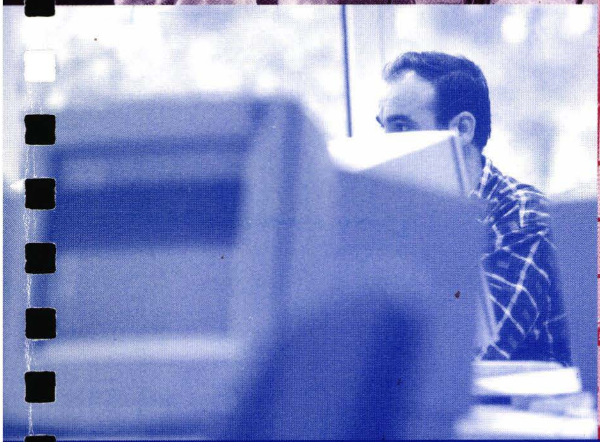
GOSH!



An open and distance learning programme which helps in Gearing up to the Occupational Safety and Health Systems of the European Union

Developed by TNO Work and Employment, The Netherlands

Sonja Hossent

GOSH!

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Colophon

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Content

GOSH! Gearing up to the Occupational Safety and Health Systems in the European Union; an introduction

The Phare Multicountry Programme for Distance Education

This programme financed through Phare and coordinated by the European Training Foundation in Turin, Italy, established a network of distance education centres in ten Central and Eastern European countries who have the ambition to become a member state of the European Union. As part of this multi country programme an European Studies Programme was organised on topics of interest for these pre-accession countries.

TNO Work and Employment from The Netherlands was the contractor for an European Studies programme on occupational safety and health. This programme, with its acronym name GOSH! (Gearing up to the Occupational Safety and Health Systems of the European Union), was developed and delivered within twelve calendar months with the help of a project team at TNO Work and employment, a tutor team and ten National Facilitators on GOSH! in Central and Eastern Europe. Due to a close and pragmatic collaboration between all these people and the motivation of all selected participants GOSH! became a very succesful project.

Therefore, I would like to thank all these persons and the members of the steering committee for the very fruitful collaboration we were able to establish.

GOSH! project team and tutors:

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Pim Piek	Marguerithe de Man
Jan Harmen Kwantes	Andre Peer
Niek Steijger	

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Steering Committee members GOSH!:

Ulrike Damyanovic	Marc Sapir
Olivier Richard	Finn Sheye

In this book one can find all the materials that have been used during the project. These materials are also available on cd-rom.

Jan Michiel Meeuwsen
teamleader GOSH!

October 1999

Background of the GOSH!-programme

The GOSH! open and distance learning programme on the topic of occupational safety and health was organised as part of the European Studies Programme. Prevention of damage to workers' health is an important issue in EU-policy. Apart from the individual human trauma, the socio-economic costs of poor performance in occupational safety and health are high and threaten Europe's competency in a global economy. Countries in Central and Eastern Europe will have to adopt this EU-policy, especially those, which are on the threshold of future accession to the European Union.

The programme was made available from April 1999 onwards. It focused on the most important elements of the Framework Directive on Occupational Safety and Health and its consequences for safety and health in the workplace. 74 Participants from ten applicant Eastern European countries participated. These countries included: Bulgaria, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Slovakia and Slovenia. The GOSH-programme only had 16 drop outs.

Programme content

The programme provided a broad knowledge of the Framework Directive on Safety and Health of Workers at Work (Council Directive 89/391/EEC of 12 June 1989). All the relevant elements were covered, including risk assessment, preventive services, workers' participation and an introduction to the development of sound safety and health policy based on the Framework Directive's basic philosophy.

Assignments during the programme focused on best practice in the implementation of EU Health and Safety Policy prerequisites in the participants' home countries. The basic knowledge and skills in teaching and training methods required to develop courses were also provided. An important assessment of the participants' progress was the design and presentation of his or her own short course on this topic to colleagues and other interested parties in Central and Eastern Europe.

Finally, through this programme, participants were introduced to the Internet based networks of OSH-experts and OSH-institutions (OSH = Occupational Safety and Health) who are working and communicating with one another within Europe and on global scale.

Target groups

In order to stimulate a multiplier effect within the ten applicant Eastern European countries representatives from the following categories were invited:

- policy developers, decision makers and trainers from public and private organisations representing employers;
- policy developers, decision makers and trainers from public and private

organisations representing employees;
- policy developers and decision makers from ministries and inspectorates;
- health and safety managers from individual enterprises;
- trainers from professional training providers in OSH.

Learning objectives

After the programme all participants will be able to design and develop specific workshops or training courses for their own organisations on topics, which may include:
- the objectives and the structure of the Framework Directive;
- the understanding of the *acquis communautaire* and the procedures through which European Union legislation is adapted and implemented at member state level;
- the roles and responsibilities of the social partners and the individual companies in the implementation of health and safety policies;
- a comparison of Eastern European legislation with EU-legislation and the implications for strategies and operational plans for improving health and safety measures in the work-place in the participants' home country.

The participants will also be able to work with Internet based communication technologies in order to keep themselves informed of the latest developments in the field of occupational safety and health in Western Europe and other countries.

Programme design, delivery and tutoring methods, media used

The programme was delivered through the Internet. Participants downloaded course modules and assignments from the project's home page. Tutors in Western Europe were consulted through this home page. An e-mail discussion list was organised for all participants of the programme. Via the home page interesting links were offered to other OSH-sites and some of the assignments had to be performed through Internet searches, others could be performed individually or in the learner group of the participants' home country.

Distance education centres in all Central and Eastern European countries appointed a special national facilitator for this programme where participants could ask questions concerning the use of e-mail, Internet, etc. For each national group in one of the countries two residential tutorial seminars of two days were organised by OSH-experts from the European Union. During these seminars the results of assignments were discussed and additional skills developed.

Learner pre-requisites, study workload

Participants were expected to meet the following requirements:
- have the ability to read and write English on an intermediate level - all communication was in English;
- be familiar with the field of occupational safety and health;
- be computer literate on an intermediate level;

- be willing to use the outcomes of the programme in his or her own work;
- represent one of the earlier mentioned target groups;
- have the full agreement of his or her line manager for taking part in this programme.

The average study workload was calculated to be 80-90 hours over a period of three calendar months. Participants should have access to a modern computer (minimum spec. Pentium, 32 Mb RAM with Internet access) either at home, at work or through one of the distance education centres.

Start and end time, certificate

The programme started mid April 1999 and finished in June/July 1999. All participants who finished the programme successfully received a certificate which was endorsed by the European Agency for Safety and Health, the European Trade Union Confederation and the Union of Industrial and Employers Confederations of Europe.

Follow up

The programme was highly evaluated by the participants. All National Contact Points for Distance Education in Central and Eastern Europe were offered a license agreement for the GOSH open and distance learning materials during three years plus an additional budget to translate the materials. The programme materials were published on cd-rom and as a programme book. The participants' discussion list will be continued after the project.

Contact person

The contractor for this programme was TNO Work and Employment in The Netherlands. For any further information or licensing of these copyrighted materials, please contact Jan Michiel Meeuwsen, senior consultant at TNO.

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Foreword

The GOSH-project is part of the European Studies Programme targetted at Central and Eastern Europe in order to help countries in **G**earing up with the **O**ccupational **S**afety and **H**ealth Systems in the European Union.

The GOSH-project combines two aims:
- to promote open and distance education for the further development of the education and training systems of Phare countries, and
- to prepare participants to deliver training programmes about the Framework Directive and its implementation in national legislation.

As a result of these aims, the GOSH-project offers you a course. This course is mainly developed as a learning package with the emphasis on self-study. That is what we call an Open and Distance Learning package (ODL-package). With a total study-time of approximately 100 hours, only 24 - 30 hours are reserved for classroom training. These are an introductiory meeting by your local host and two tutorial seminars by GOSH-trainers. The course will finish with a final assessment. You will receive a certificate at the end of the course, provided that you put serious efforts in the self-study, that you visited the seminars and that you succeeded in the final assessment.

The course covers five units:
- Unit 0: Introductory activities
- Unit 1: European Union
- Unit 2: Framework Directive; its consequences for health & safety at national/company level
- Unit 3: Implementation (in national legislation)
- Unit 4: Training (consisting of two parts)

The course will provide a broad knowledge of the Framework Directive on Safety and Health of Workers at Work (Council Directive 89/391/EEC of 12 June 1989). All the relevant elements will be covered including obligations for employers and employees, risk assessment and an introduction to the development of sound safety and health policy based on the Framework Directive's basic philosophy.

