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ENETOSH standard of competence for instructors and trainers in safety and health

European Network Education and Training in Occupational Safety and Health (ENETOSH)

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INTRODUCTION

What competencies does an instructor or trainer in safety and health need?

What competencies does an instructor or trainer in safety and health need?

This question was investigated in an empirical study carried out by Dresden University of Technology on behalf of the IAG between April 2008 and May 2010. The study was carried out to assess the validity of and further develop the competence standard that was set up within the framework of the EU project ENETOSH in 2007.

The ENETOSH standard comprises four competence fields:

(1) train the trainer, (2) basic principles of occupational safety and health, (3) occupational safety and health management and (4) workplace health management.

In three consecutive studies competence fields 2 to 4 were developed further. The first competence field had already been developed based on an empirical study, and is continuously updated (Kici, 2010).

In total 74 people from 14 countries participated in the validation study. On average more than 80% of these were employed as an instructor or trainer and had worked in this sector for more than 5 years (97.3%).

As a methodological basis for these studies, the Task Analysis Tools (TAToo, Koch, 2010) for requirements analyses were used in each case. The first stage was to carry out structured interviews and questionnaires to collect data. Participants had to describe work situations that they had experienced or observed themselves and that were successfully dealt with in each competence field by an instructor or trainer. Participants were asked to describe how the situations came about, what exactly happened, what the instructor or trainer did in the situation and what the outcome was. Furthermore, questions were asked regarding the necessary qualifications and knowledge required (expertise, methodical knowledge, IT skills).

From the workplace scenarios described by participants, the second stage was to extract instructors' and trainers' attitudes in crucial situations and group them based on similarity. Subsequently, participants were asked, in a third stage of the requirements analysis, to assess each attitude according to different criteria (importance, trainability and compensability). When asked to what extent the work of an instructor or trainer was reflected in each competence field, the majority of respondents gave a value from the highest percentage range used for this assessment: 76-100%.

Following this study, overviews and checklists for each competence field are available to instructors and trainers including knowledge requirements and behaviour-related requirements (skills and wider competencies). Each competence field is assigned to one of the performance levels of the European Qualifications Framework (EQF).

Now that the validity of the ENETOSH competence standard has been verified, a common, scientifically proven basis exists for quality assurance of instructors and trainers in occupational safety and health in Europe.

The ENETOSH standard enables specialised, suitable staff for corresponding teaching tasks to be selected, training content that is standard throughout Europe to be developed and a certification system to be set up, insofar as is practical, for instructors and trainers (Swuste, 2010).

It is not, however, the standard itself that guarantees quality in safety and health education and training. Quality training depends on the sensitivity of instructors and trainers towards their own behaviour in each specific situation and their ability to reflect on their actions.

References

- Kici, G. (2010). Trainer profile analysis. In: U. Bollmann & E. Windemuth (Eds.), Standards in safety and health education and training – European perspectives, promising developments and examples of good practice. IAG-report 3/2010, Dresden
- Koch, A. (2010). The Task-Analysis-Tools (TAToo). Development, empirical and practical assessments of an instrument for job analysis. Thesis, TU Dresden
- Swuste, P. (2010). Teachers and trainers of occupational safety courses - is certification necessary? In: U. Bollmann & E. Windemuth (Eds.), Standards in safety and health education and training – European perspectives, promising developments and examples of good practice. IAG-report 3/2010, Dresden

ENETOSH

The “European Network Education and Training in Occupational Safety and Health” (ENETOSH) is a special communication platform for sharing information and experience on education and training in European and international OSH matters. The network was set up with the help of the European LEONARDO education programme and is in line with the European Community Strategy for Health and Safety at Work 2007-2012. The aim of ENETOSH is to bring about a significant improvement in the quality of education and training in occupational safety and health and to provide long-term support for measures to mainstream safety and health into the education system. The creation of ENETOSH has provided a network for knowledge-sharing between experts for OSH and education, from kindergarten to continuing vocational training. The network is aimed at both teaching staff and persons involved in national and international policy-making in the realms of OSH and education.

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Qualification requirements

- ▶ **OVERVIEW**
- ▶ **CHECKLIST**

OVERVIEW *(with rating ^{1,2})*

Qualification requirements

| Requirements | Rating |
|--|------------------|
| Academic degree from a university, a university of applied science or comparable qualification | quite important |
| Training or qualification as a trainer or in adult education | quite important |
| Extensive knowledge of occupational safety and health or training experience in occupational safety and health | quite important |
| OSH knowledge relevant to candidate's employment sector | quite important |
| Further training in occupational safety and health | quite important |
| Career experience | quite important |
| Training as a safety expert | quite important |
| Sector-specific training (e.g. public health service) or additional qualifications (e.g. licence to deliver back health training, relaxation techniques, further training in ergonomics) | quite important |
| Technical or natural science studies | fairly important |
| Social science, humanities and/or public health studies | fairly important |
| Pedagogic methods and didactics qualification | fairly important |
| Extensive experience in OSH, particularly in enterprise | fairly important |
| Experience in relevant industrial sector | fairly important |
| Basic knowledge of administration or business management | fairly important |

CHECKLIST

Qualification requirements

| Requirements | Yes | No |
|--|--------------------------|--------------------------|
| Academic degree from a university, a university of applied science or comparable qualification | <input type="checkbox"/> | <input type="checkbox"/> |
| Training or qualification as a trainer or in adult education | <input type="checkbox"/> | <input type="checkbox"/> |
| Extensive knowledge of occupational safety and health or training experience in occupational safety and health | <input type="checkbox"/> | <input type="checkbox"/> |
| OSH knowledge relevant to candidate's employment sector | <input type="checkbox"/> | <input type="checkbox"/> |
| Further training in occupational safety and health | <input type="checkbox"/> | <input type="checkbox"/> |
| Career experience | <input type="checkbox"/> | <input type="checkbox"/> |
| Training as a safety expert | <input type="checkbox"/> | <input type="checkbox"/> |
| Sector-specific training (e.g. public health service) or additional qualifications (e.g. licence to deliver back health training, relaxation techniques, further training in ergonomics) | <input type="checkbox"/> | <input type="checkbox"/> |
| Technical or natural science studies | <input type="checkbox"/> | <input type="checkbox"/> |
| Social science, humanities and/or public health studies | <input type="checkbox"/> | <input type="checkbox"/> |
| Pedagogic methods and didactics qualification | <input type="checkbox"/> | <input type="checkbox"/> |
| Extensive experience in OSH, particularly in enterprise | <input type="checkbox"/> | <input type="checkbox"/> |
| Experience in relevant industrial sector | <input type="checkbox"/> | <input type="checkbox"/> |
| Basic knowledge of administration or business management | <input type="checkbox"/> | <input type="checkbox"/> |

¹ Koch, Anna; ENETOSH Competence Standard – validation study 2008-2010 on behalf of the IAG

² Rating scale with the grades „-“ = not important, „0“ = not very important, „0+“ = fairly important, „+“ = quite important, „++“ = very important. Aspects with a median of more than or equal to 3 were included in the final profile; aspects with a median of less than or equal to 2 were not included.

Field of competence

Train the Trainer

- OVERVIEW
- CHECKLIST

Field of competence: Train the Trainer**EQF-Level: 6**

The ENETOSH standard of competence describes the requirements related to the knowledge and the behaviour of instructors and trainers in occupational safety and health. The standard takes the European Qualifications Framework (EQF) into account. For each field of competence there exists an overview of the knowledge and the behaviour-related requirements (skills and wider competencies). In addition there are corresponding checklists. The field of competence „Train the Trainer“ is assigned to the performance level 6 of the EQF.

