



# **European qualification for Occupational Safety and Health Professionals**

Final Report

Public Part

## Project information

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## Executive Summary

Safety and health at work is a fundamental human right which impacts on all European citizens as defined in article 31 of the Charter of Fundamental Rights (European Parliament, 2000). Despite the introduction of the European Commission Regulated Professions database (European Commission, 2005) there has never been an attempt to ensure that the advice given by Occupational Safety and Health (OSH) professionals was consistent across all of the member states.

The EUSAFE project was established to facilitate the revised objectives of the EU 2020 strategy (Europa press release RAPID, 2011) in respect of modernisation and harmonisation of OSH professional standards (Official Journal of the European Union, 2005). Also, it has long been recognised within the OSH profession that the lack of standardisation impacted on the freedom to work, especially in those member states where statutory registration schemes exist (HALE, et al., 2005). For more details on this see Section 3 – *Work Package 3*.

This project report will be of interest from various perspectives;

- Professionals working or aspiring to become qualified in OSH
- Employers who need to know what credentials provide a level of assured competence
- Representatives of employees - to ensure that management appointments are capable of providing co-worker safety and health
- Regulating bodies who are responsible for ensuring that EU standards were being correctly interpreted and applied and by employers or their OSH practitioners

The project team (EUSAFE, 2010) was drawn from a consortium of six European Partners from EU member's countries, Italy, UK, Germany, Portugal and Cyprus. The individuals represented organisations and professional associations, institutions, leading universities and key industrial partners across the EU.

Project methodology included;

1. The analysis of the current competency framework through data collection, focus group and consultation activities.
2. The development of an occupational standard competency matrix for OSH practitioners by focus group and consultation activities.
3. The transition of the OSH Matrix into academic format language of Knowledge Skills and competencies and providing suitable learning outcomes by focus group and consultation activities.
4. The testing of the devised learning outcomes against existing academic programmes (to ensure that the results were applicable and, importantly, achievable across the member states) by focus groups and academic stakeholders.

The result of the project provides a tool to assure the EU community that the OSH profession is delivering harmonisation of the profession standards and, in particular, is applying European education policy through the mechanism of European Qualification Framework. Although there is still work to be done in implementing all of the findings.

Future opportunities include the expansion of the results to those countries where no formal competency standard exists and the incorporation of the revised competency framework into existing regulated schemes. The results of the work may also lead to an enhanced search facility for those looking for OSH professional qualifications or those seeking evidence to support cross border working. The scheme could be expanded to include 'specialist' OSH competencies as well as 'regulatory' functions of enforcements agents. The scheme could also be applied to other professions who need some OSH input into their professional

qualification or to lower level qualifications and competencies relating to general OSH of the workers.

Full details of the project and results can be found on the EUSAFE Website (EUSAFE, 2012), which is available in 5 languages; English, Greek, German, Italian and Portuguese. The project comprised a number of Work Packages, each one lead by a Partner, with clear objectives and output deliverables.

### **Preface**

*The EUSAFE Project has been inspired and produced by the European Occupational Safety and Health (OSH) profession who recognised the need to harmonise regulated and non regulated standards of practice. The report will be useful to; the Occupational Safety and Health community, educationalists and academics and other industries who are examining the principles and requirements of the EU in developing common professional standards and alignment with the European Qualifications Framework and transferable skills policies.*

*The EUSAFE Report has been produced by Steve Granger CFIOSH, a practising OSH professional and previous President of the world's largest professional body, in cooperation with the EUSAFE Project Management.*

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# 1. Project Objectives

## **1.1 Background and preliminary considerations to the EUSAFE Project**

The European Parliament expressed a desire to enable professionals to work across the European Economic Area more easily to improve economic development and sustainable economic recovery (European Parliament, 2011).

- The EUSAFE project was inspired by OSH professionals across the EU wishing to simplify professional recognition schemes and develop opportunity for cross border working. There are a number of initiatives which recognise the current disparity between qualifications, training processes and lecturer and trainer standards (Dr Ulrike, 2011).
- The project was led by AIAS as part of their membership role of the European Network of Safety and Health Professional Organisations (ENSHPO, 2012), who had already introduced the EUROSH Manager (M) and EUROSH Technician (T) (ENSHPO EUROSH (M) and EUROSH (T), 2012) registration scheme in 2006.
- The EUROSH (M) and (T) scheme had some success, but it was not universal or linked with any consistency to formal harmonisation processes under the current EU initiatives, such as the Leonardo da Vinci programme (European Commission, 2012), or the 2011 EU strategy for harmonising professional qualifications (Official Journal of the European Union, 2005). It was recognised by the OSH community that without formal endorsement by the EU, the EUROSH scheme would have limited success and be subject to regional interpretation and application. The EUSAFE project sought to capitalise on vocational training systems to benchmark and improve the professional OSH practitioner with consistency across the EU member states.

## **1.2 Identifying the EUSAFE Project overall goals**

The overall goal of the project is to develop harmonised professional profiles that are recognised across the EU and which enhance the professional quality of the OSH practitioner. As a result this should improve the free movement of professionals throughout the EU by having recognition of professional Occupational Safety and Health (OSH) standards.

## **1.3 Achieving the EUSAFE Project goals through measurable objectives**

The overall project objectives were met by undertaking the following;

- Establish European criteria for OSH qualifications and competence and establish the requirements across the EU for statutory regulation of OSH
- Analyse and amalgamate vocational standards from the database that exist in member states, (European Commission, 2005), or professional bodies (The Institution of Occupational Safety and Health, 2012).
- Produce suitable EU Vocational Occupational Standards for the OSH Technician and Manager levels
- Develop Learning Outcomes for qualifications in OSH suitable for use on the European Qualification Framework (EQF)
- Provide theoretical and real examples of qualifications (or part thereof) that meet the expectations of the learning outcomes

### **1.4 Putting the EUSAFE Project objectives into context**

The report covers academic structures and technical descriptions of the role of the OSH profession. The following references will be useful for those who are unfamiliar with these subjects.

- OSH vocational standards and activities (HALE, et al., 2005)
- EU conventions and terminology for education development processes such as using learning outcomes (European Commission, 2012)
- National training frameworks and the European Qualification Framework, EQF (European Commission, 2011) and the European Credit for Vocational Education and Training, ECVET (European Commission, 2012).

The project adopted the terms '*Technician*' OSH practitioner - equivalent to ECVET level 4 and 5, and '*Manager*' OSH practitioner - ECVET level 6 and 7, for simplified analysis of both vocational expectation and competency evaluation. This will be explained further in Section 3. The occupational standards developed in WP 4 reflect the professional expectations of a 'generalist' OSH practitioner who give advice to their organisation, either internally as *appointees*, or as *consultants*. The project does not deal with the statutory enforcement role of OSH standards from an *enforcing agent's* perspective, although there is great similarity. This could be a future expansion of the EUSAFE project as described in Section 5.