You will be studying independently for most of the time, therefore we have produced a learner guide *and* for each unit a workbook. The Learner Guide and the Unit Workbooks are especially designed to guide the individual learning process. If you have any questions or queries, you will be able to contact your tutors by E-mail and see them at the tutorial seminars.

To gain full benefit of the Learner Guide and the Workbooks, it is important that you fully understand the structure of these self-study materials and the way they should be used in relation to other learning materials and sources of information used. The Learner Guide and the Workbooks together, form the basis of your ODL-package:

- The Learner Guide contains general information; it explains how to make use of the Learner Guide and the workbooks; you will also find information about the planning of the course.
- The Workbooks are your actual study guides. For each unit, a workbook is produced. Each workbook consists of:
  - an Introduction to the unit; this introduction describes the scope, estimated study load, position in the course and intended learning outcomes of the unit
  - an elaborated workbook; this part is your study guide for a unit. The study material included, enables you to work through the activities to be carried out in studying an unit. It will also inform you about the necessary preparations for the tutorial seminars.

We advise you to read the general part and the introductions to the units carefully, before starting with the workbook. It is important to realise that the actual effectiveness of the Learner Guide and the Workbooks is dependent upon the way that you use it. One of the features of Open and Distance Learning is that the learner him- or herself is responsible for working out the study plan and making full use of the support offered. The benefits you gain, will be proportional to the amount of effort you put into your study.

We wish you lots of success,
The GOSH project team

Working as a GOSH!-participant

As a selected participant to GOSH!, we expect you to have the background knowledge to understand the contents of this training course. Nevertheless, we are aware that Open and Distance Learning may be a new experience for most participants. Whereas you are used to trainers and tutors, who are present during a training course and help you to gain the right information, you now have to organise your own learning process, using this Learner Guide. That's why the developers of this ODL-course, have put so much effort into making this Learner Guide and the related Workbooks as easy to follow as possible.
In this Learner Guide you will get information about:

- the target group or course participants;
- how to use the Unit Workbooks;
- the support via the internet;
- who you can contact during your study;
- the planning of the training course as a whole.

About the target group

The target group of GOSH! is quite diverse. We intend to have participants from the ten applicant Central and Eastern European countries. Also the professional background of the course participants will differ. We expect

people from the following categories:
- policy developers, decision makers and trainers from public and private organisations, representing employers;
- policy developers, decision makers and trainers from public and private organisations, representing employees;
- policy developers and decision makers from ministries and inspectorates;
- health and safety managers from individual enterprises;
- trainers from professional training providers in OSH (i.e. Occupational Safety and Health).

How to use the Workbooks

Each workbook starts with an *introduction to the unit*. This 'introduction to the unit' informs you about:
- the scope of the unit;
- the average number of hours, needed for studying this unit;
- the position of the unit and its relation to the other units;
- the intended learning outcomes.

After reading this introduction, you should know what the main topics of the relevant unit are and it should be clear what is expected of you. With this information, you can also adapt the course planning, according to your personal preferences and situation. To actually start studying the information of a unit, you should use the second part of the workbook. The study material covers the relevant unit as a whole or can be split up in one or more sections, depending on the volume and the complexity of the unit. Each section will contain the following elements:

1. *A short introduction*
   This introduction makes clear why the information of the section/unit is included in the course and how it is related to the other sections of the unit;

2. *Specific learning outcomes*
   These tell you exactly what you should know or be able to do after studying the information of the unit/section. Before starting to study the information, you should always first screen the intended learning outcomes, and ask yourself the questions:
   - What does it say?
   - What does it mean?
   - What do I expect to be informed about in this section?
   - What can be in this unit for me?

   You will notice that - by asking yourself these questions - your attention will be focused more easily on the relevant pieces of information.

3. *Text, literature, etc. concerning the subject matter*
   The study-texts, literature, articles, case-studies etc. will be offered to you in several ways. It may be offered to you as:
   - an integral part of the Workbook;

• a separate piece of information (e.g. a case-study);
• a printable piece of information you have to obtain via the internet.
The workbook, always tells you exactly what information you need to study and where you can find this information.

4. *Learning activities*
The learning activities are meant to help you to process the unit contents. Examples of learning activities are:
• to study a text;
• to solve a problem;
• to make an assignment;
• to report on another activity; etc.
The learning activities are numbered per unit. So, the activities will be numbered ongoing, through all sections in a unit. The activities are described mostly as independent activities. Together, all the unit activities will guide you through the relevant unit in an effective way.
Learning activities are clearly indicated in the workbooks as:

Activity 5

Some learning activities will provide input for a tutorial seminar and/or should be submitted for a dossier, kept by the course team. When this is the case, it will be explicitly mentioned, as:

Activity 7 *Tutorial seminar 1*
This means that you have to take the work to the seminar mentioned, in order to discuss it and elaborate on it during the seminar.

Activity 12 *Submit for dossier*
This means you have to send in the result of this learning activity as an attachment to your E-mail message to your tutor.

We will keep your results in a dossier as a proof that you actively participated in the course and put serious efforts in your self-study. This is important to obtain your certificate at the end of the course. Notice, that you have to study the several course units at the same time. In some cases units are linked to each other by means of learning activities. For example: in order to carry out a learning activity in the unit 'Implementation', you need the results of a learning activity in the unit 'Framework Directive...'. This means that you can't finish one unit first, before starting the second one, and then the third one, etc. You have to follow a course plan. You will read more about this, further on in this Learner Guide.

5. *Feedback*
After each learning activity you will find feedback. That is, an indication - by means of suggestions and examples - of what the expected output might look like. You can use the feedback to check if you have carried out the

learning activity, in the way the course developers expected you to carry it out. All the feedback is printed in italics.
Notice, that the feedback is no answer. Neither is it the only right response you should come up with. The feedback is meant to give you an idea whether or not your performance of the learning activity helps you to achieve the intended learning outcomes.

6. *Summary*
All the important information of the unit/section is summarised in a short summary. You can use the summary in several ways:
   - You can read the summary first, before studying the unit/section.
   - You can read the summary at the end, to revise all the information of the unit/section.
   - You can briefly re-read the summary, when studying related sections or units of the course.

7. *Key learning points*
Immediately after the summary, key learning points are mentioned. These are the most important topics of the subject matter. Knowing the key learning points, is knowing the topics to which you should pay the most attention.

8. *Self assessment questions*
At the end of each section you will find self assessment questions that generally focus on the same subject matter as the learning objectives of the section. By answering these questions you can monitor your own understanding of the subject matter. It is not a problem if you need to re-read the study-text, in order to answer the questions. You are even challenged to do so, because it is part of the learning process.

9. *Answers to self assessment questions*
Immediately after the self assessment questions you will find the answers to them. Unlike feedback, these are the right answers to the questions. That means, that if your answer was about the same as the answer in the workbook, you have understood the subject. If your answer differs from the answer in the workbook, you probably misunderstood the subject. It is also possible that your answer was not enough to the point.

   In case your answer differs from the provided answer, always try to work out why it was not adequate and check if you agree with the answer in the workbook. Notice, that the answers to the self assessment questions are provided to equip you with a possibility to check whether you learned the subject matter. Although there might be a temptation to look at the answers while you are working on the self assessment questions, you should not do so. Remember, that this learning is your own responsibility. And you will only know if you really understand, by testing yourself honestly.

In case the Workbook consists of more sections, the Workbook can also provide at the end of the unit as a whole:

- a concluding summary;
- a self evaluation questionnaire with questions about the total unit;
- answers to the self evaluation questionnaire.

You can use these elements in the same way as the summaries and self assessment questions per section. All the activities and the support of the learner guides of the several units, will help you to prepare for the *final assessment*. The final assessment is thoroughly dealt with in unit 4.

The support via the internet

GOSH! will put all the learner materials on the project's website. As a participant you can access a closed part of the GOSH!-site with your own user code and password. Here you can download the workbooks of the units and the learner guide.

GOSH! will also provide you with your own E-mail address that you can use to send information to your tutor and other participants. On the website you can collect your E-mail messages that you have received on your GOSH E-mail address. The GOSH-website should be visited regularly, because it is an important medium for communicating the latest information on the progress of the programme.

Furthermore, GOSH! will organise an E-mail discussion list for all GOSH-applicants (selected and non selected persons). This discussion list can be used to express opinions and to respond to statements or questions from other GOSH-applicants who share similar interests in occupational safety and health policy.