OVERVIEW (with rating ^{1,2})**Knowledge**

| Expertise | Rating |
|--|-----------------|
| Methods of adult education | Quite important |
| Knowledge about how people learn | Quite important |
| To know how to achieve a lasting transfer of knowledge | Quite important |

| Knowledge of working methods | Rating |
|--|-----------------|
| Plan teaching units | very important |
| Mastery of teaching method | very important |
| To know how to design input, rhetorically and presentation-wise, at the start of a training course | very important |
| Communication: active listening, questioning techniques, the ability to interact productively with participants | very important |
| Visualisation | very important |
| Demonstrations | very important |
| Use of media (laptop, data projector, interactive whiteboard) | very important |
| To know how knowledge, skills and wider competencies can be conveyed, e.g. learning objective method, orientation on learning results | Quite important |
| Self-guided learning | Quite important |
| Lectures | Quite important |
| Presentation, e.g. avoiding overuse of transparencies | Quite important |
| Facilitation skills /Moderation techniques | Quite important |
| Case studies | Quite important |
| Group work, e.g. developing group work and putting groups together in a meaningful way in the given conditions | Quite important |
| Variety of methods: changing quickly between training methods such as presentation, role plays, group work | Quite important |
| Combination of different learning environments: combine teaching activity (lessons in seminar room) with practical activities outdoors or in the workplace, e.g. demonstration of measuring instruments, practical application of methods and techniques in the laboratory | Quite important |
| Methods to promote/simplify learning | Quite important |
| Conflict management | Quite important |
| How to motivate others | Quite important |
| Put own experience into practice in a simple manner | Quite important |
| Sound educational principles and techniques | Quite important |

¹ Koch, Anna; ENETOSH Competence Standard – validation study 2008-2010 on behalf of the IAG

² Rating scale with the grades „-“ = not important, „-“ = not very important, „0“ = fairly important, „+“ = quite important, „++“ = very important. Aspects with a median of more than or equal to 3 were included in the final profile; aspects with a median of less than or equal to 2 were not included.

| IT applications | Rating |
|--|------------------|
| Microsoft Office (Word, Excel, PowerPoint) | very important |
| Internet | very important |
| PowerPoint presentations | quite important |
| Multi media shows | quite important |
| Video based training | quite important |
| Statistics software | quite important |
| Adobe applications | quite important |
| E-mail | quite important |
| Project management | quite important |
| Video and photo editing software | fairly important |
| Databases | fairly important |
| Moodle platform | fairly important |
| Company specific computer programmes (proprietary systems) | fairly important |

Behaviour-related requirements³

(skills and wider competencies)

Participant orientation

Makes arrangements with participants

- Explains objectives of seminar
- Asks about participants' interest in the topic
- Asks for the reasons for participating in the seminar
- Asks about participants' expectations from the seminar and its usefulness
- Aligns participants' expectations with planned content
- Connects participants' expectations with planned content taking into consideration seminar objectives

Makes use of participants' experience

- Asks about and makes use of the participants' topic- related and personal experience
- Asks about the participants' level of knowledge (e.g. before and after the seminar)
- Names existing differences in the level of knowledge and explains steps to be taken to eliminate them

Actively involves participants

- Encourages participants to ask questions
- Answers participants' questions promptly
- Is open for participants' differing views
- Ensures that all of the participants' arguments are taken into consideration
- Asks participants to quote practical examples from their day-to-day work
- Addresses participants who do not take part in the discussion directly and by name
- Leaves it up to participants if they want to take part in exercises or role plays

³ Kici, Güler; Modular education for trainers of the IAG, 2006-2010 plus Koch, Anna; ENETOSH Competence Standard - validation study 2008-2010 on behalf of the IAG

Flexibility

Forward-looking thinking

- Prepares seminars in a way that allows for subsequent changes
- Plans for enough time to be able to take into consideration the different levels of experience and knowledge of participants
- Plans different scenarios

Spontaneity/creativity

- Adapts his/her concept according to changing situations (e.g. construction work noise, co-trainer unable to attend) and the opinions expressed by participants during the seminar
- Should the co-trainer be unable to attend, the seminar will be held after these changes are made
- Adjusts seminar times to suit the customer
- If technical problems should occur, he/she will ask participants for help
- Questions that he/she cannot answer immediately will be followed up and answered after the seminar

Teamteaching

- Agrees shared preparation and conducting of the seminar
- Records agreements, e.g. concerning task allocation, in writing and sends them to everyone involved
- Supports the co-trainer if problems arise during the seminar and they will look for solutions together
- Discusses his/her strengths and weaknesses with the co-trainer
- Exchanges opinions with the co-trainer during break time
- Will let the co-trainer know, e.g. by eye contact, if he/she runs over
- Will let the co-trainer know, e.g. by eye contact, if he/she deviates from the topic
- Trainers do not settle differences of opinion in front of the group
- Trainers make their different opinions/positions available to the group in equal measure
- Deviations from the planned course of action are not discussed in front of participants
- Promptly evaluates co-operation with the co-trainer(s) with regard to time management, content and methods

Seminar planning and formulation of learning objectives/ learning out-comes

- Allows enough time for preparation
- Gathers up-to-date information regarding the topic, e.g. takes into consideration current technology
- Gathers customer specific information
- Agrees content, extent, timings etc. with the customer
- Adapts content and methods to suit the given target group, its area of expertise and competence level
- Agrees schedule with the customer
- Asks about and makes use of colleagues' experience when preparing the seminar
- Keeps his/her documents up-to-date

Seminar planning and formulation of learning objectives/ learning out-comes

- Uses own practical work experience for teaching documents
- Formulates what he/she wants to achieve with participants in the seminar (core message)
- Formulates learning objectives/learning outcomes for the seminar and individual topics
- Groups the content into meaningful modules
- Formulates what he/she wants to achieve with participants in the seminar (core message)
- Plans different methods and media to convey the content
- Researches realistic and practically-oriented case studies
- Tests exercises and methods before their first use
- Plans and implements a pre-process and an after-process for the seminar if possible
- Draws up a list of materials and obtains the materials
- Handouts with sufficient information and tools for participants are prepared

Using the facilitation method

- Initiates discussions by asking questions
- Starts the discussion with inviting, encouraging words
- Uses methods and materials from the metaplan technique
- Visualises individual steps
- Uses methods, e.g. questioning techniques, that promote dialogue and exchange of opinions of participants
- Pinpoints differences of opinion and facilitates the exchange of arguments
- Encourages participants to get involved in the process by systematic questioning
- Keeps own personality in the background
- Concludes the discussion
- Summarises the results of the discussion
- Names the next steps
- Allocates responsibilities, i.e. who has to finish what in which timeframe

Leading the group

- Agrees rules of conduct (mobile phone, break times, communication rules)
- Involves participants in his/her decision whenever possible
- Adheres to the agreed rules of conduct
- Ensures compliance with the rules by pointing out breaches to the rules
- Will not be provoked in conflict situations
- Only intervenes when discussions deviate from the central topic
- Will not get involved in detailed discussions in front of the group

Leading the group

- Lets participants' differing opinions stand without derogation
- Gives unambiguous and clear instructions
- Helps individual participants or the group if necessary or if asked to do so

Methods and use of media

Methods and use of media in general

- Shows a sense of humour
- When his/her methods are opposed, he/she uses convincing arguments
- Completes statements by participants or co-trainers when necessary
- Lets participants use what they learned to solve a practical problem
- Checks media before the seminar
- Prepares the transfer of results into practical use, might use results from the pre-process to the seminar if applicable
- Records the results of the seminar
- Takes into consideration group size
- Combines teaching of specialised knowledge with team work
- Uses visual aids and pictures, integrates computer- based cases and simulations
- Refers to experts when reaching his/her limits
- Uses a variety of methods
- When introducing a new topic, he/she briefly recaps on previous units
- At the start of the seminar he/she always carries out an introduction round using different methods

Presentation

- Puts particular emphasis on designing the introduction to the seminar
- Presents content clearly and concisely
- Creates interest and captivates attention
- Illustrates content and its usefulness with real-life examples
- Admits when he/she is unable to answer a question and passes the question on to the group
- Will not be distracted by constant questions
- Is aware of the speed at which he/she speaks, his/her volume and modulates his/her speech

Visualisation

- Prepared media (transparencies, pin boards, flip chart) can be presented in the allocated time (e.g. 2-3 minutes per transparency)
- Uses a concise outline (central theme)
- Visualisation makes the content more accessible (colour, pictures, short films)
- Uses colour design of the media where appropriate
- Font size is sufficiently large to be read even from the last row
- Spelling and grammar of the text are correct
- Constantly updates his/her visualisations

Time management

Methods and use of media in general

- Plans buffer times
- Adheres to the agreed schedule (times for breaks, starting and finishing)
- The allocated times for exercises are kept
- Will apologise to the group if he/she is delayed

Communicative competencies

General communicative competencies

- Actively establishes contact with participants (e.g. personal greeting)
- Speaks comprehensibly and clearly (full sentences, few subordinate clauses, few platitudes)
- Gestures support the spoken word
- Is well respected within the group
- Has an open, positive, friendly attitude
- Takes into consideration the emotional level of the seminar in addition to the factual
- Keeps eye contact with participants and co-trainers
- Addresses participants directly by name
- Listens attentively (“active listening“)
- Lets participants finish when they speak
- Points out the schedule when participants speak for too long

Constructive handling of conflict situations

- Addresses conflicts openly on both the factual and emotional level
- Accepts criticisms regarding content and clarifies with arguments
- Will stay calm if provoked or attacked personally
- Acknowledges differences of opinion openly and leaves them unresolved
- Discusses problems with participants individually
- Delegates tasks to participants should problems arise

Give feedback

- Plans for feedback and allocates sufficient time for it
- Sets rules for feedback and completes those with the group
- Gives feedback promptly
- Formulates “I-messages”
- Uses the sandwich method (positive, negative, positive)

Take in feedback

- Plans for feedback and allocates sufficient time for it
- Gives specific and relevant feedback
- Asks for feedback promptly
- Listens to feedback calmly
- Asks for specific suggestions for improvement

