

Check List: ENETOSH Standard of Competence for instructors and trainers in safety and health

Field of competence: Safety and health at work

Level: 6

Credit:

Shown Behaviour	Rating			
	does not apply at all	partly applies	applies mainly	completely applies
<p>Checks participants' previous experiences with respect to safety and health at work</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Creates a common, contemporary understanding on the subject of safety and health at work</p> <ul style="list-style-type: none"> • Makes aware of the importance of well-being at work • Analyses together with the participants positive and negative impacts on well-being at work • Proves statements by means of practical examples and own experiences 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Refers to the content of the European and national legislation regarding safety and health at work</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Elaborates together with the participants the importance of the co-operation of all actors to realise safety and health at work</p> <ul style="list-style-type: none"> • Points out the different roles of actors for safety and health in the enterprise/organisation • Introduces into the national system for safety and health at work • Names institutions for safety and health at international level 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<p>Introduces into the model of a working system</p> <ul style="list-style-type: none"> • Describes the components of a working system (Technique- Organisation- Personnel, T-O-P) and their inter-dependency • Exemplifies the T-O-P model by means of a single workplace and explains the interdependency between different working systems 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Introduces into the cost-benefit analysis of safety and health at work</p> <ul style="list-style-type: none"> • Exemplifies by means of good practice examples of prevention the correlation between investment in technique, organisation and personnel (T-O-P) and the benefit for the enterprise/organisation • Describes the costs of prevention (e.g. costs for PPE, for additional safety device of machines above the legal requirements, for the optimisation of work processes, for the rearrangement of working rooms) • Describes the benefit of prevention (apart from lower accident rates, e.g. better products and services, optimisation of processes, higher satisfaction of employees) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Introduces into central hazards and risks at work</p> <ul style="list-style-type: none"> • Explains the difference between hazard and risk • Analyses significant hazards and risks by means of examples of the participants from their branche/section 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<p>Introduces into the procedure of risk assessment</p> <ul style="list-style-type: none"> • Refers to the different procedures of the participants to carry out risk assessment in their enterprise/organisation • Let the participants identify physical, chemical, biological, physiological and psychological risk factors by the means of examples • Describes the steps of the procedure of risk assessment • Presents different models and methods to analyse and to evaluate risks • Carries out a risk assessment exemplarily (virtual, at a model workplace) • Points out specialities of the branches 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Introduces into a human design of working conditions (ergonomics)</p> <ul style="list-style-type: none"> • Makes the participants aware of their own way of moving and discusses habits • Explains the design of the human-machine interface • Explains the correlation between the human being and the working environment (working system) • Gives examples for typical physiological and psychological burdens and strains (e.g. lifting and carrying, freedom of action) • Carries out practical exercises (use of checklists, evaluation of model work places) • Organises an excursion to an enterprise with a good ergonomic design 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<p>Introduces into the use of personal protective equipment (PPE)</p> <ul style="list-style-type: none"> Explains the importance of PPE in relation to other measures of protection (technical, organisational protection measures) Describes typical kinds of PPE (e.g. face mask, ear protection, gloves, safety shoes, fall protection) Describes by means of examples the right use of PPE and refers to specialities in branches Refers to the testing of PPE and certain rhythms of testing Indicates that PPE has to fit to the personal presuppositions (physical fitness, acceptance of PPE) Discusses with the participants the possibilities to foster the acceptance of PPE 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Gives reasons for the importance of a systematic anchorage of First aid in an enterprise/organisation</p> <ul style="list-style-type: none"> Describes the system of First aid Describes the co-operation of the person responsible for First aid with other responsible persons for safety and health in the enterprise/organisation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Describes the system of Fire protection in an enterprise/organisation</p> <ul style="list-style-type: none"> Points out Fire protection as a duty of the employer Gives examples for an instruction that fits to the target group (according to the level of education and the capacity of 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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language)				
Shows wider competencies <ul style="list-style-type: none"> • Has own practical experience at work • Focuses on the relevant, the central points • Has a good time-management • Speaks understandable • Motivates and convinces 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>