Who can you contact during GOSH!

GOSH! has recruited a local host in the Distance Education Centres of your country. Every participant can communicate with this local host in his/her mother tongue to discuss all related issues to GOSH!, e.g. if any problem would arise with the communication through e-mail.
The local host will contact you regularly and invite you for the introductory meeting at the Distance Education Centre and the tutorial seminars.

Furthermore, during GOSH! the tutors from the European Union can be contacted directly through the website or through e-mail. Each country will have its own tutor who will communicate through e-mail and perform the two tutorial seminars.

Course planning

The course will be running for about three months. In this period you have to study several units at the same time. In the same period you will also attend an introductory meeting and two tutorial seminars. The introduction and the seminars are fixed in time. Since several learning activities are preparation for the tutorial seminars, they determine the course plan.

The following table illustrates the ideal course plan.

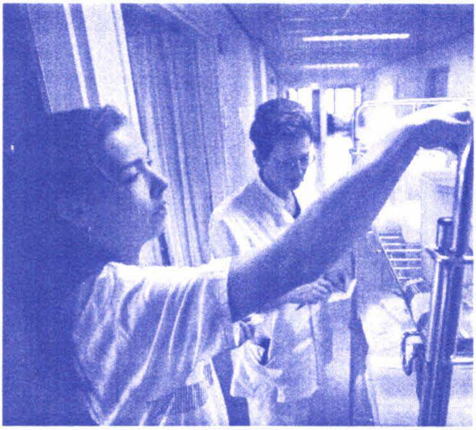
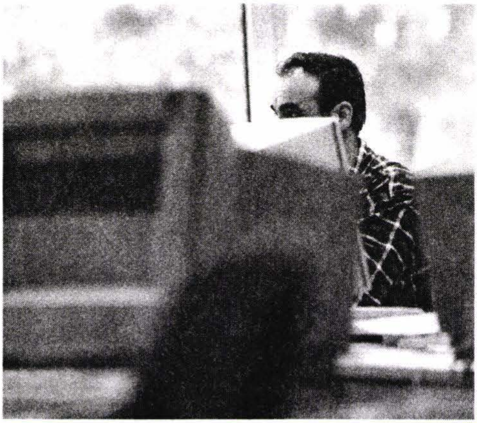
Calender-week	Project-week	Unit 1: European Union	Unit 2: Framework Directive +	Unit 3: Implemen-tation	Unit 4: Training	Estimated study-time
	1	**introduction session/start of the project**				6 hr
	2	X	X		X	14 hr
	3		X		X	11 hr
18,19 or 20	4	**tutorial seminar 1**				12 hr
	5		X	X	X	9 hr
	6			X	X	8 hr
	7			X	X	8 hr
	8			X	X	8 hr
	9			X	X	8 hr
24, 25 or 26	10	**tutorial seminar 2 (incl. final assessment)**				12 hr
					total study-time:	96 hr

The 'crosses' in the cells of the 'unit columns', refer to the learning activities per unit. So, this table shows you:

- which units should be studied;
- of which units learning activities should be attempted(the Workbooks will show you exactly which learning activities);
- in which period (previous to seminar 1 or 2) and which week of the project.

With this information you can decide how to spend your time most effectively during the course as you study the course materials. Remember, you can't study one unit first and wait until you have to start with another. You have to make a personal plan on the basis of this information and the information you find in the introduction to each of the Workbooks.

Practical and logistic circumstances, may influence your study plan. Only the seminars are fixed in time (different per country). When there are changes necessary in the rest of the planning, the project management will inform you as soon as possible.

Unit 0

Introductory Activities

GOSH!

Unit 0

Introductory Activities

Introduction to the unit

Scope of the unit

The unit 'Introductory activities' is not about occupational safety and health. As the name of the unit says, it is an introduction to the rest of the course. The unit is meant to enable you to make a good start with this course. It should be studied, before you attend the introductory meeting. As they say in England: 'well begun is half done'.

Learning hours

The introductory activities will take you about six hours study time. The main (learning) activities of this unit are:

- studying the Learner Guide;
- reviewing the course plan and making up your personal study-plan;
- visiting the introduction session of the local host, at a Distance Education Centre.

Position of the unit

This introductory unit should be studied before the start of the learning period for all the other units. Which you can see in the table below.

	Unit 1: European Union	Unit 2: Framework Directive	Unit 3: Implementation	Unit 4: Training
start of learning period	starts with the introduction of the local host	starts with the introduction of the local host	starts with the introduction of the local host	starts with the introduction of the local host
end of learning period	ends at first tutorial seminar	ends after first tutorial seminar	ongoing to second tutorial seminar	ongoing to second tutorial seminar
estimated learning hours to spend	6	18	15	21

Linkages to other units

This unit is the introduction to the other units, but is not related to their contents. The introductory activities of this unit will provide you with a necessary overview of the course and enable you to place all the information in the right context.

Learning outcomes

On completion of this unit and after visiting the introduction session of the local host at the Distance Education Centre, you should:

- understand the aim, objectives and structure of the course;
- be able to understand the course plan and be able to translate it to a personal study-plan;
- be able to use the media to be used for course delivery and the support provided by the local host.

About this Workbook

The three activities which are covered in this introductory unit are:
- studying the Learner Guide;
- reviewing the course plan and making up your personal study plan;
- visiting the introductory meeting.

Corresponding to these three activities and the learning outcomes, this Workbook is divided into three sections:
1. The aim, objectives and structure of the course
2. The planning of the course
3. The introductory meeting

This Workbook is meant as an introduction to the rest of the course. As a result, it does not include self assessment questions to monitor your understanding of the subject matter.

Section 1: The aim, objectives and structure of the course

Specific learning outcomes

On completion of this section you should be able to explain:
- the aim of the course;
- the objectives of the course;
- the structure of the course.

Introduction

You are about to start an Open and Distance Learning course on the Framework Directive on Safety and Health at the Work Place as a representative of your country and organisation. After this course you are expected to disseminate the information and knowledge you have gained amongst the people you represent. That is why it is important to have the full grasp of the aims, objectives and structure of the course.

Aims of the course

The aims of this course are to provide participants with:
- A general and practical understanding of the *acquis communautaire* and the procedure through which European Union legislation is adapted and implemented at the national level.
- In-depth understanding of the objectives and structure of the European Union's 1989 Framework Directive, the roles and responsibilities of the government, social partners and the individual companies in the implementation of health and safety policies.

Learning objectives of the course

After the completion of this course participants will be able to:

- demonstrate knowledge of the Framework Directive;
- design, develop and deliver training courses (in their own organisations) that effectively contribute to the implementation of the Framework Directive in the national legislation of their countries;
- enable their own course participants to develop and execute strategies and plans for the implementation of the Framework Directive's requirements at national, regional and company level.

Structure of the course

The course covers:

- Five units:
  - Unit 0 - Introductory activities;
  - Unit 1 - European Union;
  - Unit 2 - Framework Directive; its consequences for health & safety at national/company level;
  - Unit 3 - Implementation;
  - Unit 4 - Training (two parts);
- An introductory meeting (by the local host).
- Two tutorial seminars (by a GOSH-tutor).
- A final assessment (part of the second tutorial seminar).

The course units mainly have to be studied by means of open and distance learning. Unit 0 is an introduction to the rest of the course. The Workbook - *this Workbook* - must be studied, previous to the actual kick-off of the course: the introductory meeting. The introductory meeting will take place at a national Distance Education Centre. This meeting will be organised by the local host. During this introductory meeting you will receive more information about the course programme and organisation. You will also become acquainted with the course and rest of the course participants from your country.

After this introductory meeting, you will start studying the Workbooks of the other units. Some of the learning activities, included in the units 1, 2 and 4, should be executed as preparation for your participation to the first tutorial seminar. About three weeks after the introductory meeting, the first tutorial seminar will be organised. This seminar will be used to elaborate on the learning activities you have done, to exchange information and to actively work with the course contents.

After the first tutorial seminar you will continue studying the Workbooks to do more learning activities. Some of these learning activities have to be undertaken as preparation for the second tutorial seminar. The learning activities, especially those of unit 4 'Training', will help you to prepare the final assessment as well. About seven weeks after the first tutorial seminar, the second tutorial seminar will take place. Part of this seminar is to participate to the final assessment, in which you have to show that you are able to effectively design, develop and deliver a training course regarding the Framework Directive and the consequences of it's implementation.