### **1.5 Who will be able to use the EUSAFE Project outputs?**

Delivering material and products to meet these objectives the report will be of particular use to;

- **EU and local Governmental Bodies** in line with the EU 2020 strategy and the skills database(European Commission, 2005), to provide a vehicle to determine and compare core competencies for state registration schemes. It may also initiate the process whereby the owners of such schemes consider more open access by all suitably qualified and experienced individuals. This will be of significant interest to public authorities where the public cost associated with the administration and assessment activity may be reduced as a result of harmonisation.
- **Employers** will be able to check the roles and performance expectation of their OSH practitioners, with the associated resources for training and personal development. They may also use the information to provide a basis for generic job descriptions across the EU or as a guidance to evaluate and select proper OSH consultants or external OSH practitioner training resources and providers.
- **OSH associations and professionals** who are aiming to improve the recognition in European countries of their qualification. By reinforcing business opportunities through higher mobility, as described in the EU harmonisation of transferable skills and mobility of professionals(Europa press release RAPID, 2011), and by providing education and development programmes to those who work within the discipline of OSH. The project also reinforces and incorporates personal and professional development, according to EU Long Life Learning concepts(European Commission, 2012), and particularly of the Leonardo da Vinci programme (European Commission, 2012).
- **Awarding Organisations, University and College sector, OSH teachers and trainers and commercial education and training providers** will benefit from the results of the project by having a harmonized profile reference point. This includes learning objectives and assessment methodology where it is appropriate. Alignment with the project findings will assist in providing transparency of qualification outcomes for those who wish to register their courses on the EQF or ECVET systems.

- **Trade Unions and worker representatives** will benefit both directly and indirectly from improved professional standards of OSH practitioners. OSH improvements should develop in particular where no or little competency scheme exists at present and knowledge of the professional OSH practitioner may improve dialogue on worker safety and health in general. It is also expected that the competency process described in the report will be useful to existing formal OSH training processes of employee representatives taking advantage of a better and common understanding of roles and expectations.

All of these stakeholder groups have been involved, or represented either directly; as members of the project team, or indirectly through consultation activities, conferences, email distribution and of key aspects of the project. The EUSAFE website also established a portal for online communication and comment.

### ***1.6 Maximising the benefits of the EUSAFE project outputs***

It should be understood that the objectives of this project are intended to be used as a starting point. Further work will be required to meet a fully integrated system of competence. This is described in more detail in Section 5 of the report - *Plans for the future*, where discussion and suggestions are offered to refine/ re-launch the existing European Safety Manager EUROS (M) and EUROS (T) programmes (ENSHPO EUROS (M) and EUROS (T), 2012), and explore how to simplify education resource information for prospective end user individuals, who will have confidence that their programme is accepted by the EU as providing core competence.



## **2. Project Approach**

### ***2.1 Key activities and methodologies used to complete the project***

#### **2.1.1 The analysis of the current competency framework through data collection, focus group and consultation activities.**

Two activities were undertaken to achieve this;

- a) An investigation into the content of University sector OSH degrees. This was undertaken as a research report and added to by the development of a comprehensive survey. A questionnaire was sent to all listed Universities and the content of their programmes was analysed to identify common components and education processes.
- b) Early in the project planning phase it was identified that a similar process of rationalisation was being undertaken in the UK, by the newly appointed and Government approved organisation; Proskills. Proskills is a Quasi Autonomous National Government Organisation (meaning that it has legitimacy but some freedom from government) and one of many Sector Skills Councils who are the vocational gatekeepers for industry training standards. Proskills had recently adopted the responsibility for Vocational Related Qualification (VRQ) standards in OSH for the UK (Pro Skills UK, 2012). For the sake of efficiency the EUSAFE project used the Proskills template as a starting point for pan European discussion. It should be recognised that the European perspective was applied to this framework and following workshops and consultation changes were made to reflect an EU position.

#### **2.1.2 The development of an occupational standard competency matrix for OSH practitioners by focus group and consultation activities.**

The results of the analysis were combined to give an overall picture of the qualifications and competencies that OSH practitioners should have at varying degrees of management autonomy. Through a process of working groups these were merged to provide an overall Occupational Standard for general safety and health practice. Consultation opportunity was given to stakeholders.

#### **2.1.3 The transition of the OSH Matrix into academic format language of Knowledge, Skills and Competencies and providing suitable learning outcomes by focus group and consultation activities.**

Once the vocational aspects of the Occupational Standard had been developed it was necessary to redefine suitable academic language and learning outcomes that could be applied to education programmes. This was undertaken by academic experts and used focus groups to determine if the suggestions actually be applied in practice. Wider consultation took place once these were near to completion, but even so these are considered to be a 'work in progress' and should take account of professional developments in the discipline of OSH.

#### **2.1.4 The testing of the devised learning outcomes against existing academic programmes (to ensure that the results were applicable and, importantly, achievable across the member states) by focus groups and stakeholders.**

Having established the generic learning outcomes for a general practitioner of OSH the next phase was to examine if the new standards were being reflected in existing education programmes. The original idea was to draft a model syllabus and use this to bench mark against, however it was considered that this might be overcomplicated and the real issue was to determine if current programmes met the requirements. A sample was selected and

assurance was established that they met the revised learning outcomes. As with processes involved with accreditation on the EQF (European Commission, 2011) it was considered that the onus of responsibility to verify compliance should be with the qualification owner in the longer term. This activity demonstrated that it was possible to cross reference current qualifications. This could be used as an approval mechanism for delivering a combination of qualifications suitable for EUROSH (M) and (T) designation (ENSHPO EUROSH (M) and EUROSH (T), 2012).

### **2.1.5 Dissemination and exploitation of results**

The final stage of the project was to disseminate information to those stakeholder groups that required it. This was done both during and on completion of the project through conferences, speaking opportunities and the development of the EUSAFE website (EUSAFE, 2012). The website incorporated a survey tool which has been used in the project. Feedback from all of these activities has been collated and used to constructively appraise the project through its development. As stated above, the output is considered as a work in progress and it will need to be maintained to reflect current practice changes.

### **2.1.6 Details of the work Packages involved in the project**

Each WP is also covered in Section 3 of this report with the findings and output products discussed in précis. This will include; a rationale, the methodology, key findings and the deliverable outputs, so it will not be repeated here. In addition to Section 3, and because each work package was an entity in its own right, each Work Package produced a comprehensive final report which is available on the EUSAFE website (EUSAFE, 2012). It was decided this was necessary as stakeholder needs will vary and the overall project report could not do justice to the full technical content of the work packages. Therefore this final report will provide an overview and indicate where more detail can be found.

### **2.1.7 Overall Project management**

The success of the project objectives and issue of the deliverables are indicative of the success of the methodologies used in WP 1, and concern overall project management:

- Selection of project team to meet project required competencies and that was representative of stakeholders
- Development of project plan and quality assurance related processes
- Allocating individual partner responsibility and accountability for specific Work Package associated with their expertise
- Openness and sharing of ideas through meetings and communication processes - Face to Face and virtual meetings
- Stakeholder consultation - Local and general Conferences for dissemination
- Promotion of the EUSAFE project in external events - ENSHPO meeting, AIAS meetings, IOSH conferences, ILO conferences
- Surveys and feedback – website tool for question and response

Furthermore, Project co-ordination and management of each subsequent Work Package are reported as having been successful as a result of various activities including:

- WP group management by the WP leader
- communication within the project team
- communicating and surveying other stakeholders

- meeting face to face and remotely
- providing a suitable work atmosphere that engendered the spirit of co-operation

## ***2.2 Added values resulting from the project***

The added values from the EUSAFE Project can be recognised by those countries where there are opportunities to improve their OSH framework as a toolbox they can easily implement. Also the political benefits of standardising academic and work centred activities such as OSH can yield benefits of cultural and economic harmonisation, and in turn have an impact on moral issues such as accident and ill health reduction.