Self-reflection

General self-reflection

- Knows his/her own strengths and weaknesses
- Chooses methods that suit his/her own personality and the topic
- Uses methods that he/she can handle well in a professional manner
- Reflects on his/her role in the seminar (e.g. teacher, facilitator, tutor)
- Reflects on own potential for development
- Keeps checking if new competencies are required in his/her field

Dealing with himself/herself and others

- Holds himself/herself and others in high esteem
- Takes measures for dealing with stress and for stress prevention
- Clarifies his/her workload with superiors

Advanced training

- Thinks about opportunities to enhance his/her qualification, will ask for further training if he/she identifies a need for it
- Completes necessary further education in order to keep up-to-date with requirements
- Takes part in training courses to extend his/her competencies
- Acquires the necessary skills for the use of new technology
- Develops skills that are necessary for his/her work (methods, media, people skills)
- Practises the use of newly learned methods

Assessment

- Continuously monitors learning progress in the seminar
- Prepares and carries out exam

Evaluation

- Uses, whenever possible, tools for process evaluation during the seminar
- Carries out a survey on participants' satisfaction at the end of the seminar and evaluates the results
- Carries out a follow-up survey if necessary
- Revises and improves the seminar for the future

CHECKLIST

Knowledge

| Expertise | YES | NO |
|--|--------------------------|--------------------------|
| Methods of adult education | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge about how people learn | <input type="checkbox"/> | <input type="checkbox"/> |
| To know how to achieve a lasting transfer of knowledge | <input type="checkbox"/> | <input type="checkbox"/> |

| Knowledge of working methods | YES | NO |
|--|--------------------------|--------------------------|
| Plan teaching units | <input type="checkbox"/> | <input type="checkbox"/> |
| Mastery of teaching method | <input type="checkbox"/> | <input type="checkbox"/> |
| To know how to design input, rhetorically and presentation-wise, at the start of a training course | <input type="checkbox"/> | <input type="checkbox"/> |
| Communication: active listening, questioning techniques, the ability to interact productively with participants | <input type="checkbox"/> | <input type="checkbox"/> |
| Visualisation | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrations | <input type="checkbox"/> | <input type="checkbox"/> |
| Use of media (laptop, data projector, interactive whiteboard) | <input type="checkbox"/> | <input type="checkbox"/> |
| To know how knowledge, skills and wider competencies can be conveyed, e.g. learning objective method, orientation on learning results | <input type="checkbox"/> | <input type="checkbox"/> |
| Self-guided learning | <input type="checkbox"/> | <input type="checkbox"/> |
| Lectures | <input type="checkbox"/> | <input type="checkbox"/> |
| Presentation, e.g. avoiding overuse of transparencies | <input type="checkbox"/> | <input type="checkbox"/> |
| Facilitation skills /moderation techniques | <input type="checkbox"/> | <input type="checkbox"/> |
| Case studies | <input type="checkbox"/> | <input type="checkbox"/> |
| Group work, e.g. developing group work and putting groups together in a meaningful way in the given conditions | <input type="checkbox"/> | <input type="checkbox"/> |
| Variety of methods: changing quickly between training methods such as presentation, role plays, group work | <input type="checkbox"/> | <input type="checkbox"/> |
| Combination of different learning environments: combine teaching activity (lessons in seminar room) with practical activities outdoors or in the workplace, e.g. demonstration of measuring instruments, practical application of methods and techniques in the laboratory | <input type="checkbox"/> | <input type="checkbox"/> |
| Methods to promote/simplify learning | <input type="checkbox"/> | <input type="checkbox"/> |
| Conflict management | <input type="checkbox"/> | <input type="checkbox"/> |
| How to motivate others | <input type="checkbox"/> | <input type="checkbox"/> |
| Put own experience into practice in a simple manner | <input type="checkbox"/> | <input type="checkbox"/> |
| Sound educational principles and techniques | <input type="checkbox"/> | <input type="checkbox"/> |

| IT applications | YES | NO |
|--|--------------------------|--------------------------|
| Microsoft Office (Word, Excel, PowerPoint) | <input type="checkbox"/> | <input type="checkbox"/> |
| Internet | <input type="checkbox"/> | <input type="checkbox"/> |
| PowerPoint presentations | <input type="checkbox"/> | <input type="checkbox"/> |
| Multi media shows | <input type="checkbox"/> | <input type="checkbox"/> |
| Video based training | <input type="checkbox"/> | <input type="checkbox"/> |
| Statistics software | <input type="checkbox"/> | <input type="checkbox"/> |
| Adobe applications | <input type="checkbox"/> | <input type="checkbox"/> |
| E-mail | <input type="checkbox"/> | <input type="checkbox"/> |
| Project management | <input type="checkbox"/> | <input type="checkbox"/> |
| Video and photo editing software | <input type="checkbox"/> | <input type="checkbox"/> |
| Databases | <input type="checkbox"/> | <input type="checkbox"/> |
| Moodle platform | <input type="checkbox"/> | <input type="checkbox"/> |
| Company specific computer programmes (proprietary systems) | <input type="checkbox"/> | <input type="checkbox"/> |

Behaviour-related requirements

(skills and wider competencies)