The Learner Guide and Workbooks will guide you in working through the most important parts of the course contents. In addition, you get support from your GOSH-tutor and the local host. You can communicate with your tutor throughout the whole course, via the project web-site on the internet. The local host will support and facilitate you in this communication via the internet.

Activity 1

Consider the aim, objectives and structure of the course and use this to describe the position of the unit Training in the course.

Feedback

You might find that the aim of the course doesn't say anything about 'training'. On the other hand you can see that 'training' is a separate unit, that 'training' is mentioned in the course objectives and even that it is an important element of the final assessment. From this you might conclude that 'training' is seen as an important element in the dissemination of the course contents, as presented in the other units.

Summary

In this section we have described the aim, objectives and structure of the GOSH ODL-course. On the one hand, the course regards contents, especially the European Union's 1989 Framework Directive and the implementation of health and safety policies. On the other hand the course provides knowledge and skills to enable the participants to deliver training courses about these subjects.

The course covers five units: one introductory unit, three units regarding content and one unit regarding the delivery of the content to other people. The course also includes an introductory meeting and two tutorial seminars. During the second tutorial seminar the final assessment will take place.

Section 2: The planning of the course

Specific learning outcomes

On completion of this section you should be able to:
- indicate the consequences of the division of the study-time over the course;
- explain the necessity of a personal study-plan.

Introduction

This section deals with the planning of the course. The structure of the course has been planned by the project team as a part of the GOSH project. However, since it is an ODL-course, the participants must plan their own time and order for studying the units. In order to be able to make a personal study-plan, one needs to know how the course has been structured by the project team.

The course as planned by the project team

The course is planned to run for about three months in the period from April 1999 until July 1999. The data for the tutorial seminars are fixed, though different for the several countries.

country	1st tutorial seminar	2nd tutorial seminar
Poland	May 10 - May 12, 1999	June 28 - June 30, 1999
Slovakia	May 24 - May 26, 1999	July 5 - July 7, 1999
Hungary	June 14 - June 16, 1999	July 19 - July 21, 1999
Slovenia	May 24 - May 26, 1999	June 28 - June 30, 1999
Romania	May 10 - May 12, 1999	July 19 - July 21, 1999
Bulgaria	May 17 - May 19, 1999	July 12 - July 14, 1999
Estonia, Latvia, Lithuania	May 10 - May 12, 1999	July 5 - July 7, 1999
Czech Republic	July 12 - July 14, 1999	September 6 - September 8, 1999

These fixed dates to a great extent determine the basic plan of the course. Before the first tutorial seminar a study-time of approximately 25 self-study hours is planned. In this period the emphasis will be on the units:

1. European Union
2. Framework Directive and it's implications for Health and Safety policy at company level
4. Training

The exact period in which you have to spend these 25 hours, depends on the date of the introductory meeting in your country. Generally, you will have two or three weeks between the introductory meeting and the first tutorial seminar. There is a longer period (varying from five to seven weeks) between the first and the second tutorial seminar. In this period you will continue studying the units 2 (Framework Directive and it's implications for Health and Safety policy at company level) and 4 (Training). You will also start studying unit 3 (Implementation) and prepare for the final assessment. In this period the study-time is not expected to exceed six self-study hours per week. The emphasis will be on implementation and training.

Based on this plan, you can make a personal study-plan suit to your own situation. It is important to do so. You have to plan your time as effectively as possible, in order to meet the requirements for the tutorial seminars. Especially, in the first part of the course.

Within the course plan described, you are more or less free to plan your own study-time. Within the course structure we have described, you are are even free to decide the order in which you study things. Each Workbook contains an introduction to the unit in which you can find how the units are interrelated in terms of subject matter or learning activities. During the introductory meeting with the local host, you will be asked to work out a personal study-plan.

Activity 2

As a preparation to your personal study-plan, consider what additional information you should take into account.

-
-
-
-
-

Feedback
The main questions in making a personal study-plan are:
- What am I supposed to do? and
- How much time have I got?
Information about the first question you can find in the Workbooks of this course, when you review the subject matter and the learning activities. For this, the course plan in the Learner Guide can be of help. The second question is already partly answered in this section. Nevertheless, you should also consider how many time you can spend during the evenings, weekends and/or

during working time. Other information you might find useful, is about the order in which you can study the subjects and carry out the learning activities most effectively.

Summary

In this section we have stated that the planning of the course is largely determined by the fixed dates of the tutorial seminars. The course plan also indicates which learning activities should be done at what period of the course. As a result you can calculate, the number of study-hours you have to spend before the first and the second tuturial seminar. It is important to make a plan according to your own situation, so that you can spend your time as effectively as possible.

Section 3: The introductory meeting

Specific learning outcomes

On completion of this section you should understand:
- the aims of the introductory meeting;
- the main elements of the introductory meeting.

Introduction

Although you have already started the course by studying this Workbook, we have planned an introductory meeting for the actual kick off. Because open and distance learning, for most people is still quite a new phenomenon, we considered that it was important to provide you with a serious introduction to this course. That is why, we asked (for each country) our local hosts at the Distance Education Centres to arrange an introductory meeting. This section will further inform you about the aims of the introductory meeting.

The aims and main elements of the introductory meeting

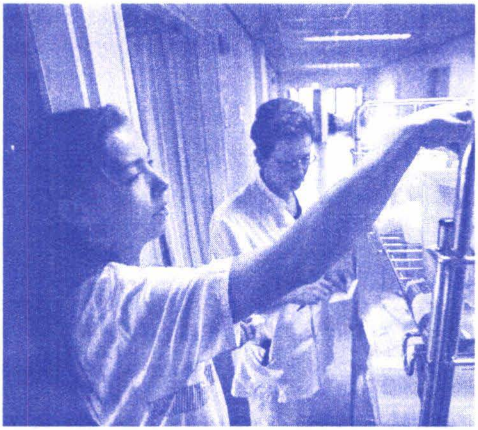
We have organised the introductory meetings for several reasons. They are
1. to become acquainted with the other course participants from your country;
2. to have a good understanding of the organisation of this course;
3. to become familair with retrieving information from the internet;
4. to devise a realistic study plan, according to your personal situation.

We intend to plan the introductory meeting in such a way that all participants from one country can meet each other at the same time. The meeting will be organised by the local host and covers the following elements:
- Welcome and become acquainted with each other.
- An explanation of the role of the local host.
- A short introduction to the organisation of the course as a whole and of what is expected from the course participants, including information about the final assessment.
- A detailed introduction to working on the internet, including amongst others:
  - how to find and visit websites;

- how to download information;
- how to communicate with E-mail;
- exchange of E-mail addresses;
- how to work with attachments to your E-mail messages;
- how to unzip or unpack files which have been received or downloaded.

- Experiencing working on the internet and visiting interesting websites (in small groups).
- An exploration of the learning activities to be undertaken in order to make...
- ...an individual study plan.

Finally, we use the introductory meeting to complete your ODL-package, namely through downloading additional Unit Workbooks.




Unit 1

European Union

GOSH!

Unit 1

European Union

Introduction to the unit

In this unit you will learn about some of the basic principles concerning the organisation of the European Union (EU). Many Central and Eastern European countries are preparing for accession to the European Union. For this reason it is important to understand some aspects of the organisation and structure of the European Union and its institutions. This is essential for a full understanding of the context and relevance of the Framework Directive. You will learn how to find information on EU-policy, -legislation and -institutions. All the EU-legislation is compulsory for each member or future member states of the EU; that is to say that all members states have the duty to implement most EU-legislation in their own national legislation.

This unit, therefore, forms the basis for a good understanding of the *Council Directive 89/391/EEC of 12 June 1989 on the introduction of measures to encourage improvements in the safety and health of workers at work* also known as the Framework Directive on Health and Safety at Work 1989. The unit will help you to develop your skills in searching the World Wide Web. Basic skills will be introduced, but you further develop those skills to undertake more research on all the information offered to you through the EU-websites. The unit ends with a learner activity which asks you to produce a short summary in your first language. The result of this will be an input for the first tutorial seminar and you can of course use it in your future work.

The activities which provide input for the Tutorial Seminars are clearly indicated. At the Tutorial Seminars you will be able to share your experiences with other participants. This will help you to broaden your understanding of European Union policy in Occupational Safety and Health.
Throughout the unit feedback is provided for the activities so that you will know if you are gaining the knowledge and skills as you study. At the end of this unit there are some self assessment questions which will allow you to test yourself. If you cannot answer any of the self assessment questions, you should go back and work through the unit again. If you still don't understand, you can contact a tutor or discuss your questions with them at one of the Tutorial Seminars.

