



# OHS TRAINING CREDENTIALING & ACCREDITATION – BEST PRACTICES



National Institute of  
Environmental Health Sciences

WETP Awardee Meeting

WEDNESDAY, APRIL 9, 2014  
LOS ANGELES, CA



# ACCREDITATION & CERTIFICATION

**Credential** asserts that an individual has demonstrated the necessary qualifications, knowledge, skills, and abilities and/or experience to meet a standard (in this case to train)

**Accreditation** assures that a certifying entity consistently maintains the policies and processes to test and affirm that the certification process consistently upholds the standards

# TRAINER / WORKER / PROFESSIONAL CREDENTIALS

## **Internal trainer credential**

- Grantee full-time trainers
- Peer trainers (UAW LUDLs)

## **Train-the-Trainer course certification for specific topics**

- OSHA Training Institute Education Centers
- First Aid and CPR - (Red Cross, AHA)
- Commercial / consultant T-t-T courses

## **Professional certification**

- CIH, CSP, CET, CHMM

## **Union apprenticeship**

## **State and local licensure**

## **National Registry**

# AFC WST



- **Direct training conducted by WST instructors – full and part time**
- **Instructors are vetted by Program Director and evaluated as part of the Quality Control Program based on the Minimum Criteria Document**
- **Certificates are issued by Alabama Fire College**
- **All trainees are encouraged to use materials and information they receive from our training to conduct “secondary” or peer training at their workplace.**
  - WST instructors are available to support the Peer Trainer
  - Course data voluntarily submitted to WST is reported to the DMS as secondary training
  - Peer trainer’s agency issues certificates where appropriate

# BEST PRACTICES IN CREDENTIALING

## **Clearly defined scope & title of credential**

- Certified Industrial Hygienist
- Registered Nurse
- OSHA Outreach Trainer

## **Recognized governing body to administer the credentialing process**

## **Consensus on the necessary knowledge, skills, & abilities (and experience) to merit the credential**

## **Appropriate and sufficient means of assessing and documenting the qualifications such that the credential is recognized and accepted**

## **Reciprocity with related fields or geographic locations**

# ACCREDITATION

Accreditation in higher education is a collegial process of self-review and peer review for improvement of academic quality and public accountability of institutions and programs. This quality review process occurs on a periodic basis, usually every 3 to 10 years. Typically, it involves three major activities:

- A **self-study** by an institution or program using the standards or criteria of an accrediting organization.
- A **peer review** of an institution or program to gather evidence of quality.
- A **decision or judgment** by an accrediting organization to accredit, accredit with conditions or not accredit an institution or program.