| Participant orientation | | Rating | | | |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | | does not apply at all | partly applies | applies mainly | completely applies |
| <i>Makes arrangements with participants</i> | • Explains objectives of seminar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Asks about participants' interest in the topic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Asks for the reasons for participating in the seminar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Asks about participants' expectations from the seminar and its usefulness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Aligns participants' expectations with planned content | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Connects participants' expectations with planned content taking into consideration seminar objectives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Makes use of participants' experience</i> | • Asks about and makes use of the participants' topic- related and personal experience | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Asks about the participants' level of knowledge (e.g. before and after the seminar) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Names existing differences in the level of knowledge and explains steps to be taken to eliminate them | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Actively involves participants</i> | • Encourages participants to ask questions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Answers participants' questions promptly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Is open for participants' differing views | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Ensures that all of the participants' arguments are taken into consideration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Asks participants to quote practical examples from their day-to-day work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Addresses participants who do not take part in the discussion directly and by name | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Leaves it up to participants if they want to take part in exercises or role plays | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Flexibility | | Rating | | | |
|---------------------------------|---|-----------------------------|--------------------------|--------------------------|----------------------------|
| | | does not apply at all | partly applies | applies mainly | com- pletely applies |
| <i>Forward-looking thinking</i> | • Prepares seminars in a way that allows for subsequent changes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Plans for enough time to be able to take into consideration the different levels of experience and knowledge of participants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Plans different scenarios | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Spontaneity/creativity</i> | • Adapts his/her concept according to changing situations (e.g. construction work noise, co-trainer unable to attend) and the opinions expressed by participants during the seminar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Should the co-trainer be unable to attend, the seminar will be held after these changes are made | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • If technical problems should occur, he/she will ask participants for help | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Questions that he/she cannot answer immediately will be followed up and answered after the seminar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • If technical problems should occur, he/she will ask participants for help | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Team teaching | | Rating | | | |
| | | does not apply at all | partly applies | applies mainly | com- pletely applies |
| | • Agrees shared preparation and conducting of the seminar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Records agreements, e.g. concerning task allocation, in writing and sends them to everyone involved | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Supports the co-trainer if problems arise during the seminar and they will look for solutions together | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Discusses his/her strengths and weaknesses with the co-trainer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Exchanges opinions with the co-trainer during break time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Will let the co-trainer know, e.g. by eye contact, if he/she runs over | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Will let the co-trainer know, e.g. by eye contact, if he/she deviates from the topic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Trainers do not settle differences of opinion in front of the group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Teamteaching | Rating | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | completely applies |
| <ul style="list-style-type: none"> • Trainers make their different opinions/ positions available to the group in equal measure | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Deviations from the planned course of action are not discussed in front of participants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Promptly evaluates co-operation with the co-trainer(s) with regard to time management, content and methods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Seminar planning and formulation of learning objectives/ learning out-comes | Rating | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | completely applies |
| <ul style="list-style-type: none"> • Allows enough time for preparation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Gathers up-to-date information regarding the topic, e.g. takes into consideration current technology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Gathers customer specific information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Agrees content, extent, timings etc. with the customer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Adapts content and methods to suit the given target group, its area of expertise and competence level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Agrees schedule with the customer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Asks about and makes use of colleagues' experience when preparing the seminar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Keeps his/her documents up-to-date | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Uses own practical work experience for teaching documents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Formulates learning objectives/learning outcomes for the seminar and individual topics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Formulates what he/she wants to achieve with participants in the seminar (core message) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Groups the content into meaningful modules | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • Draws up a detailed plan with timings, content, methods and the desired result for participants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Seminar planning and formulation of learning objectives/ learning out-comes | Rating | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | completely applies |
| • Plans different methods and media to convey the content | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Researches realistic and practically-oriented case studies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Tests exercises and methods before their first use | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Plans and implements a pre-process and an after-process for the seminar if possible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Draws up a list of materials and obtains the materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Handouts with sufficient information and tools for participants are prepared | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Using the facilitation method | Rating | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | completely applies |
| • Initiates discussions by asking questions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Starts the discussion with inviting, encouraging words | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Uses methods and materials from the metaplan technique | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Visualises individual steps | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Uses methods, e.g. questioning techniques, that promote dialogue and exchange of opinions of participants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Pinpoints differences of opinion and facilitates the exchange of arguments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Encourages participants to get involved in the process by systematic questioning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Keeps own personality in the background | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Concludes the discussion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Summarises the results of the discussion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Names the next steps | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Allocates responsibilities, i.e. who has to finish what in which timeframe | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Leading the group | | Rating | | | |
|-------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | | does not apply at all | partly applies | applies mainly | completely applies |
| | • Agrees rules of conduct (mobile phone, break times, communication rules) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Involves participants in his/her decision whenever possible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Adheres to the agreed rules of conduct | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Ensures compliance with the rules by pointing out breaches to the rules | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Will not be provoked in conflict situations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Only intervenes when discussions deviate from the central topic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Will not get involved in detailed discussions in front of the group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Lets participants' differing opinions stand without derogation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Gives unambiguous and clear instructions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Helps individual participants or the group if necessary or if asked to do so | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Methods and use of media | | Rating | | | |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | | does not apply at all | partly applies | applies mainly | completely applies |
| <i>Methods and use of media in general</i> | • Shows a sense of humour | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • When his/her methods are opposed, he/she uses convincing arguments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Completes statements by participants or co-trainers when necessary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Checks media before the seminar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Prepares the transfer of results into practical use, might use results from the pre-process to the seminar if applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Records the results of the seminar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Takes into consideration group size | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Combines teaching of specialised knowledge with team work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Lets participants use what they learned to solve a practical problem | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Methods and use of media | | Rating | | | |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | | does not apply at all | partly applies | applies mainly | completely applies |
| Methods and use of media in general | <ul style="list-style-type: none"> • Uses visual aids and pictures, integrates computer- based cases and simulations • Refers to experts when reaching his/ her limits • Uses a variety of methods • When introducing a new topic, he/she briefly recaps on previous units • At the start of the seminar he/she always carries out an introduction round using different methods | <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"/> |
| Presentation | <ul style="list-style-type: none"> • Puts particular emphasis on designing the introduction to the seminar • Presents content clearly and concisely • Creates interest and captivates attention • Illustrates content and its usefulness with real-life examples • Admits when he/she is unable to answer a question and passes the question on to the group • Will not be distracted by constant questions • Is aware of the speed at which he/she speaks, his/her volume and modulates his/her speech | <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"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Visualisation | <ul style="list-style-type: none"> • Prepared media (transparencies, pin boards, flip chart) can be presented in the allocated time e.g. 2-3 minutes per transparency) • Uses a concise outline (central theme) • Visualisation makes the content more accessible (colour, pictures, short films) • Uses colour design of the media where appropriate • Font size is sufficiently large to be read even from the last row • Spelling and grammar of the text are correct • Constantly updates his/her visualisations | <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"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Time management | | Rating | | | |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | | does not apply at all | partly applies | applies mainly | completely applies |
| <i>Methods and use of media in general</i> | • Plans buffer times | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Adheres to the agreed schedule (times for breaks, starting and finishing) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • The allocated times for exercises are kept | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Will apologise to the group if he/she is delayed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Communicative competencies | | Rating | | | |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | | does not apply at all | partly applies | applies mainly | completely applies |
| <i>General communicative competencies</i> | • Actively establishes contact with participants (e.g. personal greeting) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Speaks comprehensibly and clearly (full sentences, few subordinate clauses, few platitudes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Gestures support the spoken word | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Is well respected within the group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Has an open, positive, friendly attitude | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Takes into consideration the emotional level of the seminar in addition to the factual | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Keeps eye contact with participants and co-trainers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Addresses participants directly by name | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Listens attentively ("active listening") | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Lets participants finish when they speak | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Points out the schedule when participants speak for too long | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|
| <i>Constructive handling of conflict situations</i> | • Addresses conflicts openly on both the factual and emotional level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Accepts criticisms regarding content and clarifies with arguments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Will stay calm if provoked or attacked personally | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Acknowledges differences of opinion openly and leaves them unresolved | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • Discusses problems with participants individually | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Communicative competencies | | Rating | | | |
|---|---|-----------------------------|--------------------------|--------------------------|----------------------------|
| | | does not apply at all | partly applies | applies mainly | com- pletely applies |
| <i>Constructive handling of conflict situations</i> | <ul style="list-style-type: none"> Delegates tasks to participants should problems arise | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Give feedback</i> | <ul style="list-style-type: none"> Plans for feedback and allocates sufficient time for it Sets rules for feedback and completes those with the group Gives feedback promptly Formulates “I-messages” Uses the sandwich method (positive, negative, positive) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Take in feedback</i> | <ul style="list-style-type: none"> Plans for feedback and allocates sufficient time for it Gives specific and relevant feedback Asks for feedback promptly Asks for specific suggestions for improvement Listens to feedback calmly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Self-reflection | | Rating | | | |
| | | does not apply at all | partly applies | applies mainly | com- pletely applies |
| <i>General self-reflection</i> | <ul style="list-style-type: none"> Knows his/her own strengths and weaknesses Chooses methods that suit his/her own personality and the topic Uses methods that he/she can handle well in a professional manner Reflects on his/her role in the seminar (e.g. teacher, facilitator, tutor) Reflects on own potential for development Keeps checking if new competencies are required in his/her field | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Dealing with himself/herself and others</i> | <ul style="list-style-type: none"> Holds himself/herself and others in high esteem Takes measures for dealing with stress and for stress prevention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Self-reflection | Rating | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | completely applies |
| <ul style="list-style-type: none"> Clarifies his/her workload with superiors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | |
|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|
| <i>Advanced training</i> | <ul style="list-style-type: none"> Thinks about opportunities to enhance his/her qualification, will ask for further training if he/she identifies a need for it | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <ul style="list-style-type: none"> Completes necessary further education in order to keep up-to-date with requirements | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <ul style="list-style-type: none"> Takes part in training courses to extend his/her competencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <ul style="list-style-type: none"> Acquires the necessary skills for the use of new technology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <ul style="list-style-type: none"> Develops skills that are necessary for his/her work (methods, media, people skills) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <ul style="list-style-type: none"> Practises the use of newly learned methods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Assessment | Rating | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | completely applies |
| <ul style="list-style-type: none"> Continuously monitors learning progress in the seminar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Prepares and carries out exams | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Evaluation | Rating | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | completely applies |
| <ul style="list-style-type: none"> Uses, whenever possible, tools for process evaluation during the seminar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Carries out a survey on participants' satisfaction at the end of the seminar and evaluates the results | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Carries out a follow-up survey if necessary | | | | |
| <ul style="list-style-type: none"> Revises and improves the seminar for the future | | | | |

Field of competence

Occupational Safety and Health (OSH) - the basics

- **OVERVIEW**
- **CHECKLIST**

Field of competence: Occupational Safety and Health (OSH) – the basics

EQF-Level: 6

The ENETOSH standard of competence describes the requirements related to the knowledge and the behaviour of instructors and trainers in occupational safety and health. The standard takes the European Qualifications Framework (EQF) into account. For each field of competence there exists an overview of the knowledge and the behaviour-related requirements (skills and wider competencies). In addition there are corresponding checklists. The field of competence „OSH – the basics“ is assigned to the performance level 6 of the EQF.

OVERVIEW (with rating ^{1,2})

Knowledge

| Expertise | Rating |
|---|------------------|
| Knowledge of occupational safety and health | very important |
| Knowledge of safety management | very important |
| Knowledge and practical experience of the main mechanisms of origin and avoidance of accidents and occupational diseases | quite important |
| Knowledge of occupational safety and health legislation | quite important |
| Knowledge of guidelines relating to practical health and safety experience in the workplace including occupational health and safety organisation | quite important |
| Knowledge of safety engineering | quite important |
| Principles of ergonomics | quite important |
| Knowledge of occupational hygiene | quite important |
| Knowledge of risk management and planning for emergencies | quite important |
| Knowledge of relevant topic area, e.g. machine safety, fire protection, hazardous substances, demographic change | quite important |
| Know the economic advantages of sustainable occupational safety and health measures | quite important |
| Know the principle of continuous improvement | quite important |
| Sound industrial sector and technical knowledge | fairly important |
| Knowledge gained in industry | fairly important |
| Have an overview of OSH co-operation skills | fairly important |
| Knowledge of organisational management | fairly important |
| Knowledge of psycho-sociology in the workplace | fairly important |

| Technical knowledge | Rating |
|--|------------------|
| Risk assessment | very important |
| Current technology in specific field (relevant standards, protective devices, personal protective equipment) | quite important |
| Know the main features of production processes from the relevant industry sector | fairly important |
| Know mathematical key figures about risks | fairly important |

¹ Koch, Anna; ENETOSH Competence Standard – validation study 2008-2010 on behalf of the IAG

² Rating scale with the grades „-“ = not important, „-“ = not very important, „0“ = fairly important, „+“ = quite important, „++“ = very important. Aspects with a median of more than or equal to 3 were included in the final profile; aspects with a median of less than or equal to 2 were not included.