Unit 1 has been designed to take an *average* of six learning hours. Not everyone learns at the same pace, so don't be surprised if you finish sooner or take a lot longer. The important thing is that you do undertake the activities, because you will learn much more than if you just read through the text like a book. Do not forget that throughout GOSH *you* are the learner. Always try to reflect on your experiences as you progress through your learning about Occupational Safety and Health and apply the best of your experiences in your design of the course you are preparing for others.

Learning objectives

On completion of this unit, participants should:

- be able to find information on EU-policy and -legislation;
- be able to find information on the most important institutions of the European Union;
- have gained the skills to search for relevant and additional information on the EU-websites;
- be able to demonstrate a basic understanding of the EU-policy, EU-legislation and the most important institutions of the European Union.

Welcome to Europe !

Introduction

You are going to have a look at the website and related websites of the European Union. The home page of the EU-website is called 'Welcome to Europe'.

Activity 1

This activity will help you in finding more information on the history and the member states of the European Union. Please activate the internet browser on your computer and surf to this address: http://europa.eu.int/index-en.htm. Click on 'ABC'. Read the text that pops up to you, than, find the word 'history' and click on this hyperlink. Choose 'thematic chronologies'. Click on 'Institutions'. Print out the text that opens in front of you and read it carefully. Complete the table in which you will list the present member states of the European Union and the year of their accession.

Name of Member state	Year of accession

Give two conclusions you can draw based on the pace of the past enlargement process of the European Union?

1.

2.

Feedback
There are many conclusions you might come up with. For example: it took a long time before all the present 15 member states became full members of the EU, countries like Austria, Sweden and Finland joined the EU just recently. There is a core group of 6 member states which have been working together since the fifties; think of the close collaboration between Germany and France in this respect.

Activity 2

Future enlargement

This activity will concentrate on the future enlargement process of the EU in which the EU and the countries from Central and Eastern Europe are involved. You will learn something of the developments which should lead to this enlargement and the conditions which guide this process.

Please activate the internet browser on your computer and surf to this address: http://europa.eu.int/index-en.htm. Click on 'Search' and type in the appropriate box 'An historic opportunity'. Just read the first paragraph 'An historic opportunity'. The rest of this text you can print out for further reading. After reading this paragraph, try to give an answer to this question: What would be the most important reasons for the EU to start accession negotiations with some countries, whereas others have to wait, although 'the door remains open'?

Some reasons might be:

-
-

Feedback
In your answer you might include reasons like: to be invited for the accession negotiations, countries need to have a social and economic structure which can compete with the social and economic structures of present member

states, the invited countries should have an open market which allows for competitiveness, free transport of goods and persons.

Activity 3

Acquis communautaire

This activity introduces a definition of the so called 'acquis communautaire'. This expression is used most frequently when the EU-commission is referring to the accession of new member states.
Your need the same web site and text you have used for activity 2, namely: 'Agenda 2000: for a stronger and wider Union'. Now activate the search function of your internet browser which enables you to find separate words or phrases in a text. Type in the word 'acquis'.
You will be taken to a paragraph with the title 'Applying the criteria'. This paragraph includes the text frame 'The Copenhagen criteria'. Read this paragraph and mention the two groups of criteria which should be met by candidate member states in Central and Eastern Europe before they can access the European Union.

1.

2.

Feedback
Not only the implementation of the whole body of EU-legislation etc. (acquis communautaire) is necessary. On top of that some additional guarantees are asked from the candidate member states in Central and Eastern Europe.

Activity 4

Aims of the European Union

The aims of the European Union have been changed since the so called Treaty of Maastricht (1992). This activity will help you to understand the changes which have taken place. The original aims of the EU focused primarily on economic items, like a common market in the EU member states. Since the Treaty of Maastricht the scope of the EU has broadened to include other issues.

Please activate the internet browser on your computer and surf to this address: http://www.europarl.eu.int. Now you will arrive on the home page of the European Parliament. Choose as a language English. You will be transferred to a new webpage with lots of information on the European Parliament.
Click on the hyperlink 'Overview of the European Parliament' under the heading 'ABC'. On the next page entitled 'The European Parliament: An

Overview' click further on the hyperlink 'What is the European Union?'. For this and the following activity we will work from this page. Therefore, print out this page for further study. Read the two paragraphs 'Aims' and 'The three pillars of the Union'. Try to make a choice on which aims are covered by which pillars. Put your findings in the table below.

Aims	Which pillar?

Feedback
You should understand fully the way in which the aims of the EU are structured. The aims that focus on social and economic progress are probably the most important ones and the best organised. The other aims are more difficult to organise within the EU. Because individual member states find it difficult to give up their sovereignty on the items related to these aims, namely: defence policy, foreign policy, home affairs and justice.

Activity 5

Institutions of the European Union

With this activity you will learn something of the institutions of the European Union. For the further development of the EU many institutions and bodies have been created. They all have specific tasks and their own responsibilities. You have to activate the same webpage as you have been using in activity 4 entitled 'What is the European Union?'. Read the paragraph on 'Community institutions and bodies'. Focus your attention especially on the following institutions: The European Parliament, The Commission, The Council of the European Union, The European Council and The Court of Justice.

Describe the most important tasks, responsibilities and powers of these five institutions in brief. If you need more detailed information of these five institutions go to the following address: http://europa.eu.int/inst-en.htm for additional reading on the European Institutions.

Feedback
The Council of the European Union as well as the European Council are institutions with decisive powers, e.g. they can stop or reject proposals for new EU-legislation. Within these two institutions the member states can clearly defend their own national interests. In contrast to the two above

European Institutions	Tasks, responsibilities and powers
The European Parliament	
The Commission	
The Council of the European Union	
The European Council	
The Court of Justice	

mentioned institutions, The European Parliament and The European Commission clearly have limited powers. The European Commission is the only institute which can initiate new EU-legislation, but does not have the power to decide on these proposals. The Court of Justice can make final decisions on topics which are ambiguous in the EU-legislation.

Activity 6

Legal instruments of the European Union

What legal instruments does the European Union have? You will learn some basic acts about the scope of the EU legislative instruments by working through this activity. Article 189 of the Treaty of the European Economic Community (1957) quite clearly states the four legal instruments of the European Union.

Quotation of Article 189 EEC Treaty:

In order to carry out their task and in accordance with the provisions of this Treaty, the European Parliament acting jointly with the Council, the Council and the Commission shall make regulations and issue directives, take decisions, make recommendations or deliver opinions.

A regulation shall have general application. It shall be binding in its entirety and directly applicable in all Member States.

A directive shall be binding, as to the result to be achieved, upon each Member State to which it is addressed, but shall leave to the national authorities the choice of form and methods.

A decision shall be binding in its entirety upon those to whom it is addressed.

Recommendations and opinions shall have no binding force.

Which of these four instruments do you think is used by the EU to implement EU-legislation on occupational safety and health into the national legislation of the member states?
Explain your answer.

Your choice and explanation:

Feedback
It is good to realise that the member states can apply several implementation strategies concerning OSH legislation initiated by the EU. But... the essential contents of EU directives should be fully implemented. Therefore, the directive is the legal EU-instrument used in the field of occupational safety and health.

For the retrieval of complete legislative documents, please have a look at the following web address: http://europa.eu.int/index-en.htm. Click on the hyperlink 'legal texts' under the heading 'ABC'. By clicking on the hyperlinks under the headings 'Treaties' and 'Legislation' you are able to retrieve full legislative texts.

Activity 7 *Tutorial Seminar 1*

A paper on the European Union

In this activity you are asked to prepare a short paper on the European Union. Some keypoints to address when writing your paper will be suggested. The result of this activity will serve as an input for the first tutorial seminar. You can also use this paper for the design of your final assignment, namely a training programme for colleagues or clients of your own organisation. In unit 4 on Training you will learn more about this final assignment.

Produce a maximum of two pages in your first language. Use the following six keypoints in any order you think appropriate when producing your paper:
1. History
2. Member states
3. Enlargement
4. Aims
5. Institutions
6. Legislation.

Take the result of this activity with you in writing to the first tutorial seminar. During the seminar you will receive feed back on your output. Your paper should be a logical, coherent text in full sentences. Do not use telegram style, but consider your paper as the future handout for your own colleagues and/or clients. Make sure that you have five copies of your paper for the Tutorial seminar.