It is also worth noting the positive collaborative nature of the project team members and their prior experience of working together on subjects related to their own organisational strategic objectives and goals. This symbiotic relationship enabled the project to progress on target, but also to move in lateral directions more easily than had EUSAFE project team limited themselves purely to objectives identified at scoping.

### 3. Project Outcomes & Results

Key conclusions and recommendations relevant to each specific Work Package (WP) objectives will be summarised below so that this final report presents a holistic view of the project as a whole. It is considered important to report on both the administrative aspects of the project (WP 1, 2, 6 and 7), as well as those which directly provided results (WP 3, 4 and 5). It is considered that such transparency across the activities may be of benefit to future project teams.

WP4, *the development of a European Occupational Standard for OSH Practitioners*, and WP5, *the translation of the Occupational Standard into Learning Outcomes and education programmes for the respective level of qualification*, are also supported with detailed development information and documents which can be accessed from the EUSAFE website (EUSAFE, 2012). This supplementary information may be particularly useful to those directly affected or involved in the OSH qualifications process, and it is freely available to reduce any potential work on those who might be affected or wish to incorporate the EUSAFE project findings into their products or services.

#### SUMMARY AND FINDINGS

##### **3.1 Work Package 1 - Project Management**

WP1 addresses the activity of managing the project as a whole to achieve the completion of the expected outcomes meeting the objectives of quality, time and costs.

It covered the key aspects of planning and monitoring of all activities, communications and involvement of partners and the formal reporting and relationship with the European Agency with special attention to the feedbacks received.

WP 1 commenced at the concept stage in 2009 and was responsible for the successful application bid for funding in 2010. All partners attended a kick off meeting which identified the main direction and timeframe for the project development. Further successive progress meetings at critical points of the project have been held, mainly when key outcomes had to be shared and evaluated for quality or when new activities had to be organized.

The individual work packages identify challenges and solutions at each stage. The project management required an understanding of all elements of the EUSAFE Project and a good working relationship with all partners and stakeholder groups, and the likely implications within the European Economic Area.

Understanding of the role and accountability of individual partners has been essential throughout the life of the project. It was also necessary to successfully harmonize different partner perceptions and various local (professional and national) situations.

This was initiated and followed up during the project life by setting a common understanding of critical definitions and including the content of specific tasks which were required to be undertaken by the partners. Team building and commitment of team members together with the proper identification of skills and competences held by partner members was essential for a smooth progress.

The project development has required flexibility and the management of changes from the project leader in the application of the project plan without compromising the content of the Work Package deliverables.

It was addressed and achieved mainly during the team progress meetings and using other communications tools.

Work package management outputs have included:

- drafting and application of the project plan
- the organization and execution of primary project meetings (kick off meeting, progress meeting and Final Conference) and the overseeing of subordinate group meetings
- the issuing of an Interim Progress Report and the Final Report to EACEA
- the development of a shared data base accessible to partners (Alfresco portal), which finally resulted in an Eusafe Project Web site, open also to stakeholders
- the use of extensive communication among partners and with the project manager, supported by templates and reporting models
- the interaction with the EACEA to support formal changes when needed

More information on the project management, stakeholder engagement and the results of WP 1 can be found on the EUSAFE website (EUSAFE, 2012).

### **3.2 Work Package 2 - Evaluation Tools: Quality Plan and Evaluation Guidelines**

The aim of WP2 is to support the project management function and to ensure proper quality control of the project activities procedures and documents. Issues relating to the assessment of quality were addressed at the beginning of the project to provide the project management team with assurance that the project would be sustainable.

Processes and tools were developed to designate roles and responsibilities and to enable the Consortium to deal with managing the risks of corrective actions whilst meeting project deadlines. In terms of quality assurance of publication of documents, accounting and reporting procedures tools were designed and applied to ensure full compliance with the requirements of the European Agency.

Application of the quality tools included activities such as: management of the communication process, document change management, web platform development and suitable shared access of a document repository and the monitoring of the project sequence and timing through the project plan.

Project performance and satisfaction surveys were carried out at critical points to investigate the perception of different stakeholder groups such as Partners, OSH practitioners, academics, OSH associations and international organisations such as the ILO.

Both quantitative and qualitative evaluation activities have been carried out on project management and materials produced. Eleven templates were designed and applied throughout the project to ensure consistency. These included; activity planning, resource management, delivering outputs, meeting organisation, and reporting on costs.

Media standards have been also been created to ensure an harmonized communication and distribution of documents outside of the consortium. To add to the technical quality of material a corporate identity has been developed and used on web pages, documents/reports, informative materials, and presentations.

As a result of the effective application of WP2 the project has been able to achieve effective change management when necessary. When this did occur it was not seen as a burden to the project team who were able to easily adopt refinement and improvements to the overall project processes.

The formal and informal feedback collected from stakeholders was very positive and gave the Consortium confidence in the work they were doing and the mechanisms of project management. This has resulted in the success of all of the stated deliverables, on time and within budget.

### **3.3 Work Package 3 - A Review of the provision of education and training for OSH professionals within the European Union**

The aim of WP3 was to undertake a review of the existing provision of education in occupational health and safety within the European Union.

A database of education in 29 European states was produced and this was verified by circulation to members of the European Network of Safety and Health Professional Organisations (ENSHPO) and other stakeholders for comment. It now provides a comprehensive review of the current situation for professional education provision for OSH practitioners.

The information has been analysed using the European Qualification Framework (European Commission, 2011) to give an overall picture of the existing qualification level. This analysis determined that there is a good spread of OSH education in the majority of European states. However, there was no overall common 'levelling' done, and content varied considerably. This had led to a perception that each European state requires different standards from its professionals engaged in health and safety practice and this in turn, has caused problems in terms of transportability of qualifications for trans-border operating companies.

A further analysis of the qualifications content which was required by member state national laws was also undertaken. Any qualifications under development could make sure that the minimum requirements from local legislation were covered unilaterally. In many cases this was underpinned by EU law, but the exercise will be useful to verify both EU and national statutory training requirements.

The EQF levels for the EurOSHM and EurOSHT (ENSHPO EUROSH (M) and EUROSH (T), 2012) designations were debated by the project team and a consensus confirmed that these were the correct levels to be used (refer to previous par.1.4). The work of work-package 3 confirmed that the majority of European states actually already operated at these levels, which was reassuring regarding the level of harmonisation required by the various EU Directives on health and safety.

For a fully transportable system for qualifications across the states – as identified by the EU harmonised education strategy and the European Credit Transfer System (European Commission, 2012), further work – which was relative to the work activity demands of the OSH practitioner, and to standardise existing qualifications by developing a framework for qualifications to be able to refer to, was recommended to be done in WP4.

### **3.4 Work Package 4 - Defining the standards of practice for Safety Managers and Technicians**

The aim of WP4 was to provide a tool to evaluate the performance requirements and training needs of a Safety Manager and a Safety Technician. This was achieved by redefining the EurOSHM and EurOSHT (ENSHPO EUROSH (M) and EUROSH (T), 2012) standards and incorporating and updating appropriate terminology and levelling activities so that the tool could be used as the definitive 'job specification' for OSH practitioners. It is important to note that this started as an academic exercise and assumptions and boundaries had to be made to allow for progress towards meaningful and workable outputs.