Behaviour-related requirements

(skills and wider competencies)

| Teach principles and a basic understanding of safety & health | Rating |
|---|-----------------|
| Explain that a proper investigation is important to find out the "real reasons" behind obvious facts and how to avoid incidents in future | very important |
| Explain that it is necessary for the employee to be truly committed to improving occupational safety and health | very important |
| Assess participants' training requirements | quite important |
| Use a variety of methods to teach occupational safety and health | quite important |
| Enable participants to understand the main mechanisms of occupational health risks and to understand how to act accordingly | quite important |
| Use examples of recent accidents to discuss with participants what should have been done to prevent them | quite important |
| Discuss the role of human error together with violations of safety regulations as the main cause of accidents | quite important |
| Explain that it is important to talk to people who have been involved in accidents | quite important |
| Explain that safety and health issues are concern for management and that they influence decision making and capital investment within organisation | quite important |

| Create a basis for the transfer of safety and health content | Rating |
|---|------------------|
| Guide the transfer of knowledge and training behaviour | quite important |
| Assess participants' work and assignments | quite important |
| Visit locations that are suitable for practical demonstrations of seminar content | fairly important |
| Suggest organising safety and health meetings after site visits | fairly important |
| Assess the training process | fairly important |
| Evaluate the seminar's general performance | fairly important |

| Convince participants of safety and health | Rating |
|--|------------------|
| Create an open atmosphere where all participants' experiences can be discussed | quite important |
| Illustrate the economic advantages of sustainable safety and health measures | quite important |
| React to dangerous working situations during site visits with participants | quite important |
| Teach the principle of continuous improvement | fairly important |

| Actively involve participants in safety and health training | Rating |
|---|------------------|
| Enable participants to take an active part in the seminar | very important |
| Support participants during exercises | very important |
| Use participative and activating methods | quite important |
| Encourage participants to ask questions and address any unclear points | quite important |
| Ask participants to identify occupational health hazards, grade them and develop solutions | quite important |
| Actively involve participants in protective measures during site visits, e.g. distribution of helmets | quite important |
| Convince participants that an extensive range of tasks will be dealt with in the seminar | fairly important |

CHECKLIST

Knowledge

| Expertise | Yes | No |
|---|--------------------------|--------------------------|
| Knowledge of occupational safety and health | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge of safety management | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge and practical experience of the main mechanisms of origin and avoidance of accidents and occupational diseases | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge of occupational safety and health legislation | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge of guidelines relating to practical health and safety experience in the workplace including occupational health and safety organisation | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge of safety engineering | <input type="checkbox"/> | <input type="checkbox"/> |
| Principles of ergonomics | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge of occupational hygiene | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge of risk management and planning for emergencies | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge of relevant topic area, e.g. machine safety, fire protection, hazardous substances, demographic change | <input type="checkbox"/> | <input type="checkbox"/> |
| Know the economic advantages of sustainable occupational safety and health measures | <input type="checkbox"/> | <input type="checkbox"/> |
| Know the principle of continuous improvement | <input type="checkbox"/> | <input type="checkbox"/> |
| Sound industrial sector and technical knowledge | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge gained in industry | <input type="checkbox"/> | <input type="checkbox"/> |
| Have an overview of OSH co-operation skills | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge of organisational management | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge of psycho-sociology in the workplace | <input type="checkbox"/> | <input type="checkbox"/> |

| Technical knowledge | Yes | No |
|--|--------------------------|--------------------------|
| Risk assessment | <input type="checkbox"/> | <input type="checkbox"/> |
| Current technology in specific field (relevant standards, protective devices, personal protective equipment) | <input type="checkbox"/> | <input type="checkbox"/> |
| Know the main features of production processes from the relevant industry sector | <input type="checkbox"/> | <input type="checkbox"/> |
| Know mathematical key figures about risks | <input type="checkbox"/> | <input type="checkbox"/> |

Behaviour-related requirements

(skills and wider competencies)

| Teach principles and a basic understanding of safety & health | Rating | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | com-pletely applies |
| Explain that a proper investigation is important to find out the "real reasons" behind obvious facts and how to avoid incidents in future | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain that it is necessary for the employee to be truly committed to improving occupational safety and health | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assess participants' training requirements | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Use a variety of methods to teach occupational safety and health | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Enable participants to understand the main mechanisms of occupational health risks and to understand how to act accordingly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Use examples of recent accidents to discuss with participants what should have been done to prevent them | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Discuss the role of human error together with violations of safety regulations as the main cause of accidents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain that it is important to talk to people who have been involved in accidents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain that safety and health issues are concern for management and that they influence decision making and capital investment within organisation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Create a basis for the transfer of safety and health content | Rating | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | com-pletely applies |
| Guide the transfer of knowledge and training behaviour | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assess participants' work and assignments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Visit locations that are suitable for practical demonstrations of seminar content | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Suggest organising safety and health meetings after site visits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assess the training process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Evaluate the seminar's general performance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Convince participants of safety and health | Rating | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | com-pletely applies |
| Create an open atmosphere where all participants' experiences can be discussed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Illustrate the economic advantages of sustainable safety and health measures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| React to dangerous working situations during site visits with participants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teach the principle of continuous improvement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Actively involve participants in safety and health training | Rating | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | completely applies |
| Enable participants to take an active part in the seminar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Support participants during exercises | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Use participative and activating methods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Encourage participants to ask questions and address any unclear points | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ask participants to identify occupational health hazards, grade them and develop solutions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Actively involve participants in protective measures during site visits, e.g. distribution of helmets | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Convince participants that an extensive range of tasks will be dealt with in the seminar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Field of competence

Occupational Safety and Health (OSH) management

- **OVERVIEW**
- **CHECKLIST**

Field of competence: Occupational Safety and Health (OSH) management

EQF-Level: 5

The ENETOSH standard of competence describes the requirements related to the knowledge and the behaviour of instructors and trainers in occupational safety and health. The standard takes the European Qualifications Framework (EQF) into account. For each field of competence there exists an overview of the knowledge and the behaviour-related requirements (skills and wider competencies). In addition there are corresponding checklists. The field of competence „OSH management“ is assigned to the performance level 5 of the EQF.

OVERVIEW (with rating ^{1,2})

Knowledge

| Expertise | Rating |
|---|------------------|
| Expertise concerning your own topics | quite important |
| Expertise of safety at work, health protection and workplace health promotion | quite important |
| Knowledge of the legal and content issues concerning OSH in a certain company or sector | quite important |
| Expertise to deal with the role-expectations and - demands for OSH management consultants | quite important |
| OSH content | quite important |
| Local knowledge of applicable legislation regarding OSH | quite important |
| Organisational knowledge | quite important |
| Overview of models of good practice for different branches | quite important |
| Knowledge of risk management and planning for emergencies | fairly important |
| Overview of models of good practice for different branches | fairly important |
| Work experience with companies, preferably from a range of different organisations and industry sectors | fairly important |
| To know about the working conditions of participants | fairly important |
| Theoretical knowledge and practical experience of OSH and management techniques | fairly important |
| Knowledge concerning different and widely accepted OSH management modules | fairly important |
| Knowledge of OSH management systems such as OHSAS 18001 and other standards and guidelines such as ISO standards and ILO guidelines | fairly important |
| Sophisticated knowledge about the implementation of OSH management systems, workplace health management, workplace integration management and other management systems, e.g. QM | fairly important |
| | |
| Technical knowledge | Rating |
| Knowledge about typical risks and hazards of various sectors | quite important |
| Application of new technology and media | quite important |
| Knowledge about information systems | quite important |
| Methods for analysis in the field of OSH | quite important |
| Knowledge about sectors for which students are prepared at a particular university, e.g. technical knowledge about chemical industry, mining etc. | fairly important |
| Basic knowledge of noise, vibration, lighting etc. | fairly important |

¹ Koch, Anna; ENETOSH Competence Standard – validation study 2008-2010 on behalf of the IAG

² Rating scale with the grades „-“ = not important, „-“ = not very important, „0“ = fairly important, „+“ = quite important, „++“ = very important. Aspects with a median of more than or equal to 3 were included in the final profile; aspects with a median of less than or equal to 2 were not included.