Summary

In this unit you have learned about some of the issues concerning the European Union. You have used the EU-websites to look at the history, the countries and the enlargement of the EU. Furthermore, you have searched the websites of the EU on topics concerning the aims of the EU and the tasks, responsibilities and powers of five EU-institutions. Finally, you learned something about the four legislative instruments of the EU. The unit concluded by giving you some suggestions for a paper on the European Union which will serve as an input for the first tutorial seminar.

Key learning points

- The development of the present EU was complex and took a long time.
- Membership of the EU will have enormous consequences for many aspects in the societies of candidate member states.
- Accession to the EU from countries in Central and Eastern Europe is not a matter of just implementing the 'acquis communautaire', but the EU is asking these countries to ensure additionally fundamental democratic principles like protection of human rights, freedom of speech, independent jurisdiction.
- The socio-economic developments of the EU are quite successful, whereas the developments in the field of foreign policy and home affairs are rather laboriously.
- There is a clear contrast between EU-institutions with decisive and limited powers.
- The *contents* of the directives as a legal instrument of the EU are binding, whereas the *way* of implementation in member state legislation can vary.

Attempt the self assessment questions before you move on to other units.

Self assessment questions

1. Which EU-institute takes the initiative for new legislation or action in the field of occupational safety and health?

2. In the field of occupational safety and health and product safety, norms and standards from the EU are increasingly important for member states and enterprises. Do these norms and standards belong to the 'acquis communautaire'?

3. Try to think of the main concerns in your country regarding the accession to the EU. Mention one major concern which to your opinion is the most difficult to overcome when preparing for membership of the EU.

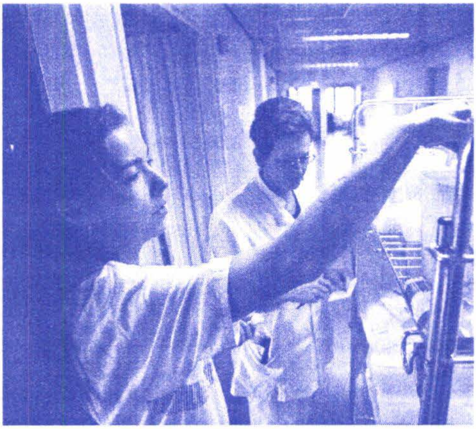
Answers to self assessment questions

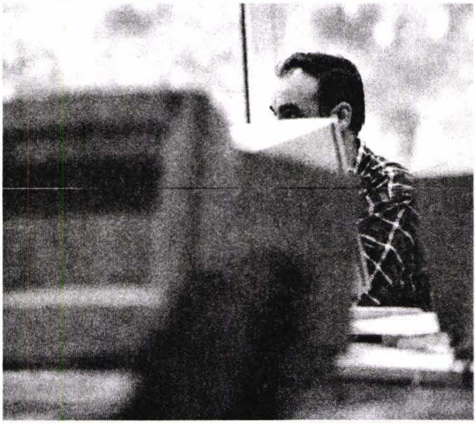
1. The Council of The European Union decides only on newly proposed legislation after consultation of the European Parliament. Therefore, only the European Commission can make proposals for new legislation.

2. The 'acquis communautaire' does *not* only consist of legislation, but also includes elements like norms and standards which derive from legislation. Therefore, norms and standards do belong to the 'acquis communautaire'.

3. Concerns you might come up with can include:
   - the ability of the economy of your country to compete with other economies within the EU;
   - the transformation of the state institutions to guarantee democracy;
   - a solid state of your government's financial situation (think of preparing for accession to the European Monetary Union) ;
   - the position of minorities in your country.

   In short all issues related to the 'acquis communautaire' and the Copenhagen criteria.





Unit 2

The Framework Directive;
its consequences for health & safety at national/company level

GOSH!

Unit 2

The Framework Directive;

its consequences for health & safety at national/company level

Introduction to the unit

This unit will focus on the *Council Directive 89/391/EEC of 12 June 1989 on the introduction of measures to encourage improvements in the safety and health of workers at work* also known as the Framework Directive on Health and Safety at Work 1989. You will learn more on the content and form of this Framework Directive which is extremely important, because this directive is the fundamental basis of occupational safety and health legislation in the member states of the European Union. Furthermore, it is the framework for other related directives in the field of OSH.

The unit starts with an activity which helps you to find the Framework Directive on the internet and print it for your own use. Next you will study the text of the Framework Directive in detail with the help of an introductory text. The unit will present two case studies of The United Kingdom and The Netherlands. These case studies will concentrate on three main issues of the Framework Directive, namely:

1. the risk evaluation
2. the protective and preventive services
3. the consultation and participation of workers.

You will be asked to study the differences in implementation in these two countries and compare the situation in these two countries with the situation in your own country. You will draw conclusions on what would be most appropriate in your country when it comes to the implementation of the three above mentioned issues of the Framework Directive. Your conclusions will be further discussed in the *first* tutorial seminar. Finally, you will learn to work with 10 general principles in organising safety and health policy in enterprises. These principles are based on the Framework Directive. This last activity will serve as an input for the *second* tutorial seminar.
The activities which provide input for the Tutorial Seminars are clearly indicated. At the Tutorial Seminars you will be able to share your experiences with other participants. This will help you to get a better understanding of the Framework Directive, its implementation in two EU member states and its implications for safety and health in companies.

Throughout the unit feedback is provided for the activities so that you will know if you are gaining the knowledge and skills as you study. At the end of this unit there are some self assessment questions which will allow you to test yourself. If you cannot answer any of the self assessment questions, you should go back and work through the unit again. If you still don't understand, you can contact a tutor or discuss your questions with them at one of the Tutorial Seminars.
Unit 2 has been designed to take an *average* of 18 learning hours. Not everyone learns at the same pace, so don't be surprised if you finish sooner or take a lot longer. The important thing is that you do undertake the activities, because you will learn much more than if you just read through the text like a

book. Do not forget that throughout GOSH *you* are the learner. Always try to reflect on your experiences as you progress through your learning about Occupational Safety and Health and apply the best of your experiences in your design of the course you are preparing for others.

Learning objectives

On completion of this unit, participants should:

- be able to find on the internet and print it out locally the European Union legislation on occupational safety and health;
- be able to state and explain the main principles underlying the Framework Directive;
- have gained knowledge of implementing three elements (risk evaluation, protective and preventive services, consultation and participation of workers) of the Framework Directive in two EU member states;
- have drawn preliminary conclusions on what would be the best way of implementing the three elements of the Framework Directive in their own country;
- have learned to work with 10 general principles for organising occupational safety and health policy in companies.

The Framework Directive; how to find it?

Introduction

This activity will guide you in finding the Framework Directive on the internet and printing it out for self study. You are going to have a look at the websites of the European Union. The home page of the EU-website is called 'Welcome to Europe'.

Activity 1

This activity will help you to find the full text of the *Council Directive 89/391/EEC of 12 June 1989 on the introduction of measures to encourage improvements in the safety and health of workers at work* also known as the Framework Directive on Health and Safety at Work 1989.
Please activate your internet browser on your computer and surf to this address: http://europa.eu.int/index-en.htm. Under 'ABC' click on 'legal texts'. You will arrive at a webpage entitled 'European Union law'. Search for the hyperlink 'Community legislation in force' and click on it. You will be taken to a webpage called 'Directory of Community legislation in force'. Now click on category 05 'Freedom of movement for workers and social policy'. At the following webpage search for category 05.20.20.10 'Safety at work'. Click on this hyperlink. On this webpage all the legislation is ranked chronologically. Look for the hyperlink '389L0391' and click on it.

Gosh! ... this took a long time, but at last you have arrived at the full text of the Framework Directive. When you have the text on your screen, give a print command within your internet browser to obtain this text on paper. Please notice, that on the previous webpage with this address http://europa.eu.int/eur-lex/en/lif/reg/en_register_05202010.html you can also find all the individual directives based on article 16 of the Framework Directive. In the GOSH programme we will not pay attention to these individual directives, but you might find them useful in other contexts.

The Framework Directive in detail

Introduction

In this activity you will first read an introductory text to the Framework Directive, then you will study the 19 articles of the Framework Directive and finally you will execute a short self test to check if you have fully understood the basic elements of the Framework Directive.