A series of performance standards were developed based on the UK National Occupational Standards (NOS) in Health and Safety Practice, these were adapted for the broader European perspective. Performance standards describe what a person needs to be able to do in practice rather than education or training programmes. They are required to give the underpinning knowledge, skills and competence as described by the European Qualification Framework (EQF).

The revised EurOSHM and EurOSHT standards were evaluated as EQF levels 6/7 and 4/5 respectively by the consortium and the performance standards were mapped against these

levels. Once created, the performance standards can be used to identify education and training needs as they indicate the expected outcomes from the learning objectives. This return to 'first principles' of analysing the actual job that OSH people do provides assurance for the development of learning outcomes and scope for qualifications.

In order to present a cohesive approach to the development of learning outcomes as described by the EQF, it was necessary to place the performance standards in groups. The OHSAS 18001 Safety Management standard model was used to facilitate this, the groups being equivalent to the stages of the management standard were:

- Develop Strategy and Systems
- Implement Policy and Systems
- Monitor Performance
- Maintain and Review standards
- Contribute to Health and Safety

Learning outcomes were developed under similar group headings.

An exercise to map the performance standards to standards already specified by legislation within some of the European States was also undertaken to ensure that a programme of education or training could cover the minimum requirements within these states. These results are also presented within the full WP4 report, available on the EUSAFE website (EUSAFE, 2012), and were used to develop the academic framework in WP5 .

### ***3.5 Work Package 5 - Development of professional qualification and training framework***

The aims of WP5 were to:

- a) create and develop a new profile for Occupational, Safety and Health professionals with qualifications in units of learning outcomes based on the European Credit and Vocational Education and Training system;
- b) arrange teaching plans and materials to support learning courses standardized at European Union level;
- c) create flexible instruments to validate, to transfer and to acknowledge learning results;
- d) propose courses for trainers and evaluators;
- e) define a proper application of the credit systems to the teaching modes applied: face to face, in service, work based learning, e-learning and virtual environments.

During the project development it was agreed that the deliverables of WP would be adjusted to the progress and conclusions of the previous two work packages (WP3 and WP4).

The outputs of this work package were divided into three categories. These were;

D5.1 Development of Occupational, Safety and Health professional qualification

D5.2 Development of teaching plans and materials

D5.3 Development of pilot courses

There were some decisions to adapt to the conclusions from the previous project work. One of the decisions was to adapt the D5.3 to the identification of existing courses that could satisfy some or all requirements of D5.2. This was due to the fact that it was not possible to create new e-learning materials to satisfy the requirements. The procedures agreed were to define D5.1 as a result of the deliverables of Work Package 4, define the structures of courses of levels 4 to 7 of the European Qualification Framework in Occupational, Safety and Health sector according to the learning outcomes of D5.1 and to obtain examples of existing courses in that could comply with the requirements.

WP5 has outputs that are useful for a large majority of Occupational, Safety and Health stakeholders. It has a list of required competences for professionals of levels 4 to 7 of the European Qualification Framework. These are sometimes called junior (level 4) and senior (level 5) technicians and junior (level 6) and senior (level 7) manager. Another application is to define if training and educating courses match the requirements for each of these levels in terms of learning outcomes. The third group of deliverables has examples of existing courses for each of these levels.

More information and outputs of WP5 can be found on the EUSAFE website (EUSAFE, 2012).

### **3.6 Work Package 6 - Creation of a Community**

The aim of WP6 was to create a web based community for OSH professionals and OSH training and educational organisations to encourage the exchange of information on the best practices in OSH professional qualification, training and certification, with particular reference to the European Qualification framework. This was achieved through the creation of the EUSAFE website (EUSAFE, 2012).

Existing networks, such as the European Network on Safety and Health Professional Organizations (ENSHPO, 2012) and the European Network Education and Training in Occupational Safety and Health (ENETOSH, 2012) were recognised for their individual achievements but a wider and more consistent portal was required to fully develop and utilise the EUSAFE Project outputs.

Additional stakeholder groups and website users within the community now include;

- Policy makers (Regulators, Specific EU Commissions, and Social Partners)
- Professional Organizations
- Training and Educational Organizations

The key objectives of the virtual community were to;

- Create a dedicated group of training centres and OSH professionals to follow up activities regarding the newly created professional qualification and training framework
- Simplify and facilitate the spread of the EUSAFE professional qualification and training framework across Europe, especially to those countries which were not directly involved in the project
- Use forums on the web portal to share ideas and further development of the training framework
- Use the community portal as a mechanism to promote EU policy on the mobility of qualifications and to share experience where this has been successful.

WP6 was responsible for developing the protocol and procedure to manage the website data input/output. The Alfresco web based platform was used to handle all the Eusafe Project internal activities among partners and specific stakeholders. The website was also used to handle all information and dissemination activities to external groups. Content management and website upkeep has also been provided under the management of WP6.

WP6 also applied suitable 'links' to other relevant websites to assist everyone with interests in the work of the EUSAFE project development processes.

Establishment of an unrestricted website and focal point for the EUSAFE project has allowed both partner stakeholders and the wider OSH community to see the development process as it progressed. This transparency has also contributed in recognising and strengthening the



value of being citizens of the European Union and the value of collaborative working in developing EU standards of best practice.

All information related to WP6 can be found on the EUSAFE website; [www.eusafe.org](http://www.eusafe.org).

### **3.7 Work Package 7 - Transfer and dissemination**

WP 7 covers the dissemination and exploitation of Eusafe project results to ensure that the outcomes of the project are appropriately transferred, disseminated and recognized across all relevant stakeholders in the EU.

The transfer and dissemination of the project outcomes was started using a community based on the existing networks of the European Network on Safety and Health Professional Organizations (ENSHPO, 2012) and the European Network Education and Training in Occupational Safety and Health (ENETOSH, 2012) and on a number of principle OSH stakeholders at national, EU, and International levels.

As described in WP6 the community has been grouped as Policy makers, Professional Organizations, and Training and Educational Organizations. A list of Stakeholders and supporting bodies is attached to this report.

The project results have been presented to each identified target audience through communication tools; Eusafe Project website, publications, leaflets, etc and initiatives; participation in national/international meetings, organization of public conferences, workshops, trainings, seminars, etc.

WP7 has been involved in activities both during and after the project implementation and the main activities include the development of a valorisation plan with the following milestones;

- Promote the launch the WP6 Project website (EUSAFE, 2012)
- Translation of the project documentation and results into 3 European languages
- Dissemination of the project results to the identified community
- Issue of specific information and advertising activities across the EU
- Influencing and convincing authorities on the benefits of adopting harmonized criteria and requirements, including a revised EurOSHM and EurOSHT certification standards (ENSHPO EUROSH (M) and EUROSH (T), 2012)
- Utilization of Eusafe website to share information through links to other significant websites
- Transfer result of the EUSAFE project to other sectors and share project management experiences

The main challenge of successfully delivering WP7 was the involvement of all 27 EU countries, plus the 5 EU candidate countries, plus some countries of the European Union economic area of influence, like Russia. In all a total of over 40 countries.

This was achieved by establishing 7 Eusafe Geographical Area Coordinators. Each regional Coordinator handled the organization of National workshops, supported where possible or necessary by simultaneous translation or streaming tool. Examples of these workshops were handled by Cysha for Cyprus and Greece; University of Porto for Portugal; VDSI for Central European countries; IOSH for U.K; ARSSM for Eastern Europe Countries; AIAS (in Rome) for Southern European countries and Nacot for Russia.