Behaviour-related requirements

(skills and wider competencies)

| Teaching of principles and a basic understanding of OSH management | Rating |
|---|------------------|
| Teach basic principles of how to identify hazards and how to assess risks of these hazards | quite important |
| Deliver information of OSH management principles, systems and successful intervention methods | quite important |
| Present tools and methods for successful OSH management | quite important |
| Exercise various methods of OSH-management in the seminar, e.g. checklists, online-tools, interview guidelines, workshop concepts | quite important |
| Clarify duties from the OSH legislation | quite important |
| Present the levels and manners of OSH management in an organisation | quite important |
| Provide methods to prepare OSH programs at organisations | quite important |
| Connect OSH knowledge at a general level and knowledge of special OSH issues as well as pedagogical knowledge | quite important |
| Share his/her experiences with participants to achieve optimal understanding | quite important |
| Obtain feedback from participants concerning the various OSH methods and tools | quite important |
| Achieve an attitude of critical reflection on OSH items, including OSH management, by participants | quite important |
| Explain the differences and similarities between business management and OSH management | fairly important |
| Explain the importance of the learning organisation in OSH management | fairly important |
| Raise participants' awareness of the importance of developing healthy and safe workplaces in enterprises that are efficient and market-driven | fairly important |
| Presentations are based on information provided by occupational health and safety research institutes | fairly important |

| Provide a basis for the transfer of OSH management content | Rating |
|---|------------------|
| Jointly develop solutions to reduce burdens/strains through dialogue | quite important |
| Broaden knowledge and develop skills of students so that they are able to design and manage OSH topics in organisations | quite important |
| Encourage participants to actively transfer | quite important |
| Instruct on how to integrate OSH management into everyday work | quite important |
| Assist participants and guide them in fieldwork | quite important |
| Encourage the practical side of the training | quite important |
| Let participants write reports for companies on how to prevent accidents and ergonomic hazards | fairly important |
| Discuss pilot risk assessments at a follow-up session | fairly important |
| Prepare specialists for OSH positions in both enterprises and public organisations | fairly important |

| Convince the participants of OSH management | Rating |
|--|-----------------|
| Ask participants to reflect on different work situations | quite important |
| Ask participants to reflect on negotiations regarding OSH in their companies | quite important |
| Put the participants into positions/roles that do not necessarily reflect their own opinion | quite important |
| Transfer the message of the necessity of an organised and systematic approach to OSH issues in an organisation | quite important |

| Be open to differing opinions from participants in OSH training courses | Rating |
|---|-----------------|
| Ensure that all points of participants' arguments are taken into account | quite important |
| Accept criticism on the usefulness of OSH management and overcome it using rational arguments | quite important |

| Let participants take an active part in OSH management training | Rating |
|--|------------------|
| Encourage participants to be active during the seminar and to learn through practical exercises | quite important |
| Use debates on pros and cons and discussions on different topics | quite important |
| Use cases to convey content | quite important |
| Carry out pilot risk assessments for one or two work situations | quite important |
| Put herself/himself in the position of a supervisor, a colleague or person who created the problem for the participant | quite important |
| Repeat a problem in one to one dialogue with participants | quite important |
| Allow participants to present the OSH programs for their organisations to the trainer | quite important |
| Prepare and evaluate OSH programs together with participants | quite important |
| Have the outcome of the teamwork presented, e.g. using PowerPoint and posters | quite important |
| Help nervous participants with their public speaking using inspiring words and encourage them to speak | quite important |
| Allow teams of participants to design a hypothetical campaign about safety at the workplace | fairly important |

| Broaden own knowledge of OSH management issues | Rating |
|--|-----------------|
| Have an up to date safety knowledge | very important |
| Learn skills (e.g. risk assessment) | quite important |
| Supervise thesis research | quite important |
| Organise and work within workgroups | quite important |
| Assist research projects in OSH and OSH management | quite important |

| Co-operate with others in OSH management training/activities | Rating |
|--|-----------------|
| Present communication channels as part of OSH management systems | very important |
| Prepare participants for talks with management and employee representatives regarding the introduction of OSH management systems | quite important |

CHECKLIST

Knowledge

| Expertise | Yes | No |
|---|--------------------------|--------------------------|
| Expertise concerning your own topics | <input type="checkbox"/> | <input type="checkbox"/> |
| Expertise of safety at work, health protection and workplace health promotion | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge of the legal and content issues concerning OSH in a certain company or sector | <input type="checkbox"/> | <input type="checkbox"/> |
| Expertise to deal with the role-expectations and – demands for OSH management consultants | <input type="checkbox"/> | <input type="checkbox"/> |
| OSH content | <input type="checkbox"/> | <input type="checkbox"/> |
| Local knowledge of applicable legislation regarding OSH | <input type="checkbox"/> | <input type="checkbox"/> |
| Organisational knowledge | <input type="checkbox"/> | <input type="checkbox"/> |
| Overview of models of good practice for different branches | <input type="checkbox"/> | <input type="checkbox"/> |
| Overview of models of good practice for different branches | <input type="checkbox"/> | <input type="checkbox"/> |
| Work experience with companies, preferably from a range of different organisations and industry sectors | <input type="checkbox"/> | <input type="checkbox"/> |
| To know about the working conditions of participants | <input type="checkbox"/> | <input type="checkbox"/> |
| Theoretical knowledge and practical experience of OSH and management techniques | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge concerning different and widely accepted OSH management modules | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge of OSH management systems such as OHSAS 18001 and other standards and guidelines such as ISO standards and ILO guidelines | <input type="checkbox"/> | <input type="checkbox"/> |
| Sophisticated knowledge about the implementation of OSH management systems, workplace health management, workplace integration management and other management systems, e.g. QM | <input type="checkbox"/> | <input type="checkbox"/> |
| Practical experience in research | <input type="checkbox"/> | <input type="checkbox"/> |

| Technical knowledge | Yes | No |
|---|--------------------------|--------------------------|
| Knowledge about typical risks and hazards of various sectors | <input type="checkbox"/> | <input type="checkbox"/> |
| Application of new technology and media | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge about information systems | <input type="checkbox"/> | <input type="checkbox"/> |
| Methods for analysis in the field of OSH | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge about sectors for which students are prepared at a particular university, e.g. technical knowledge about chemical industry, mining etc. | <input type="checkbox"/> | <input type="checkbox"/> |
| Basic knowledge of noise, vibration, lighting etc. | <input type="checkbox"/> | <input type="checkbox"/> |

Behaviour-related requirements

(skills and wider competencies)

| Teaching of principles and a basic understanding of OSH management | Rating | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | com-pletely applies |
| Teach basic principles of how to identify hazards and how to assess risks of these hazards | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Deliver information of OSH management principles, systems and successful intervention methods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Present tools and methods for successful OSH management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Exercise various methods of OSH-management in the seminar, e.g. checklists, online-tools, interview guidelines, workshop concepts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Clarify duties from the OSH legislation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Present the levels and manners of OSH management in an organisation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Provide methods to prepare OSH programs at organisations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Connect OSH knowledge at a general level and knowledge of special OSH issues as well as pedagogical knowledge | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Share his/her experiences with participants to achieve optimal understanding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Obtain feedback from participants concerning the various OSH methods and tools | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Achieve an attitude of critical reflection on OSH items, including OSH management, by participants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain the differences and similarities between business management and OSH management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Explain the importance of the learning organisation in OSH management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Raise participants' awareness of the importance of developing healthy and safe workplaces in enterprises that are efficient and market-driven | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Presentations are based on information provided by occupational health and safety research institutes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Provide a basis for the transfer of OSH management content | Rating | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | com-pletely applies |
| Jointly develop solutions to reduce burdens/strains through dialogue | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Broaden knowledge and develop skills of students so that they are able to design and manage OSH topics in organisations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Encourage participants to actively transfer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Instruct on how to integrate OSH management into everyday work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Provide a basis for the transfer of OSH management Content | Rating | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | completely applies |
| Assist participants and guide them in fieldwork | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Encourage the practical side of the training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Let participants write reports for companies on how to prevent accidents and ergonomic hazards | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Discuss pilot risk assessments at a follow-up session | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Prepare specialists for OSH positions in both enterprises and public organisation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Convince the participants of OSH management | Rating | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | completely applies |
| Ask participants to reflect on different work situations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ask participants to reflect on negotiations regarding OSH in their companies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Put the participants into positions/roles that do not necessarily reflect their own opinion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Transfer the message of the necessity of an organised and systematic approach to OSH issues in an organisation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Be open to differing opinions from participants in OSH training courses | Rating | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | completely applies |
| Ensure that all points of participants' arguments are taken into account | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Accept criticism on the usefulness of OSH management and overcome it using rational arguments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Let participants take an active part in OSH management training | Rating | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | completely applies |
| Encourage participants to be active during the seminar and to learn through practical exercises | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Use debates on pros and cons and discussions on different topics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Use cases to convey content | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Carry out pilot risk assessments for one or two work situations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Put herself/himself in the position of a supervisor, a colleague or person who created the problem for the participant | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Repeat a problem in one to one dialogue with participants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Let participants take an active part in OSH management training | Rating | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | completely applies |
| Allow participants to present the OSH programs for their organisations to the trainer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Prepare and evaluate OSH programs together with participants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Have the outcome of the teamwork presented, e.g. using PowerPoint and posters | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Help nervous participants with their public speaking using inspiring words and encourage them to speak | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Allow teams of participants to design a hypothetical campaign about safety at the workplace | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Broaden own knowledge of OSH management issues | Rating | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | completely applies |
| Have an up to date safety knowledge | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learn skills (e.g. risk assessment) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Supervise thesis research | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Organise and work within workgroups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assist research projects in OSH and OSH management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Co-operate with others in OSH management training/activities | Rating | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | completely applies |
| Present communication channels as part of OSH management systems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Prepare participants for talks with management and employee representatives regarding the introduction of OSH management systems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Field of competence

Workplace Health Management (WHM)

- **OVERVIEW**
- **CHECKLIST**

Field Competence: Workplace Health Management (WHM)**EQF-Level: 5**

The ENETOSH standard of competence describes the requirements related to the knowledge and the behaviour of instructors and trainers in occupational safety and health. The standard takes the European Qualifications Framework (EQF) into account. For each field of competence there exists an overview of the knowledge and the behaviour-related requirements (skills and wider competencies). In addition there are corresponding checklists. The Field of competence „Workplace Health Management“ is assigned to the performance level 5 of the EQF.

