



# Workshop on DGAC/PHMSA Training Partnership

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# Two Topics:

1. Results from DGAC Survey on Commercial Hazmat Training Schools
2. Thoughts on “Best Practices for a Professional Hazmat Trainer”



# Survey Results

(Commercial Hazmat Training Schools)



# Survey Results:

- Survey of Commercial Training Schools
- 23 Responses
- Three Categories On the Survey:
  1. Company Profile
  2. Instructor Profile
  3. Best Practices



# Survey Results:

- Category 1: Company Profile
- Three Questions:
  1. On What Regulations Do You Provide Training?
  2. Methods of Course Delivery
  3. Course Content & Length



# Survey Results:

- Category 1: Company Profile
- Three Questions:
- Results:
  - Majority provide training on transportation regulations w/ live instruction.
  - 7 provide training on “other” topics
  - $\geq 10$  provide some form of computer delivery
  - 5 provide correspondence



# Survey Results:

- Category 1: Company Profile
- Three Questions:
- Results:
  - Most devote 1½ to 2 days for the course
  - (Function-specific not mentioned, one response for 3 days)
  - Most give approx. 1 day to special hazard classes (e.g., Class 1, 6.2, 7)

The background of the slide features a collage of three transportation modes: an airplane in flight at the top left, a train on tracks in the middle left, and a large cargo ship at the bottom left. The overall background is a light blue gradient.

# Survey Results:

- Category 2: Instructor Profile
- Two Questions:
  1. Where instructor's knowledge was obtained
    - A. Subject Matter Expertise
    - B. General Teaching Expertise
  2. Length of experience



# Survey Results:

- Category 2: Instructor Profile
- Two Questions:
  1. Where instructor's knowledge was obtained
    - A. Subject Matter Expertise
    - B. General Teaching Expertise
  2. Length of experience
- Results:



# Survey Results:

- Category 2: Instructor Profile
- Two Questions:
  1. Where instructor's knowledge was obtained
    - A. Subject Matter Expertise
      - Most had on the job w/ some additional specialized training
      - 6 had university credentials
    - B. Instructor qualifications
      - Most had on the job w/ some additional specialized training
      - 8 had university credentials



# Survey Results:

- Category 2: Instructor Profile
- Two Questions:
  2. Length of Experience
    - All but one had at least 5 years on **related field experience** (i.e., hands on subject matter expertise)
    - All had at least 5 years experience **training**
    - Most had more than 10 years of each



# Survey Results:

- Summary:
- Company Profiles:
  - Majority offer **transportation** training
  - Majority offer **classroom** training
  - Approx. half offer **computer** or **correspondence** also or instead
- Instructor Profiles:
  - Instructors were **experienced**
  - Generally **well trained for training**

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# Survey Results:

- Category 3: Best Practices
- Three Questions/Sections:
  1. Attributes of an instructor
  2. Importance of various aspects of hazmat training
  3. BCRs



# Survey Results:

- Category 3: Best Practices
- Three Questions/Sections:
  1. Attributes of an instructor
  2. Importance of various aspects of hazmat training
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- Results:



# Survey Results:

- Category 3: Best Practices

1. Attributes of an Instructor:

- General Education
- Field Experience
- Training Education
- Training Experience
- References

None were “Not Important”

Virtually all were “Important” or “Very Important”

Note: None ranked “field experience” as less than “Important”



# Survey Results:

- **Category 3: Best Practices**
  2. Importance of various aspects aspects of training:
    - **Exam as a predictor of performance:** 15/16 said “Important” or “Very Important”
    - **Management Follow-up:** 16/16 said “Important” or “Very Important”
    - **Formal Training v. OJT:** 14/16 said “Important” or “Very Important”
    - **“Good” instructor v. “Good” manuals/handouts:** 16/16 said “Important” (1) or “Very Important” (15)



# Survey Results:

- Category 3: Best Practices
- ## 3. BCRs

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# Survey Results:

- Category 3: Best Practices
- 3. BCRs: 1.) Instructor Should Have:**

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# Survey Results:

- **Category 3: Best Practices**

- 3. BCRs: 1.) Instructor Should Have:**

- A. Good general education
- B. Training as an educator
- C. Experience in the subject matter and in the classroom
- D. Good public speaking/teaching skills



