach

- Qualifications tend to measure performance against assessment criteria which are linked to learning outcomes
- The aim is for the assessment to be a continuation of the learning – ‘assessment for learning’
- NEBOSH’s qualifications, as vocationally related, have enjoyed much success by combining theory with application – best of both!
- Scenario based assessments





Explain how training can effectively measure learning impact for front line workers



Learning evolution



- Advances in technology have changed several factors but the principles remain the same



Educational technology



- Technology in education is not just about eLearning
- Digital solutions now support a whole range of benefits:
 - Better learner engagement
 - Learner accessibility
 - Content accessibility
 - In the flow of work
 - Tutor support and improved functionality (blended options)
 - Adaptive learning

Measuring performance improvement



- **Gamification**
Making decision within games to experience consequence in a safe way
- **Virtual Reality**
Digital twins, process mapping
- **Role play and video learning**
Apply learning real-world context and explore realistic situations by interacting with other people in a controlled way

Measuring performance improvement



- **Peers**
Use peers to evaluate each other and provide evidence-based feedback
- **Managers**
Involve them in the evidence-based evaluation of their team, helps track improvements
- **Team measures**
Setting a team a goal and tracking their improvement helps boost performance
- **Data & statistics**
Using the learning goal ensure you have a SMART measure
- **Self-assessment**
Ask users to evaluate themselves against certain success factors



Sophie Edwards

Head of UK & EU Business
Development &

Corporate & Consumer Services

+44 (0) 7494 087 271

+44 (0) 116 263 4700

sophie.edwards@nebosh.org.uk