OVERVIEW (with rating ^{1,2})**Knowledge**

| Expertise | Rating |
|---|------------------|
| Current state of research on work and health | very important |
| Knowledge of one's own industry sector | very important |
| Industrial psychology and organisational psychology | quite important |
| Socio-epidemiological studies | quite important |
| Psychological principles of human behaviour | quite important |
| Social psychology (knowledge of group interactions) | quite important |
| Management/management tools | quite important |
| Business management | quite important |
| Management/management systems | quite important |
| What are organisations? | quite important |
| What types of organisation are there? | quite important |
| Organisation development | quite important |
| Reporting system | fairly important |
| What is health? | quite important |
| How can health be measured? | quite important |
| What approaches are there from various disciplines? | quite important |
| Health and conditions for it | quite important |
| Anatomy/physiology | quite important |
| Legal principles | quite important |

| Methods knowledge | Rating |
|---|-----------------|
| Empirical social research | very important |
| Epidemiological basics | quite important |
| Statistics | quite important |
| Know and be able to apply diagnosis methods of industrial psychology: what, when, for what purpose? | quite important |
| Carry out and evaluate employee attitude surveys within the frame of WHM measures | quite important |
| Project management for WHM measures: targets, organise co-operations, schedule resources and work | quite important |

¹ Koch, Anna; ENETOSH Competence Standard – validation study 2008-2010 on behalf of the IAG

² Rating scale with the grades „-“ = not important, „0“ = not very important, „0“ = fairly important, „+“ = quite important, „++“ = very important. Aspects with a median of more than or equal to 3 were included in the final profile; aspects with a median of less than or equal to 2 were not included.

| Methods knowledge | Rating |
|---|-----------------|
| Experience in project work within companies/organisations in WHM measures | quite important |
| Form and guide working groups and steering groups | quite important |
| Experience in facilitation/moderation in WHM measures | quite important |
| Ability to apply group work methods for WHM training courses, e.g. facilitation/moderation, structured group work, motivation in groups | quite important |
| Experience in handling of own feelings and feelings of others in WHM training courses | quite important |

Behaviour-related requirements

(skills and wider competencies)

| Make use of WHM basic principles for practice also in training | Rating |
|---|-----------------|
| Generate a sense of wellbeing also in WHM training | quite important |
| Realise when WHM topics become abstract and counteract this by referring to case studies from companies | quite important |
| Plan active games and breaks in order to revitalise participants | quite important |
| Implement WHM principles also in training courses | quite important |

| Communicate basic principles and a basic understanding of WHM | Rating |
|--|------------------|
| Widen participants' understanding of prevention | quite important |
| Communicate the capability to moderate WHM measures | quite important |
| Convey the topic „mental stress and strain“ | quite important |
| Incorporate WHM examples from business practice | quite important |
| Try measures in WHM exercises in the seminar: self-awareness | quite important |
| Convey different theoretical models | quite important |
| Compare different theoretical models and derive measures accordingly | fairly important |
| Have participants exercise content of speeches on WHM topics in groups | fairly important |

| Create the basis for the transfer of WHM contents | Rating |
|--|------------------|
| Bring together participants' and trainer's perceptions regarding WHM-topics by using examples | very important |
| Present himself/herself on an equal level with participants in respect of WHM topics | quite important |
| Make participants change their perspective through discussion | quite important |
| Work out compromises for WHM measures with participants | quite important |
| Gather participants' examples of good-practice: by what means can problems in practice be solved, what works well? | quite important |
| Relate participants' examples from business practice to theoretical principles | quite important |
| Suggest and discuss possible solutions in consultation with participants: compile a catalogue | fairly important |
| Identify tolerances for rules/measures | fairly important |

| Be able to convince participants of WHM | Rating |
|--|------------------|
| Visualise problems in the company using pictures and graphics | very important |
| Be convinced of one's own topics and WHM | quite important |
| Take participants' problems in the implementation of WHM measures seriously and show understanding | quite important |
| Take a clear and open stance on social developments during WHM training | quite important |
| Admit to own weaknesses/problems when it comes to health promotion measures | fairly important |

| Actively involve participants in WHM training | Rating |
|---|-----------------|
| Involve all WHM training participants in discussions | very important |
| Gather topics on health-related situations from participants' working life | quite important |
| Ask each group of participants in WHM training to bring examples from their company | quite important |
| Generalise participants' individual experiences of health-related topics concerning regularities | quite important |
| Ask all participants if they would like to discuss detailed questions about a particular situation within a company in a bigger group | quite important |
| Broach the issue of superiors wanting to take part unexpectedly in their staff's WHM training | quite important |

| Prepare and deliver WHM measures | Rating |
|---|------------------|
| Evaluate WHM measures and make changes if necessary | quite important |
| Evaluate WHM measures and make changes if necessary | quite important |
| Plan group work for WHM measures | quite important |
| Prepare discussion groups and training locations that are suitable for WHM measures | quite important |
| Include own experience from WHM business consulting | quite important |
| Obtain the order for WHM measure from management | fairly important |
| Put agreement for WHM measure by management into an informal written statement | fairly important |

| Adapt WHM training courses to suit different target groups | Rating |
|---|------------------|
| Carry out a needs assessment at the customer premises before the WHM training/measure: what do companies need; adapting to changing needs; break away from the norm that something has to be taught | very important |
| Take into consideration the target group of the WHM training course, act accordingly and adapt concept/didactics | very important |
| Talk about actual problems within the group/organisation during WHM training | quite important |
| Open up the potential within the group/organisation for WHM measures using skilled questioning | fairly important |
| Allow superiors and staff to take part in WHM training in separate groups | fairly important |

| Be open to differing participants' views in WHM training | Rating |
|--|------------------|
| Listen to participants describing problematic situations or presenting possible solutions | quite important |
| Facilitate/moderate, and put aside own opinion, develop possible solutions for problems within the company | quite important |
| Include and discuss differing views concerning WHM topics or measures | fairly important |

| Enhance own skills/knowledge regarding WHM topics/ content | Rating |
|---|------------------|
| Continue to study new WHM topics/content | very important |
| Identify and include new/current WHM topics/content in training | fairly important |
| Identify trends in WHM topics/content | fairly important |

| Collaborate with others during WHM training courses/measures | Rating |
|---|-----------------|
| Exchange experiences with the co-trainer during breaks in WHM training courses, noting observations in participants and possible problems | quite important |
| Perform follow-up course work and exchange experiences with colleagues | quite important |