Activity 2

Please read the following text which was published in *Social Europe; Europe for Safety and Health at work*, European Commission, Directorate-general for employment, industrial relations and social affairs, Brussels 1994, ISSN 0255-0776. This text is adapted by the GOSH authors to the present situation.

As a follow-up to the third action programme, 12 June 1989 saw the adoption of the first and probably the most important Directive providing for minimum requirements concerning health and safety at work under Article 118A of the EEC Treaty: Framework Directive 89/391/EEC on the introduction of measures to encourage improvements in the safety and health for workers at work. It is the core of the Commission's strategy on health and safety directives to have a Framework Directive on which all subsequent directives will be built. The Framework Directive is to be supplemented by individual directives covering specific areas and also sets the general framework for future directives related to it.

The implementation of the Framework Directive requires an active approach to health and safety and far more changes to broaden the scope of member states' national legislation. As an example, it will be new to many member states that requirements must be followed to protect workers in the public sector. In addition, with the modernisation of our workplaces, other specific areas will need to be targeted. New working environment problems (repetitive strain injuries, eyesight problems caused by visual display units, etc.) have arisen as a result of automation and the introduction of new technology.
One of the objectives of the Framework Directive was to ensure the improvement and equality of protection for all workers throughout the 15 member states. This means that the divergence between the legislation in member states has been substantially reduced.

The Framework Directive covers all workers in the European Union, privately as well as publicly employed, with the exception of the self-employed and domestic servants. The scope is thus intended to be extremely broad. It aims at covering every aspect of health and safety of workers and ensuring equality of protection for all workers throughout the 15 member states.

After this introductory text, now please read the articles 1 - 19 of the Framework Directive that you have printed as a result of activity 1. To assess your understanding of the Framework Directive, try to give an answer to the following questions and note the article number you are referring to in your answer.

1. Is the Framework Directive applicable to civil servants?
2. What should the employer do after finishing the risk evaluation?
3. An employer wants to make use of an external protective and preventive service. Is this allowed according to the Framework Directive?
4. What kind of occupational accident registration has the employer to produce?
5. List at least three rights for workers' representatives with specific responsibility for safety and health?

Feedback

1. *The scope of the Framework Directive is broad. The workforce in many countries consists of quite a large number of civil servants. Luckily enough the Framework Directive considers civil servants as 'normal' workers. (Compare Art. 2, FD)*
2. *Just possessing a risk evaluation is not enough, the employer of course also has to develop measures to improve the level of safety and health in all activities and levels of the company. (Compare Art. 6, sub 3a, FD)*
3. *The employer has to designate workers to carry out activities related to the protection and prevention. In certain circumstances, the employer is allowed to contract external competent personnel to carry out those activities. (Compare, Art. 7, sub 3, FD)*
4. *Occupational accidents and even near-accidents are renowned sources of information for OSH-policy. Therefore, registration is obligatory. The Framework Directive is quite explicit on the form of registration, but this form is rather limited. (Compare, Art. 9, sub 1c, FD)*
5. *Workers representatives are given 7 rights to pursue their tasks. (Compare Art. 11, sub 3, 4, 5 and 6 FD)*

General principles set out in the Framework Directive for OSH policy are:

1. Avoid risks.
2. Evaluate the risks which cannot be avoided.
3. Once evaluated, combat these risks at source.
4. Adapt the work to the individual (ergonomics) especially as regards the design of workplaces and the organisation of working and production methods.
5. In implementing these objectives, keep abreast of technical progress.

6. In general, replace the dangerous by the non-dangerous or the least dangerous.
7. Develop a coherent overall prevention policy which covers production, organisation of work, working conditions and dialogue between management and workers.
8. Give priority to collective protective measures, and only resort to individual protective measures if the situation renders any other choice impossible.

The Framework Directive; its consequences for your country

Introduction

The next activity will help you to identify the similarities and differences between 4 important articles of the Framework Directive and the legislative regulations in your own country.

Activity 3 ***Tutorial Seminar 1***

Read the articles 6, 7, 9 and 11 of the Framework Directive again. In these articles you will find many issues which should be addressed in the national legislation of member states. Use the table below to identify 3 topics for each article and compare them with the national legislation in your country. Identify similarities where you can conclude that no further transposition of the Framework Directive in your country is needed and identify differences where transposition or adaptation would be needed. In the last column of the table fill in the changes which in your opinion would be needed on the topics where you have identified clear differences between the Framework Directive requirements and your country's legislative regulations.

Of course it might well be that you have to conclude that a complete article in the Framework Directive is not covered anywhere in your country's legislation so far. If this is the case, add this in at the appropriate place in the table below. You might find it difficult to find regulations that would match with the requirements of the Framework Directive in your country's legislation. No problem, we are not all legislative experts. Still try to do the best you can. You have met other participants from GOSH! during the introductory meeting. Why not use email to contact them and discuss it with them? You might also consult a colleague in your organisation who would be more expert in this field. Or just contact government officials at a ministry or inspection authority who *should* know and ask them if these issues are covered somewhere in your country's legislation.

Try to complete the next table and take it with you to the first tutorial seminar where you will discuss your outcomes with the other participants.

Framework Directive	Similarities (max. 3)	Differences (max. 3)	What changes are needed? (max. 3)
article 6 general employers obligations			
article 7 protective and preventive services			
article 9 various employers obligations			
article 11 consultation and participation of workers			

Feedback
In your answers it would be best to limit your comments and not to go into too much detail. Try to identify the major issues. What is important is, for instance, the requirement of article 9 of the Framework Directive where the employer shall be in the possession of an assessment of the risks to safety and health at work. This risk assessment is a major source of all related OSH measures which need to be taken. Without this risk assessment it is virtually impossible for an employer to meet the obligations of article 6. Can this risk assessment obligation be found somewhere in your country's regulations? And if not, what change would be needed?

Case studies of the United Kingdom and The Netherlands

Introduction

The following activities will guide you through a brief description of the situation in two EU member states, namely the United Kingdom and The Netherlands. You will read texts on three major topics which are regulated in the Framework Directive:

- risk evaluation
- protective and preventive services
- consultation and participation of workers.

The two countries have transposed these topics somewhat differently. It is now up to you to assess the advantages or disadvantages of the situations described in these case studies. Based on the results of these activities you can draw conclusions on what would be the most suitable way in your country to transpose the Framework Directive requirements in these three fields. You can use the case studies provided for this activity but for more information on The United Kingdom and The Netherlands you can download their latest country reports which have been produced by the European Agency for Safety and Health at Work in Bilbao, Spain.

Activate your internet browser and search for the following address: http://europe.osha.eu.int. This is the home page of the Agency, you might as well bookmark this webpage. Try to find the icon 'Publications' and click on it. On the next page click on the hyperlink 'Agency Reports'. Click two times on the report name 'Priorities and strategies in Occupational Safety and Health'. On the left of the page that opens up to you, you will find the country reports of the EU member states. Click on either 'The Netherlands' or 'The United Kingdom' to get the full text in English. Now you can chose to read and print parts of the country reports or you can click on the hyperlink 'full text' to have the complete report and print it. Click on the hyperlink 'full text'. Print out the country report of each member state.

Read carefully through this additional information on these two member states. It will help you to complete this activity successfully. Of course mark in some way or another those parts in these country reports that are of special importance for the three fields we are looking at in these activities.

Activity 4 ***Tutorial seminar 1, submit for dossier***

Read the following two texts and try to fill in the table. Please note that the results of this activity should be submitted for your dossier. It will help the tutors to see what issues are relevant in your country . You can send the documents as an attachment by email to your tutor.

Risk assessment in the United Kingdom

Employers, including self-employed persons, in the United Kingdom are required to carry out a risk assessment and if they have five or more employees, to record significant findings. Every employer has to make a suitable and sufficient risk assessment for the purpose of identifying the measures he or she needs to take to comply with the law.
The risk assessment must be reviewed and revised regularly. The findings of the risk assessment must be recorded in a written statement for firms with five or more employees. Employers with five or more employees must also record any group of their employees who are especially at risk.

There are no specific requirements on the substance and procedures of the risk assessment. Much is left to the employer's own discretion. The risk assessment consists essentially of an identification of the present hazards and an estimate of the extent of the risks involved taking into account whatever precautions already have been taken. The estimate of the extent of the risk depends on two factors: the likelihood of something unsafe happening and the number of people who might be exposed to it if it did. In the United Kingdom regulations for risk assessment, the procedure is chiefly based on identifying likely hazards and ranking them according to risk; a matter of common sense.

