

ENETOSH Standard of Competence for Instructors and Trainers in Safety and Health

Field of competence: Safety and health at work

Level: 6

Credit:

Skills

Knowledge¹

Asks participants about their prior experience in the field of safety and health at work

Examples of safety and health at work based on his/her own workplace experience

Creates a common, modern basic understanding of safety and health at work

- Makes participants aware of importance of well-being at work
- Works with participants to analyse positive and negative influences on well-being at work
- Backs up his/her statements with practical examples and his/her own experiences

- Basic knowledge of topic of well-being at work
- Basic knowledge of changes in world of work (e.g. demographic change, new forms of employment and new or emerging risks)
- Basic knowledge of topic of work-life balance

Discusses the content of the European and national legislation on safety and health at work

- Framework Directive – Safety and health of workers at work, 89/391/EEC
- National legislation
- Sector-specific rules

Works with the participants to determine the importance of concerted action by all stakeholders in order to ensure safety and health at work

- Describes different functions of stakeholders in terms of safety and health in their company/organisation
- Gives introduction to national OSH system
- Gives names of international OSH

- Basic knowledge of national OSH system
- Knowledge of most important European and international institutions (European Agency for Safety and Health at Work, European Foundation for the Improvement of Living and Working Conditions, International Social Security Association,

¹ The term “knowledge” includes both academic and empirical knowledge.

institutions	International Labour Organization and World Health Organization)
<p>Gives an introduction to the work-system model</p> <ul style="list-style-type: none"> • Describes work-system components (“TOP” (Technology-Organisation-Personnel)) and how they work in combination • Explains TOP model using example of one specific workplace and explains how different work systems work in combination 	<ul style="list-style-type: none"> • Basic knowledge of work-system design
<p>Gives an introduction to cost/benefit analysis for safety and health at work</p> <ul style="list-style-type: none"> • Explains relationship between investment in technology, organisation and personnel (“TOP”) and benefits for company/organisation, using examples of good prevention practice • Explains what costs are involved in prevention (e.g. PPE costs, costs of machine safeguards over and beyond those required by law, costs of optimising workflows and of converting work rooms) • Explains what benefits of prevention are (apart from lower number of accidents, e.g. better products and services, optimised processes and higher worker satisfaction) 	<ul style="list-style-type: none"> • Familiarity with current debate regarding costs and benefits of safety and health at work • Knowledge of examples of good practice (e.g. winners of OSH awards) • Basic knowledge of business management • Knowledge of companies/organisations
<p>Gives an introduction to key hazards and risks at work</p> <ul style="list-style-type: none"> • Explains difference between hazards and risks • Analyses key hazards and risks using participants’ examples from their sectors 	<ul style="list-style-type: none"> • General knowledge of how occupational accidents, occupational disease and work-related health hazards are caused • General knowledge of key hazards and risks in various sectors
<p>Gives an introduction to the process used to assess workplace risks (risk assessment)</p> <ul style="list-style-type: none"> • Uses participants’ different methods of risk assessment in their companies/organisations as basis to build on 	<ul style="list-style-type: none"> • Legal basis for risk assessment • Knowledge of all categories of risk factors for occupational accidents, occupational disease and work-related health hazards (physical, chemical,

<ul style="list-style-type: none"> • Has participants identify physical, chemical, biological, physiological and psychological risk factors using examples • Explains process steps involved in risk assessment • Presents various models and methods for analysing and assessing risks • Conducts a risk assessment by way of example (virtually, using a model workplace) • Points out special sector-specific features 	<p>biological, physiological and psychological)</p> <ul style="list-style-type: none"> • Legislation relating to individual risk factors for occupational accidents, occupational disease and work-related health hazards (e.g. climate, hazardous substances, biological agents, noise and stress) • Models and methods of risk assessment (e.g. “Leitmerkmalmethode” (“key indicator method”) or matrix method) • Knowledge of sector-specific tools (e.g. different checklists)
<p>Gives an introduction to human-friendly design of working conditions (ergonomics)</p> <ul style="list-style-type: none"> • Makes participants aware of how they move and discusses habits • Explains how human/machine interfaces should be designed • Explains how humans and work environment (work system) interact • Gives examples of typical physical and psychological strain and stress (e.g. lifting and carrying or freedom to act as one sees fit) • Conducts practical exercises (e.g. on how to use checklists or assess model workplaces) • Organises a trip to company/organisation with good ergonomic design 	<ul style="list-style-type: none"> • Knowledge of body sizes and physical strength • Basic knowledge of work-system design (workplace design, work equipment, work organisation and work environment) • Basic knowledge of combined effect of risk factors in work environment and the impact on humans • Stress-strain model
<p>Gives an introduction to the use of personal protective equipment (PPE)</p> <ul style="list-style-type: none"> • Explains importance of PPE compared to other forms of protection (technical and organisational) • Describes typical types of PPE (e.g. face protectors, hearing protectors, protective gloves, protective footwear and protection against falls from a height) • Explains how to use PPE correctly, based on examples 	<ul style="list-style-type: none"> • Directive 89/686/EEC – Approximation of the laws relating to personal protective equipment (production of PPE) • Directive 89/656/EEC – Use by workers of personal protective equipment at the workplace (use of PPE) • Basic knowledge of current research

<ul style="list-style-type: none"> • Discusses special sector-specific features • Discusses PPE inspections and frequencies of certain inspections • Points out that PPE must meet person's individual requirements (physical suitability, acceptance of PPE) • Discusses ways of improving PPE acceptance with participants 	<p>in field of PPE (e.g. new materials)</p> <ul style="list-style-type: none"> • Knowledge of example products • Knowledge of sector-specific requirements concerning selected PPE • Knowledge of national and international testing bodies and certification marks
<p>Explains the importance of ensuring first aid is systematically established as part of the company/organisation</p> <ul style="list-style-type: none"> • Presents first aid system • Explains how person responsible for first aid and other persons responsible for safety and health in company/organisation cooperate 	<ul style="list-style-type: none"> • Knowledge of legal basis of first aid • Knowledge of companies/organisations
<p>Explains the system of fire safety in companies/organisations</p> <ul style="list-style-type: none"> • Explains that fire safety is employer's responsibility • Gives examples of how to instruct target group in appropriate manner (in line with their qualifications and language competencies) 	<ul style="list-style-type: none"> • Fire safety legislation • Basic knowledge of fire safety (e.g. joint action, consecutive action)

<p>Demonstrates personal competence</p> <ul style="list-style-type: none"> • Has practical experience from his/her own work • Focuses on key points • Is good at time management • Speaks in comprehensible manner • Motivates and presents points in a convincing manner