CHECKLIST

Knowledge

| Expertise | Yes | No |
|---|--------------------------|--------------------------|
| Current state of research on work and health | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge of one's own industry sector | <input type="checkbox"/> | <input type="checkbox"/> |
| Industrial psychology and organisational psychology | <input type="checkbox"/> | <input type="checkbox"/> |
| Socio-epidemiological studies | <input type="checkbox"/> | <input type="checkbox"/> |
| Psychological principles of human behaviour | <input type="checkbox"/> | <input type="checkbox"/> |
| Social psychology (knowledge of group interactions) | <input type="checkbox"/> | <input type="checkbox"/> |
| Management/management tools | <input type="checkbox"/> | <input type="checkbox"/> |
| Business management | <input type="checkbox"/> | <input type="checkbox"/> |
| Management/management systems | <input type="checkbox"/> | <input type="checkbox"/> |
| What are organisations? | <input type="checkbox"/> | <input type="checkbox"/> |
| What types of organisation are there? | <input type="checkbox"/> | <input type="checkbox"/> |
| Organisation development | <input type="checkbox"/> | <input type="checkbox"/> |
| Reporting system | <input type="checkbox"/> | <input type="checkbox"/> |
| What is health? | <input type="checkbox"/> | <input type="checkbox"/> |
| How can health be measured? | <input type="checkbox"/> | <input type="checkbox"/> |
| What approaches are there from various disciplines? | <input type="checkbox"/> | <input type="checkbox"/> |
| Health and conditions for it | <input type="checkbox"/> | <input type="checkbox"/> |
| Anatomy/physiology | <input type="checkbox"/> | <input type="checkbox"/> |
| Legal principles | <input type="checkbox"/> | <input type="checkbox"/> |

| Methods knowledge | Yes | No |
|--|--------------------------|--------------------------|
| Empirical social research | <input type="checkbox"/> | <input type="checkbox"/> |
| Epidemiological basics | <input type="checkbox"/> | <input type="checkbox"/> |
| Statistics | <input type="checkbox"/> | <input type="checkbox"/> |
| Know and be able to apply diagnosis methods of industrial psychology: what, when, for what purpose? | <input type="checkbox"/> | <input type="checkbox"/> |
| Carry out and evaluate employee attitude surveys within the frame of WHM measures | <input type="checkbox"/> | <input type="checkbox"/> |
| Project management for WHM measures: targets, organise co-operations, schedule resources and work | <input type="checkbox"/> | <input type="checkbox"/> |
| Project management for WHM measures: targets, organise co-operations, schedule resources and work Experience in project work within companies/organisations in WHM measures | <input type="checkbox"/> | <input type="checkbox"/> |
| Form and guide working groups and steering groups | <input type="checkbox"/> | <input type="checkbox"/> |
| Experience in facilitation/moderation in WHM measures | <input type="checkbox"/> | <input type="checkbox"/> |

| Methods knowledge | Yes | No |
|---|--------------------------|--------------------------|
| Ability to apply group work methods for WHM training courses, e.g. facilitation/moderation, structured group work, motivation in groups | <input type="checkbox"/> | <input type="checkbox"/> |
| Experience in handling of own feelings and feelings of others in WHM training courses | <input type="checkbox"/> | <input type="checkbox"/> |

Behaviour-related requirements

(skills and wider competencies)

| Make use of WHM basic principles for practice also in training | Rating | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | completely applies |
| Generate a sense of wellbeing also in WHM training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Realise when WHM topics become abstract and counteract this by referring to case studies from companies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Plan active games and breaks in order to revitalise participants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Implement WHM principles also in training courses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Communicate basic principles and a basic understanding of WHM | Rating | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | completely applies |
| Widen participants' understanding of prevention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Communicate the capability to moderate WHM measures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Convey the topic „mental stress and strain“ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Incorporate WHM examples from business practice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Try measures in WHM exercises in the seminar: self-awareness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Convey different theoretical models | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Compare different theoretical models and derive measures accordingly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Have participants exercise content of speeches on WHM topics in groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Create the basis for the transfer of WHM contents | Rating | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | completely applies |
| Bring together participants' and trainer's perceptions regarding WHM-topics by using examples | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Present himself/herself on an equal level with participants in respect of WHM topics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Create the basis for the transfer of WHM contents | Rating | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | com-pletely applies |
| Make participants change their perspective through discussion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Work out compromises for WHM measures with participants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gather participants' examples of good-practice: by what means can problems in practice be solved, what works well? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Relate participants' examples from business practice to theoretical principles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Suggest and discuss possible solutions in consultation with participants: compile a catalogue | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identify tolerances for rules/measures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Be able to convince participants of WHM | Rating | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | com-pletely applies |
| Visualise problems in the company using pictures and graphics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Be convinced of one's own topics and WHM | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Take a clear and open stance on social developments during WHM training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Take a clear and open stance on social developments during WHM training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Admit to own weaknesses/problems when it comes to health promotion measures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Actively involve participants in WHM training | Rating | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | com-pletely applies |
| Involve all WHM training participants in discussions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gather topics on health-related situations from participants' working life | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ask each group of participants in WHM training to bring examples from their company | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Generalise participants' individual experiences of health-related topics concerning regularities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ask all participants if they would like to discuss detailed questions about a particular situation within a company in a bigger group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Broach the issue of superiors wanting to take part unexpectedly in their staff's WHM training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Prepare and deliver WHM measures | Rating | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | does not apply at all | applies mainly | completely applies |
| Allow employees to participate in WHM measures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Evaluate WHM measures and make changes if necessary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Plan group work for WHM measures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Prepare discussion groups and training locations that are suitable for WHM measures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Include own experience from WHM business consulting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Obtain the order for WHM measure from management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Put agreement for WHM measure by management into an informal written statement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adapt WHM training courses to suit different target groups | Rating | | | |
| | does not apply at all | partly applies | applies mainly | completely applies |
| Carry out a needs assessment at the customer premises before the WHM training/measure: what do companies need; adapting to changing needs; break away from the norm that something has to be taught | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Take into consideration the target group of the WHM training course, act accordingly and adapt concept/didactics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Talk about actual problems within the group/organisation during WHM training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Open up the potential within the group/organisation for WHM measures using skilled questioning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Allow superiors and staff to take part in WHM training in separate groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Be open to differing participants' views in WHM training | Rating | | | |
| | does not apply at all | partly applies | applies mainly | completely applies |
| Listen to participants describing problematic situations or presenting possible solutions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Facilitate/moderate, and put aside own opinion, develop possible solutions for problems within the company | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Include and discuss differing views concerning WHM topics or measures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Enhance own skills/knowledge regarding WHM topics/content | Rating | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | completely applies |
| Continue to study new WHM topics/content | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identify and include new/current WHM topics/content in training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Identify trends in WHM topics/content | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Collaborate with others during WHM training courses/measures | Rating | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | does not apply at all | partly applies | applies mainly | completely applies |
| Exchange experiences with the co-trainer during breaks in WHM training courses, noting observations in participants and possible problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Perform follow-up course work and exchange experiences with colleagues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Assignment of the fields of competence of the ENETOSH standard to the performance levels of the European Qualifications Framework (EQF)

Assignment of the fields of competence of the ENETOSH standard to the performance levels of the European Qualifications Framework (EQF)

| EQF Level, descriptors | | | | | | | | | |
|------------------------|--|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Field of competence | 1 Train the Trainer | | | | | | | | |
| | 2 Occupational safety and health – the basics | | | | | | | | |
| | 3 Occupational safety and health management | | | | | | | | |
| | 4 Workplace health management | | | | | | | | |

Recommendation of the European Parliament and of the Council on the establishment of the European Qualifications Framework for lifelong learning, 23 April 2008, (2008/C 111/01)

ANNEX II Descriptors defining levels in the European Qualifications Framework

Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

| Level | Knowledge | Skills | Competence |
|---|--|---|---|
| | In the context of EQF, knowledge is described as theoretical and/or factual. | In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments). | In the context of EQF, competence is described in terms of responsibility and autonomy. |
| Level 1 The learning outcomes relevant to Level 1 are | basic general knowledge | basic skills required to carry out simple tasks | work or study under direct supervision in a structured context |
| Level 2 The learning outcomes relevant to Level 2 are | basic factual knowledge of a field of work or study | basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools | work or study under supervision with some autonomy |

| Level | Knowledge | Skills | Competence |
|--|---|---|---|
| Level 3 The learning outcomes relevant to Level 3 are | knowledge of facts, principles, processes and general concepts, in a field of work or study. | a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information | take responsibility for completion of tasks in work or study adapt own behaviour to circumstances in solving problems |
| Level 4 The learning outcomes relevant to Level 4 are | factual and theoretical knowledge in broad contexts within a field of work or study | a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study | exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities |
| Level 5* The learning outcomes relevant to Level 5 are | comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge | a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems | exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others |
| Level 6** The learning outcomes relevant to Level 6 are | advanced knowledge of a field of work or study, involving a critical understanding of theories and principles | advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study | manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts take responsibility for managing professional development of individuals and groups |
| Level 7*** The learning outcomes relevant to Level 7 are | highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research critical awareness of knowledge issues in a field and at the interface between different fields | specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields | manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams |

| Level | Knowledge | Skills | Competence |
|---|---|---|--|
| Level 8**** The learning outcomes relevant to Level 8 are | knowledge at the most advanced frontier of a field of work or study and at the interface between fields | the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice | demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research. |

Compatibility with the Framework for Qualifications of the European Higher Education Area

The Framework for Qualifications of the European Higher Education Area provides descriptors for cycles.

Each cycle descriptor offers a generic statement of typical expectations of achievements and abilities associated with qualifications that represent the end of that cycle.

* The descriptor for the higher education short cycle (within or linked to the first cycle), developed by the Joint Quality Initiative as part of the Bologna process, corresponds to the learning outcomes for EQF level 5.

** The descriptor for the first cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 6.

*** The descriptor for the second cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 7.

**** The descriptor for the third cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 8.