# Survey Results:

- Category 3: Best Practices
- 3. BCRs: 2.) How to Evaluate Effectiveness of Training Course:**



# Survey Results:

- Category 3: Best Practices
- 3. BCRs: 2.) How to Evaluate Effectiveness of Training Course:**
  - A. Student performance OTJ
  - B. Student performance on the exam (test scores)
  - C. Student questions & feedback (critiques)
  - D. Instructor feedback
  - E. Client feedback



# Survey Results:

- Category 3: Best Practices
- 3. BCRs: 3.) Key Elements to Ensure an Effective Training Course:**
  - A. Initial:
    - i. Good instructor
    - ii. Good materials
    - iii. Knowledge of objectives (regulatory requirements, company/student needs, targeted content)
    - iv. Company “buy-in”



# Survey Results:

- **Category 3: Best Practices**

- 3. BCRs: 3.) Key Elements to Ensure an Effective Training Course:**

- B. Ongoing:**

- i. Testing (frequent comprehension checks)
- ii. Student feedback (e.g., questions, formal and informal comments)
- iii. Instructor feedback
- iv. Instructor feedback
- v. Client follow-through



# The Message?:

1. Know what you're trying to accomplish.
2. Develop good materials.
3. Use a competent, experienced trainer.
4. Get feedback (tests, student, instructor, client).
5. Modify as indicated.



# Best Practices

(For a Professional Hazmat Trainer)



# Best Practices:

- **Must Identify:**
  - Standards for the Trainer
  - Standards for the Course:
    - Objectives
    - Content
    - Materials
    - Training Environment
    - Delivery Methods
    - Testing
  - Administration:
    - Registration (Identification of the Audience)
    - Recordkeeping
    - Certificates
  - Etc.



But First . . .



**“Don’t just stand there,  
do something!”**



**“Don’t just do something,  
stand there!”**

Take a moment . . .





Take a moment . . .

Understand what you're  
trying to accomplish.

Remember:





# Remember:

- Training is a regulatory requirement.



# Remember:

- Training is a regulatory requirement.
- There is a regulatory standard.



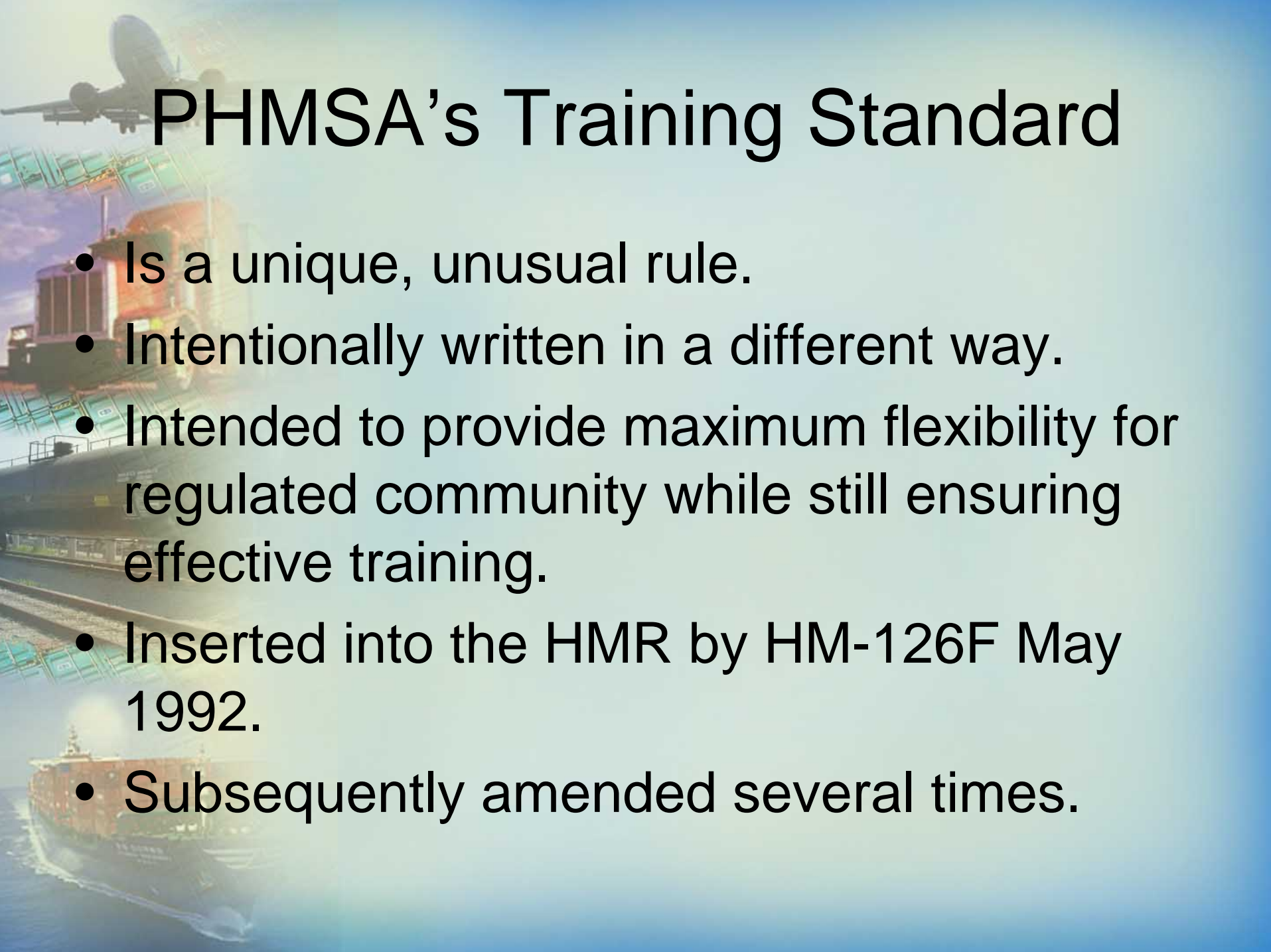
# Remember:

- Training is a regulatory requirement.
- There is a regulatory standard.
- Know and understand the standard.



# Remember:

- Training is a regulatory requirement.
- There is a regulatory standard.
- Know and understand the standard.
- Recognize the role you can play in meeting that standard.

The background of the slide features a collage of three images: an airplane in flight at the top left, a train passing through a tunnel in the middle, and a large cargo ship at sea at the bottom. The overall background is a light blue gradient.

# PHMSA's Training Standard

- Is a unique, unusual rule.
- Intentionally written in a different way.
- Intended to provide maximum flexibility for regulated community while still ensuring effective training.
- Inserted into the HMR by HM-126F May 1992.
- Subsequently amended several times.



# PHMSA's Training Standard

- All that, to say . . .



# PHMSA's Training Standard

- All that, to say . . .
- “It’s worth going back, getting the Federal Registers and reading the preambles.”



# PHMSA's Training Standard

- All that, to say . . .
- “It’s worth going back, getting the Federal Registers and reading the preambles.”
- This applies to:
  - partnership
  - trainers
  - customers
  - inspectors

# Areas of Confusion/Disagreement





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Things that need to be “cleared up” especially as this partnership proceeds.



# Areas of Confusion/Disagreement

- Public classroom training cannot be “function-specific training”.

A background collage featuring an airplane in the upper left, a train in the middle left, and a cargo ship in the lower left, all set against a light blue gradient background.

# Areas of Confusion/Disagreement

- Public classroom training cannot be “function-specific training”.
- I need a “certificate” (I need to be “certified”).

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# Areas of Confusion/Disagreement

- Public classroom training cannot be “function-specific training”.
- I need a “certificate” (I need to be “certified”).
- I have to keep a copy of the tests.



# Areas of Confusion/Disagreement

- It doesn't matter if I leave early (arrive late, leave to participate in a conference call, etc.) as long as I pass the test.



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- It doesn't matter if I leave early (arrive late, leave to participate in a conference call, etc.) as long as I pass the test.
- Recurrent training is different from initial training.

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# Areas of Confusion/Disagreement

- It doesn't matter if I leave early (arrive late, leave to participate in a conference call, etc.) as long as I pass the test.
- Recurrent training is different from initial training.
- If I ship by air I need to be trained every two years.

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# Areas of Confusion/Disagreement

- It doesn't matter if I leave early (arrive late, leave to participate in a conference call, etc.) as long as I pass the test.
- Recurrent training is different from initial training.
- If I ship by air I need to be trained every two years.
- I only have to be trained every three years.



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