The transfer, dissemination activities were supported by the collection of the feedback using various questionnaires. These focussed on the main elements of the project; WP3 and WP5.1 and WP5.2. The contents of questions were related to specific Focus Groups (FG) or Target Groups (TG). These were created by the Eusafe Geographical Coordinators.

AIAS organized the Eusafe Project Final Conference in Milan on September 28th 2012, with the key objective to illustrate the contents of the outcomes of the Eusafe Project with explanation of the development process and results of WP3 and WP5 as these will have the most impact on stakeholders. The conference contents and the speeches are published on the EUSAFE website (EUSAFE, 2012) to give all interested people the possibility to see the conference material.

WP7 has also added value to the EU project by involving wider international stakeholders such as ILO, the International Social Security Association (ISSA, 2013), the National Institute of Occupational Safety and Health (USA), the International Network of Safety and Health Professional Organisations (INSHPRO). Furthermore, the ILO engagement resulted in the dissemination of EUSAFE results among ILO CIS network through a presentation at their 50<sup>th</sup> meeting in Geneva, with more than 60 countries worldwide attending.

This illustrates the reach and influence of the project activities.

### **3.8 Examples of project challenges and how they were overcome**

- **Language was assumed to be standardised** within the technical vocabulary of both the OSH profession and academia, and where it was not then a European definition would provide an answer. However, on a number of topics this was not the case, or views were difficult to align. ***Compromise had to be made and the significance of the issue had to be put in perspective of the whole project, not just one part of it.***
- **Meetings tended to take more time than anticipated** because of the unfamiliar technical wording and dialogue requiring translation and explanation due to safety/non safety project team members, and similarly academic/non- academic professionals. ***Team members shared background information to provide context for each other so that project business proceedings became more efficient as team knowledge/familiarity improved.***
- **Difficulty in scheduling all project team meetings** due to travel cost and time away from mainstream activities and work. ***The use of VoIP became widespread in the project management meetings and discussions.***

Notwithstanding such challenges, the project plan was managed and delivered the EUSAFE Interim report (EUSAFE Interim report, 2011) to EACEA. The resulting feedback from EACEA was positive but identified some areas to further improve such as communication. These have been incorporated in the latter stages of the project.

Also, for a number of reasons the original project specification has been granted minor variation. It was recognised during the course of the project that intended outcomes would have to be revised to reflect the dynamics of discovery. A full team meeting in Limasol discussed the results of the interim report feedback and the project learning opportunities for the remainder of the project. As a result of this response to the EACEA feedback the project continued to successful completion delivering the required outputs on time and within the allocated budget.

## 4. Partnerships

It should be understood that established communication routes and strong partnerships for the OSH community already existed across the EU prior to the project. Leading the initiative was the European Network of Safety and Health Professional Organisations ENSHPO(ENSHPO, 2012).

From the conception of the project partnership a consensus of opinion had to be achieved through the development of both groups and communications processes. This are described in general terms as;

### 4.1 Internal partnership and consensus

Including the arrangements for covering the EUSAFE consortium partner organisations (EUSAFE Partners, 2012) and the project team.

The EUSAFE consortium project team included academic experts, individual OSH professionals, representative OSH professional bodies and industry representation. Each WP had an appointed Leader, responsible for managing their activities, delivering an Interim report and a Final report.

The consortium included;

- **AIAS**, (Project Coordinator, Project Manager and WP1, 6 and 7 leader) - Founded in 1975, AIAS, the Italian Association of Safety, Health and Environmental (SHE) Professionals is the most important and more diversified association in Italy dealing with SHE protection and prevention.
- **CySHA** The Cyprus Safety & Health Association (CySHA) was founded in 1991 in view of "contributing towards the efforts for protection and promotion of safety and health at work and to the prevention of risks concerning the public in general".
- **IOSH** (WP3 and 4 leader)- IOSH is a worldwide body for OSH based in the UK with over 42,000 members. It is a registered charity formed to promote safety in the workplace and its vision is to promote a world of work which is safe, healthy and sustainable.
- **SINERGIE**, (WP2 leader) - SINERGIE is a VET provider and a centre for Research Development and Innovation. It is certified by the Regione Emilia Romagna for higher, vocational, continuous and distance learning. The company is also registered to the National Research Register of MIUR.
- **Universidade do Porto** (WP 5 Leader) - The University of Porto (UPorto) with its 14 faculties and a management school is the largest higher institution in Portugal.
- **VDSI** Verband Deutscher Sicherheitsingenieure e.V. - VDSI is the largest specialists' association in Germany in occupational safety, and health and environmental protection, encompassing also fire protection and hygiene in the workplace.

The project team was supplemented by a network of European stakeholder and supporting bodies (EUSAFE, 2012) and other worldwide interested parties who were consulted periodically on proposals. A list of those consulted can be found in Section 7 of this report.

### 4.2 External Partnership and consensus

Where the involvement and agreement of the wider OSH community was sought, (a list of these can be found in section 7) communication of the project was also progressed through established OSH bodies such as the European Network of Education and Training in OHS (ENETOSH, 2012), and the European Network of Safety and Health Professional Organizations(ENSHPO EUROSH (M) and EUROSH (T), 2012). Furthermore, the project

also gained interest across the globe, particularly the USA and Australia where presentations were delivered to these audiences. Presentations were also delivered to global partner forums such as the International Network of Safety and Health Practitioner Organisations INSHPO in Istanbul in 2011.

It was evident that the scheme was welcomed and may provide a blueprint for further expansion, thus adding value to the individuals and organisations that directly benefit from the project in the EU. In particular the International Labour Organisation has expressed interest in the project outcomes and gave the opportunity of presenting the EUSAFE project to the ILO 50<sup>th</sup> meeting of the worldwide CIS (international occupational safety and health information centre). The ILO has given their endorsement and is an active participant in promoting the project to a wider audience through its meetings. Similarly, also International Social Security Association (ISSA) has given their endorsement to the Eusafe Project.

### **4.3 Understanding the wider stakeholder interests**

The importance of gaining the trust of skilled professionals and commercial stakeholders was, and will continue to be a challenge. Cognisance of the potential impact that any future changes may bring about to the status quo to those with vested interests had to be examined. Such interests could be diverse and related to economic, legal or socially related issues.

A simple example of this is; *establishing a structure for professional status levels*. The project team had to be mindful that changes to the current OSH education process could;

- incur cost to education providers to change their products
- have repercussions on regulated professional status
- disturb the status quo of OSH individuals, as management structures and remuneration might be affected

For people working in higher education and commercial training the consequences of the project could be significant. The project team considered how the results could be implemented by two stakeholder groups as their 'buy in' would be essential for success;

- **The University Sector**, which is currently involved in harmonising higher level qualifications under the European Higher Education Area agreement, more commonly known as the Bologna agreement (European Higher Education Area, 2010), and development of the European Credit accumulation and Transfer System, ECTS (European Commission, 2012).
- **The private enterprise/professional body education schemes** who are more generally affected by the European Qualifications Framework EQF (European Commission, 2011). Although it was also recognised that many such schemes have no formal recognition at all and rely on market force to dictate standards.