# ACCREDITATION (2)

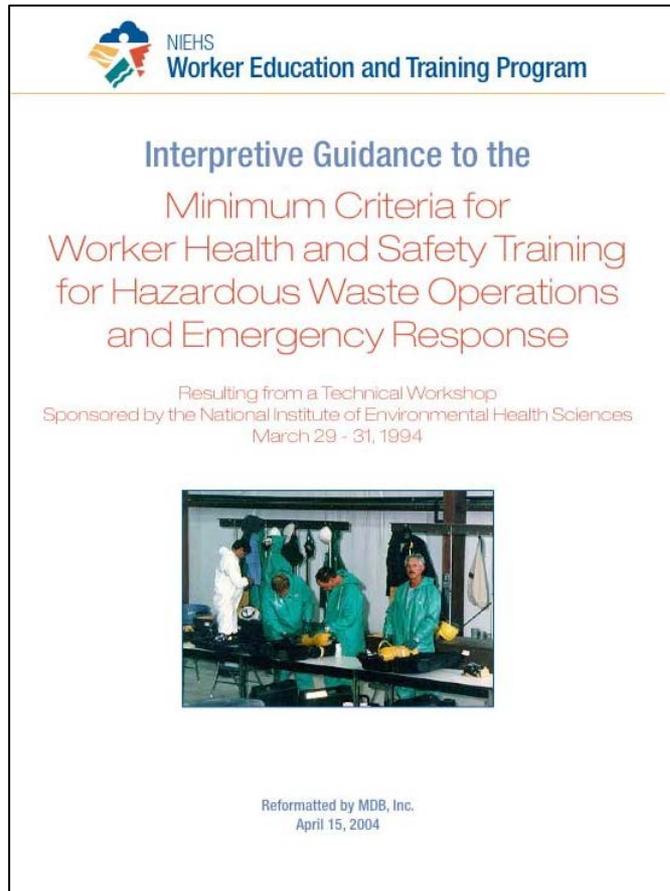
## **Third-party accreditation bodies**

- American National Standards Institute (ANSI)
- International Accreditation Service (IAS)
- Accreditation Board of Engineering and Technology (ABET)
- National Board on Fire Service Professional Qualifications (ProBoard)
- International Fire Service Accreditation Congress (IFSAC)

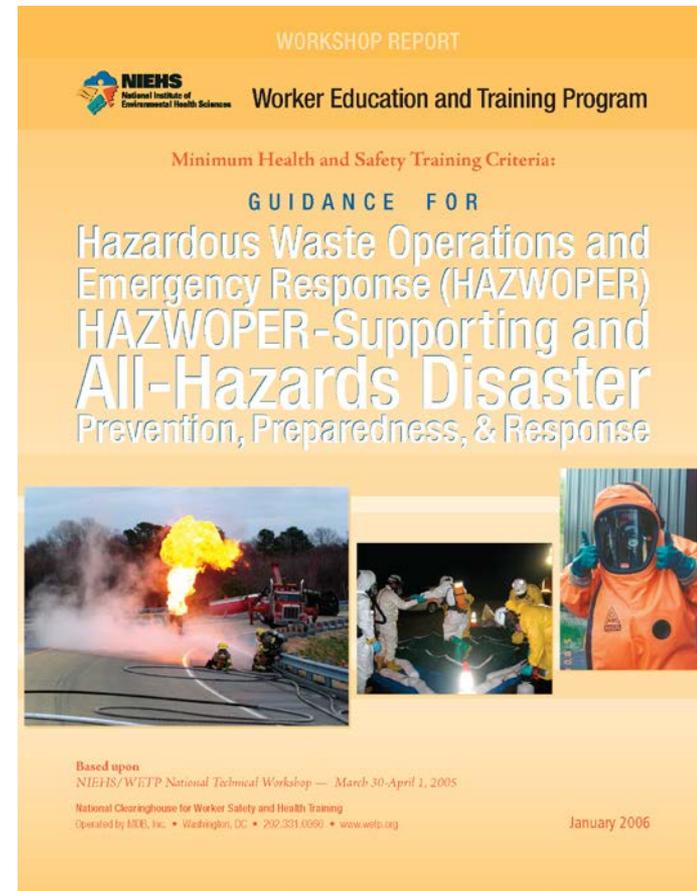
## **Institutions authorized and/or funded by Federal agencies**

- *Not accredited by the agency, but are overseen by them*
- OSHA Training Institute Education Centers
- NIOSH Education and Research Centers
- NIEHS Worker Education and Training Program

# MINIMUM CRITERIA DOCUMENT



April, 1994



January 2006

# MINIMUM CRITERIA DOCUMENT (2)

## **First published in December 1991**

- Revised in NIEHS WETP workshops of March 1994 and April 2005

## **Basis for proposed OSHA standard 29 CFR 1910.121 – Accreditation of Training Programs for Hazardous Waste Operations**

- Became 1910.120 Appendix E (Non-mandatory)

**Provides excellent guidance for training programs not eligible for or pursuing accreditation by another agency**

# MINIMUM CRITERIA DOCUMENT (3)

## Key provisions

- Worker Training Principles and Characteristics of Excellence
- Minimum Program Design Criteria
- Training Program Quality Control Criteria
- Generic Minimum Training Curriculum Guidelines
- Certification

**Emphasizes classroom, instructor-led training. Refers to two WETP workshop reports for guidance on “Advanced Training Technologies”**

- HAZWOPER Training: Utilizing Advanced Training Technologies (1999)
- Development of an Integrated WETP ATT Program: Final Report (2001)