In addition to the education provider impact, the project team wanted to ensure that freedom for the learner were considered from the learner's perspective, and in accordance with current thinking on education strategy (The European Centre for the development of Vocational Training CEDEFOP, 2009), specifically regarding;

- type of study / self development activity
- assessment flexibility where this was possible
- minimised repetition of information or assessment
- usefulness to their vocation

#### **4.4 Timing of communication and consultation**

Particular emphasis would need to be placed on consultation and communication both during and post project. This would need to address geographic, lingual and cultural challenges relating to the subject of health and safety *per se*, and also the variable management and professional recognition given to OSH practitioners across the EU.

This was achieved in a number of ways, such as; EUSAFE Website development, direct mailing, issue of consultation questionnaires, public presentations and webinars. More detail relating to communication strategy can be found in Section 3 - WP 6 (creation of a Community ) and WP7 (transfer and dissemination).

### **THE EUSAFE TEAM**



*Picture of the EUSAFE team in Porto (Portugal), during a project meeting with Partners.*



*Picture of the EUSAFE team in Milan (Italy) for the Final Conference.*

## **5. Plans for the Future**

### ***5.1 Setting the benchmark***

The EUSAFE Project was recognised as the formal starting point for the unilateral application of EU policy on transportable qualifications for OSH professional (Europa press release RAPID, 2011). The project team recognised that harmonisation issues were varied and complicated, involving professionals, regulators, academia, commercial training and qualification providers and, of course business end users of the expertise.

The output of the project does not introduce fundamental new thinking or involve radical change. However, it does establish a solid foundation and platform to establish common qualification learning objectives (The European Centre for the development of Vocational Training CEDEFOP, 2009) from which a number of opportunities are presented.

The proposals in this report do provide a suite of levelled learning objectives with appropriate credit value and reference to appropriate assessment methodology to meet the requirements of the European Qualifications Framework (EQF) (European Commission, 2011), and the European Credit System for Vocational Education and Training (ECVET) (European Commission, 2012).

It is important to recognise that the project outcomes will be time centric – with new educational programmes being introduced into the system. Therefore the results will need to be managed if they are to remain current.

### ***5.2 Providing an OSH qualification search tool***

The EUSAFE project has established a uniform standard of skill, knowledge and competences, there is an option is to develop a web based portal and administration system to maintain the project outputs. This may also facilitate qualification and vocational training schemes to register on a searchable database. The scheme could be regulated by a central point within the EU, to ensure users can have assurance that the learning process will meet their aims and objectives in progressing the profession of occupational safety and health.

This possibility would support the principles of the EQF and its intention of keeping qualifications current and meaningful to the respective employment needs.

It will also provide a resource for employers who can invest training budgets with a similar assurance that qualifications are fit for purpose.

### ***5.3 Moving towards voluntary certification***

The concept of providing a service and database resource of European accreditation for OSH qualifications has already been considered and may be taken further pending project support and EU approval. The introduction of a pan European voluntary certification scheme (incorporating the needs of state registration qualifications), would improve OSH Practitioner skills across the EU. As a result this would improve workplace OSH performance in general, and reduce accidents and ill health.

### ***5.4 Provide a platform for regulated profession register and qualifications***

Within the EUSAFE Project cognisance was taken in WP 3 of the core competencies within the regulated OSH professional registers across the EU. Although there are no barriers to joining such national registers, in order to be able to work lawfully OSH Professionals must take multiple qualifications in these member states. This is both unnecessary and repetitive and goes against educational philosophy of the EU ECVET, as many of the subjects are common (European Commission, 2012).

During the EUSAFE Project dissemination support from member states will be sought to align such qualification and competency schemes to identify any discrepancy between the output of the EUSAFE Project and their own National Occupational Standards. It is likely that there will be minor anomalies, such as the application of national interpretation of EU legislative requirements for OSH. The project team see this as an opportunity for the development of suitable accredited 'bridging courses' to meet any technical or legal content that is identified.

### ***5.5 Expanding the scope of skills of the EUSAFE project***

The work undertaken in WP 4 centred on the needs of a generalist OSH Practitioner. There is scope to add specific specialist skills for example; nuclear safety, fire safety etc. In addition to OSH skills expansion a similar opportunity to map and register specific qualifications and competencies for OSH Regulating and Statutory Enforcement Officers who operate on behalf of government of regional authorities

### ***5.6 Integrating the OSH profession***

Dissemination of the project also yields benefits to the EU in terms of bringing together representatives of member states, professional bodies and individuals to 'self regulate' the profession standards and drive personal development and aspiration, thus upholding the spirit and objectives of the EU workforce mobility initiatives, and specifically the incentives of the lifelong learning programme (European Commission, 2012).

### ***5.7 Making Europe more competitive in the global market***

By rationalising the EU stance on professional OSH competencies it will simplify similar benchmarking activities with comparative schemes around the world. The project has already been discussed outside of the EU at the request of international partners in the USA, the Middle East, South Africa and Australia and due to the significance and influence of both the EU and its individual member states, is likely to have further global influence. This provides added value to those individuals or organisations operating outside of the EU or who are influenced by global standards of competence for the OSH profession, for example where parent organisations are registered outside of the European Economic Area.

## 6. Contribution to EU policies

### 6.1 - Aligning with the European education processes

The project, by its nature, attracts a diverse range of interest and consequently, the application of a number of relevant EU policies. The EU policies are in turn supported by instruction and advisory information from both official and interested parties. In terms of pure justification of the project value, then the EU policies are relevant here, but for the wider interests some associated documents are also listed. It is not the intention to discuss the detail of these in this report and it is suggested that the reference links will provide the opportunity of additional reading in this respect.

One of the fundamental principles was to use European education language and standards for the EUSAFE Project and to align with existing education processes.

Until recently the OSH profession was little known and consequently generally only attracted people from a limited demographic, often in their second career. Qualifications were disjointed and not always linked to academic structures such as the **European Qualifications Framework EQF** (European Commission, 2011), the higher education orientated **European Credit Accumulation Transfer System ECTS** (European Commission, 2012) and the **European Credit system for Vocational Education and Training ECVET** (European Commission, 2012).

Those readers that provide guidance to the labour market will find the output of the EUSAFE Project WP 3 and 5 particularly useful in this respect. They provide a simplified qualification structure and identify learning objectives for discipline specific core knowledge and skills and also the management centred skills and knowledge that will often be relevant for existing practitioners looking for self development and newcomers to the profession.

### 6.2 - Identifying EU policy with the EUSAFE Project outputs

A number of EU policies and supporting codes have already been cited within the report but the most significant are drawn together here for clarity. It is anticipated that some reader groups will want to know which specific policies are relevant to them so they are grouped conveniently below under general headings of;

6.2.1 Policies relating to training and development of the individual

6.2.2 Policies relating to academic and training standards

6.2.3 Policies relating to freedom of trade across the EU

6.2.4 Policies relating to Occupational Safety and Health competence

The generic nature of both policies and the project means that some policies may fall under several headings but to reduce duplication they have not been repeated unnecessarily. Despite being grouped for referencing readers are advised to consider this section holistically.

#### 6.2.1 - Policies relating to training and development of the individual

**a) Leonardo da Vinci Programme (LDV)** (European Commission, 2012) funded the EUSAFE Project. Relevance to the project outcomes can be identified directly from the from the LDV website which refers to vocational training with '*large-scale co-operation efforts*', **and** '*mobility*' initiatives enabling people to train in another country, co-operation projects to transfer or develop innovative practices, and networks focusing on topical themes in the sector. The Eusafe project delivers on all these counts.



**b) The EU proposals under the Copenhagen Process** (European Commission, 2012) to improve training and vocational skills, and was updated with the Bruges communiqué in 2010 (European Commission, 2010). EUSAFE is addressing the transparency of qualifications between institutions by undertaking the surveys in EUSAFE Project WP 3. The Copenhagen Process also requires a simpler way to recognise the knowledge, skills and competencies that their workforce possess. EUSAFE Project WP 4 and 5 both deliver on this requirement regarding the OSH professional.

**c) The European Centre for the Development of Vocational Training (CEDEFOP)**

The EUSAFE Project WP4 is particularly relevant in developing a robust and transparent vocational route to professionalism for OSH practitioners aligned with a number of CEDEFOP relevant projects and mission statement (CEDEFOP, 2012). There are also a number of CEDEFOP initiatives that will indirectly benefit from the EUSAFE Project such as the **EUROPASS scheme**, as a more structured and standard presentation of core skills has been provided in EUSAFE Project WP4 and 5. This will simplify the OSH Practitioners CV and skills portfolio (CEDEFOP, 2012).

**d) The Portal on Learning Opportunities throughout the European Space (PLOTIUS)** (European Commission, 2012), aims to simplify finding the right learning process for EU citizens. The result of the EUSAFE Project WP3 provides higher education information that could be used on the PLOTEUS portal.

**e) EUSAFE information will also provide easily understood professional information and competencies that could be used by Euroguidance**, which is managed by the network of **National Resource Centres for Vocational Guidance** (European Commission, Education and Culture DG, 2012), the **European Network of Information Centres ENIC** and the **National Academic Recognition Information Centres NAIRC** (European Commission, Education and Culture DG, 2012).

The EQF and ECVET criteria inspired the profile definition within the project. The EUSAFE Project WP 3 and 5 particularly useful in this respect as it provides a simplified qualification structure and identifies learning objectives for; a) discipline specific core knowledge and skills, and b) the management centred skills and knowledge that will be relevant for the job.

## **6.2.2 - Policies relating to academic and training standards**

Although a large proportion of OSH Practitioners at senior management levels hold degree qualifications, the profession has a considerable number of vocationally educated and trained people. Across the EU this variance is considerable, partly as a result of statutory regulation requirements as described in WP 3.

The current market provision of OSH related courses is still fragmented in terms of university, college and private organisations supplying a wide range of levels and titles. In some cases this has adopted a recognised formality such as national application of the EQF but in others it can be considered as unregulated training provision. It should be made clear that the report does not criticise or underestimate the importance of this sector of the market, but simply to state that this is the current situation. However, to improve transportability of skills as is the desire of the EU stated above, then structure and harmonisation is the correct way forward.

Consequently, the EUSAFE Project outputs WP 4 and WP 5 are of significance to the parallel routes to professionalism, and of interest to academic institutions and vocational learning programme suppliers.

For those qualification and training providers not yet accredited against the EQF, or using systems such as the ECVET or ECTS, then the EUSAFE Project will provide a useful benchmarking tool to self appraise their training products and determine if they are able to equate to the formal recognition processes, or at least advise their students of 'added value' in relation to the syllabus proposed and the possibility of accreditation of prior learning.

Policies relating to this section may be considered from two perspectives; the teacher and the learner.

#### **a) The needs of the learner**

Indirectly, the EUSAFE Project WP 3, WP 4, WP 5 and WP 6 will be useful to candidates looking to develop themselves by selecting the right course for their needs and their particular learning style, with the assurance that it will deliver suitable recognition on completion. By drawing together the information relating to course availability across the EU, the EUSAFE Project will provide prospective learners a resource by which to compare provider's qualifications with their intended educational needs. As discussed above, there is the potential to go further and develop a web based portal for accrediting and searching against the EUSAFE standards if this is considered viable.

It is also considered that the vocational learner will find WP 4 and WP 5 particularly useful in undertaking a personal 'learning needs analysis', in preparation for more formal study or professional registration such as the Institution of Occupational Safety and Health IOSH membership scheme (The Institution of Occupational Safety and Health, 2012).

#### **b) The needs of the teacher**

Developing and promoting common standards in the EUSAFE Project WP4 and WP5 also facilitates the quality of provision and self development of the academics who deliver the education and training. A greater understanding of the student's future employment activities will help the teaching provider to deliver the right balance and context of information to the student.

### **6.2.3 General Policy for European education and integration**

It is also worth remembering founding principles of the EU and general EU law and policies relating to education processes in the EU could also have EUSAFE as an aligned facilitator. For example:

*The Treaty of Rome in 1957*, has education formally recognised as an area of European Union importance (European Commission, 1957). *The Maastricht Treaty 1992 (ratified by the Treaty of Lisbon in 2009) of Lisbon*, did not change the provisions on the role of the EU in education and training (EUROPA, 2012).

These principles have been enshrined in EU policy for many years latterly in 2008 through a communication from the European Commission 'An updated strategic framework for European cooperation in education and training' (Eur-lex, 2008)

### **6.2.4 The Strategic framework for European cooperation in education and training ET 2020**

The EUSAFE Project supports these aspirations, particularly by developing a comprehensive and expandable learning matrix for the OSH Profession. Project components such as; project and partner management (WP 1), website development (WP 6), competency matrix (WP 4 and 5), the dissemination process (WP 7 ) are all illustrative of this (European Commission, 2011).

### **6.2.5 The European Credit system for Vocational Education and Training ECVET**

The EUSAFE Project WP4 and WP 5 identified the current trends in OSH learning and analysed the required time to be given to the learning process for the average learner. A sample syllabus is offered within the outputs of WP 5 in particular, which is considered to be meeting the spirit of the ECVET credit system(European Commission, 2012).

### **6.2.6 European Credit Transfer and Accumulation System (ECTS)**

Similar to the ECVET, the ECTES is associated with higher qualifications such as university based degree level, as crediting processes. *Course descriptions contain 'learning outcomes' (i.e. what students are expected to know, understand and be able to do) and workload (i.e. the time students typically need to achieve these outcomes). Each learning outcome is expressed in terms of credits, with a student workload ranging from 1 500 to 1 800 hours for an academic year, and one credit generally corresponds to 25-30 hours of work (European Commission, 2012).*

The EUSAFE Project outputs of WP 3 and WP 5 and supporting evidence are particularly relevant and identify suitable credit values for learning outcomes.

Refer also to ***The dynamics of qualifications: defining and renewing occupational and educational standards*** produced by CEDEFOP (CEDEFOP, 2009).

## **6.3 - Policies relating to freedom of trade across the EU**

Barriers against the freedom to operate across the EU could be described in 3 ways;

- Legal; as some nations require a state register of OSH Practitioners
- Cultural; the anticipation that only nationals would know and understand how to protect the workforce through regionally devised laws
- Financial; where academic kudos and management level of OSH practitioners in one part of the EU did not reflect in another

The EUSAFE Project was inspired by the OSH profession itself, in order to challenge and overcome these barriers. However, this in itself led to a degree of guess work both within and outside of the profession, relating to the value and transparency of skills and knowledge.

The EUSAFE Project WP 3 has provided a comprehensive review of the existing OSH qualifications and, more importantly in WP 4, the skills, knowledge and attitudes required to provide competent advice on workforce and workplace safety and health. The outputs of the project may therefore be linked to the following EU initiatives concerning freedom and support to work in the EU;

**6.3.1 The European job portal EURES** (European Commission, 2012), that aims to facilitate the free movement of workers within the countries of the European Economic Area.

The EUSAFE Project results and promotion through WP 6 and 7 will support this by providing information that is available in citizen advice centres as a resource for employers, employees and those wishing to join the profession.

**6.3.2 The European Skills, Competences and Occupations taxonomy ESCO** (European Commission, 2010) will eventually describe the most relevant skills, competences and qualifications needed for several thousand occupations. The EUSAFE Project WP 4 and WP 5 provide information relevant to this. Continual updating of the outputs of the EUSAFE

Project WP 7 will ensure that the OSH professional skills and knowledge can be included for wider management role descriptions as the taxonomy is developed.

#### **6.4 - Policies relating to Occupational Safety and Health competence**

With regard to competent workers, and specifically those giving OSH advice; the application of EU policies and standards is not so clear. However, to a large degree the profession does self-regulate effectively in some of the EU. There is also a limited amount of EU law that requires competence in OSH. This report will only focus on the criteria when applied to the individual responsible for all OSH matters, and not specialist subject areas such as radiation safety, construction safety, asbestos etc.

##### **6.4.1 The EU Framework Directive on Health and Safety at Work Council Directive 89/391/EEC of 12 June 1989 (including subsequent revisions)**

The Framework Directive, *Article 7 - Protective and preventive services*, identifies that a) competent advice is necessary to achieve workplace safety and health, and b) the advice should be given by someone who has the necessary skills and aptitudes to ensure the advice will achieve the objective of worker safety and health (Eur-lex, 1989).

The EUSAFE project WP 3 and WP 4 provides some analysis of both capabilities and aptitudes, although the report does not claim to be an authoritative source of information on this issue. For those EU member states that have yet to undertake the requirement of the Framework Directive in Article 7.5, the EUSAFE report matrix of skills, knowledge and competencies from the WP4 could be adopted with the assurance that it has gained general approval following consultation across the EU. Furthermore, the EUSAFE project will develop this further and maintain its validity, thus sharing best practice and reducing unnecessary burden and repetition.

##### **6.4.2 National legislation relating to OSH professional regulation**

The EUSAFE Project was interested in the current requirements for a regulated profession across the EU. The current situation identifies significant differences in national registration schemes, and in many nations there is no such requirement.

The EUSAFE Project WP 3 updates the differences of approach and the requirements of such professional regulation schemes. The work of the EUSAFE Project WP 4 and WP 5 had to be cognisant of these national laws and use these standards as minimum criteria if the findings were to be accepted by those nations. It is hoped that on reading the findings of the EUSAFE Project these nations who do have a regulated OSH profession will examine further external qualifications or credentials that will provide the same degree of assurance as their current process provides.

##### **6.4.3 Professional body registration and competencies**

Although not an EU Policy, it is worth mentioning and reinforcing the value of the professional codes of practice and professional body registration schemes and competency requirements across the EU. In many instances, such professional membership has been led by the employment markets who demand certain credential or membership scheme.

This industry “self regulatory” approach works to a large extent, especially in high risk industries. However, quite often it is the smaller employers who are at risk of receiving unqualified advice and the potential consequences in terms of higher incident accident and ill health rates.

The project team included representatives from a number of professional institutions, among the largest in the respective countries, who provided professional market needs and

expectations across the EU. For example we mention the Institution of Occupational Safety and Health (IOSH), who are the world's largest professional body of OSH professionals and operate established membership routes for varying levels of professional, with over 42000 members. This specialist knowledge from the OSH profession enabled the EUSAFE Project WP 5 outputs to align with established industry criteria. Furthermore, as discussed in Section 5 of this report, reciprocal recognition arrangements already exist around the world and the EUSAFE Project has the potential to consolidate this approach.

It is intended that the **European Nations Safety and Health Professional Organisations** ENSHPO re-launch the **EUROSH (M)** and **EUROSH (T)** (ENSHPO EUROSH (M) and EUROSH (T), 2012) registration process which also takes account of the standards developed by the EUSAFE project WP 4 and WP 5 which will further simplify the professional qualification and recognition of the OSH practitioner across the EU.

## 7. Additional information

### 7.1 Stakeholder and supporting bodies

#### INTERNATIONAL

- ICOH - International Commission on Occupational Health
- ILO - International Labour Organisation
- INSHPO - International Network of Safety and Health Practitioner Organisations

#### EUROPEAN

- Business Europe
- CFPA-E - Confederation of Fire Protection Associations in Europe
- ETUI REHS- EU Trade Union Institute for Research, Education and Health and Safety
- ENETOSH - EU Network for Education and Training in Occupational Safety and Health
- European Commission
- European Parliament
- OSHA - European Agency for Safety and Health at Work

#### CYPRUS

- DLI – Department of Labour Inspection

#### CZECH REPUBLIC

- CIVOP - Centrum Informacia vzdelavani ochrany prace

#### DENMARK

- Arbejdsmiljørådgiverne - The Danish Association of Occupational Health and Safety Consultants
- The Danish Association of Occupational Safety and Health

#### FINLAND

- TTK - The Centre for Occupational Safety

#### FRANCE

- CNPP - Centre National de Prévention et de Protection

- AFTIM - Association française des Techniciens et Ingénieurs de sécurité et des Médecins du travail

- AINF - Association Interprofessionnelle de France pour la prévention des risques et la promotion de la sécurité et de la santé au travail

#### IRELAND

- IOSH –Ireland, Institution of Occupational Safety and Health

#### ITALY

- AARBA - Association for Advancement of Radical Behaviour Analysis
- AIDII - Associazione Italiana degli Igienisti Industriali
- AMBLAV - Associazione Ambiente e Lavoro
- ASP - Associazione Italiana Psicologi
- CISL - Confederazione Italiana Sindacato Lavoratori
- INAIL - Istituto Nazionale per l'Assicurazione contro gli Infortuni sul Lavoro
- ISFOL - Istituto per lo Sviluppo della Formazione Professionale dei Lavoratori
- Ministero del Lavoro
- Politecnico di Milano
- Regione Toscana
- SAIPEM - Gruppo ENI
- Università di Milano – Dip. Medicina del Lavoro
- 2087

#### PORTUGAL

- SPOSHO - Sociedade Portuguesa de Segurança e Higiene Ocupacionais (Escola de Engenharia - Universidade do Minho)
- DPS - Department of Production and Systems Universidad do Minho

#### REPUBLIC OF KOREA

- KOSHA - Korea Occupational Safety and Health Agency

#### ROMANIA

- ARSSM - Asociatia Romana pentru Securitate si Sanatate in Munca

#### RUSSIA

- NACOT - National Association of the Centers for Occupational Safety & Health

#### SPAIN

- COTPRLM - Plataforma Colegio Oficial Técnicos de Prevención Comunidad de Madrid
- Fundacion MAPFRE
- INSHT - Instituto Nacional de Seguridad e Higiene en el Trabajo
- TECNALIA

#### SWEDEN

- SSG - Standard Solutions Group AB

#### THE NETHERLANDS

- NVVK - Nederlandse Vereniging voor VeiligheidsKunde
- TUDelft - Delft University of Technology

#### USA

- ASSE - American Society of Safety Engineers
- CDC - Center for Disease Control and Prevention
- NIOSH - National Institute for Occupational Safety and Health

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