Risk assessment in The Netherlands

In The Netherlands all employers are obliged to make an evaluation of the risks to which their workers are exposed. This risk assessment must be reliable and in writing. It must take notice of all the hazards which the work poses for the health, safety and welfare of workers.

Risk assessments are mostly based on checklists which can be used to identify systematically, all possible hazards. These checklists are developed by specialist institutions in all sorts and sizes. Furthermore, the risk assessment should also be based on the analysis of the sickness absenteeism and accidents within a company. Special attention should be made to specific categories of workers, e.g. pregnant women, young workers (under 18 years) and elderly workers.

The result of the risk assessment must be a written document with an overview of all the avoidable and unavoidable hazards to which workers are exposed. In this document the measures which will deal with the risks listed should also be mentioned. The basic principle here is: combating the risks at source.

The risk assessment has to be adapted as often as the experiences with it or changed working methods or working conditions give cause, or in the event that significant changes occur in the generally recognised rules of science.

This written document has to be officially approved by certified occupational safety and health experts (e.g. a safety engineer or occupational physician) from an occupational safety and health service. Every employer in The Netherlands has the obligation to contract one or more qualified occupational health and safety services to assist with the risk assessment and evaluation. Furthermore, the risk assessment must be communicated to the work council and every worker may inspect the risk assessment on request.

If a Dutch employer can not show an approved risk assessment in writing to a labour inspector, he is violating the law and can be fined. At the moment, approximately 80% of all Dutch employers have a written risk assessment document. This score is lower for small and medium sized enterprises. Now try to fill in this table.

Risk assessment	Applicable in your own country
UK	
NL	

Feedback
It is hard to tell what is correct or wrong when you have filled in this table. The best would be to consider for yourself what would be appropriate and realistic given the situation in your country and comparing this situation to the descriptions of the United Kingdom and The Netherlands. Before filling in any suggestion, you might also discuss it with some of your colleagues or other interested persons familiar with the field. If you represent a specific organisation like an employers' association, trade union or government organisation you might also consider the specific political situation in your country. You will be able to discuss your responses with tutors at the tutorial seminars.

Activity 5 ***Tutorial seminar 1, submit for dossier***
Read the following two texts and try to fill in the table. Please note that the results of this activity should be submitted for your dossier. It will help the tutors to see what issues are relevant in your country . You can send the documents as an attachment by email to your tutor.

Protective and preventive services in The United Kingdom

In the United Kingdom there is no general duty placed on the employer to establish preventive services in the workplace. The employer must organise access to preventive services, but is not obliged to contract them. There are few integrated preventive services where one can find medical and safety experts and/or industrial hygienists. Occupational health services are not systematically regulated, though in some cases regulations prescribe compulsory medical supervision of workers exposed to specific risks like lead exposure, chemical hazards, asbestos etc. This medical supervision may be assured by a public service or by approved medical practitioners.

Occupational health services can be found in most large industrial companies as well as in the public service and nationalised industries. There are so few inter-company occupational health services in the United Kingdom that the majority of workers in small and medium sized enterprises are not covered by occupational health services at all. In some cases, smaller firms have access to the occupational health services of larger companies on a fee-paying basis.

Safety services may form part of an integrated preventive service but they can also be an independent service. Again, there are no general duties on the employer concerning safety services, though in some industries (mining, shipbuilding, off shore oil industry) regulations require the appointment of safety specialists. The precise profile of these safety specialists is rarely described. In the United Kingdom there are no clear descriptions of the capabilities and aptitudes of the persons forming the preventive services.

Protective and preventive services in The Netherlands

In The Netherlands every employer is required to organise preventive services either by hiring competent personnel to form an internal occupational safety and health service or by contracting an external occupational safety and health service or a combination of both. In these OSH services one can find four obligatory OSH professionals, namely: occupational physician, safety engineer, industrial hygienist and a so called work and organisation expert. The latter professional concentrates on several aspects concerning exposures of workers to situations which might effect their welfare, such as: work pressure, stress, monotonous work, sexual harassment, etc. The four OSH professionals must be certified based on strict criteria concerning quality and quantity of their professional studies and their working experience.

Almost 100% of all Dutch employers are covered by OSH services. Most of the employers have come to a commercial contract with an external OSH service. In this contract some obligatory items are included:

- the OSH service must approve the risk assessment document produced by the employer;
- the OSH service must assist the employer with a policy on sickness absenteeism and support workers who are ill;
- periodic medical examinations must be initiated by the OSH service based on the risk assessment;
- the employer must organise, with the assistance of the OSH service, occupational health surgeries for all workers.

OSH services need to have certification to prove that they have all four obligatory professionals at their disposal and that their services are up to standards. The Dutch government has developed a specific certification scheme for OSH services which can be compared with certification standards like ISO in the field of quality.

Protective and preventive services	Applicable in your own country
UK	
NL	

Feedback
There are no right or wrong answers to this activity. You should consider what would be appropriate and realistic given the situation in your country and compare this situation with the descriptions of the United Kingdom and The Netherlands. Before filling in any suggestion, you might also discuss it with some of your colleagues or other interested persons familiar in the field. If you represent a specific organisation like an employers' association, trade union or government organisation you might also consider the specific political situation in your country.

Activity 6 ***Tutorial seminar 1, submit for dossier***

Read the following two texts and try to fill in the table. Please note that the results of this activity should be submitted for your dossier. It will help the tutors to see what issues are relevant in your country . You can send the documents as an attachment by email to your tutor.

Consultation and participation of workers in The United Kingdom

Safety representatives and safety committees are the main elements through which the workers' participation in health and safety is organised in Britain. The British system is based on the right of trade unions recognised by management to appoint safety representatives. Any trade union which is recognised by the employers for collective bargaining may appoint safety representatives from among the employees of the company. Where there is no recognised union, the company's workers have no official mechanism to be represented in health and safety matters.

The statutory functions of a safety representative can be defined as follows:

- investigate potential hazards and examine the causes of accidents;
- investigate complaints by any workers relating to health, safety or welfare at work;
- to make representations (= polite protest) to the employer on matters affecting health, safety or welfare at work;

- to receive information from inspectors;
- to attend meetings of safety committees.

The rights of the safety representative are mainly those of investigation and information; they have no independent decision-making powers. The employer and the safety representatives may wish to seek advice from outside the company.

Safety committees must be established when at least two safety representatives so request. These committees are joint bodies (employer's and employees representatives) whose main function is to monitor the measures taken to ensure health and safety at work. Safety committees are rare in workplaces with no trade union initiative in health and safety, although some British employers would like to develop this form of worker's consultation.
In small and medium sized firms the number of safety representatives has lowered considerably during the last two decades, whereas in firms with more than 100 workers the amount of safety representatives has expanded at a steady pace. The existence of workers' representation on safety and health in British organisations is largely dependent on the employer's voluntary recognition of a trade union. There are no specific provisions relating to the role of safety representatives or safety committees in the organisation of protective and preventive services.

Consultation and participation of workers in The Netherlands

The general principle in the Dutch Working Conditions Act is the collaboration between employer and Work Council to realise an effective health & safety policy. The employer has to initiate, draft, execute and evaluate a coherent health & safety policy within the enterprise.
The members of the Work Council are chosen by and amongst the employees of the company. Every employer with more than 50 workers must allow the workers to chose a Work Council. The influence of the national Trade Unions on the Work Council is relatively limited. Trade Unions can only make proposals for a candidate list with TU members to be chosen in the Work Council. Besides this TU list with candidates, still other non-TU-members can be chosen in the Work Council.

It is the legally based task of the Work Council to stimulate new initiatives in the field of health and safety policy. Furthermore, the Work Council has to monitor the implementation process of this OSH policy. The above mentioned tasks are performed by the Work Council using the following legally based rights:
- the right of initiative (e.g. the Work Council has made proposals to prevent workers being mobbed at the workplace);
- the right of consultation (e.g. the employer has to consult the Work Council for investment proposals in new machinery);
- the right to approve or reject (e.g. the Work Council can approve or reject regulations for sickness leave proposed by the employer).

The occupational safety and health service has the obligation to assist both the employer and Work Council. This assistance is meant to improve the level of collaboration between employer and workers in the field of occupational safety and health. During its inspection activities the Labour Inspection talks not only to the employer, but also with the Work Council.

Consultation and participation of workers	Applicable in your own country
UK	
NL	

Feedback
It is hard to tell what is correct or wrong when you have filled in this table. The best would be to consider for yourself what would be appropriate and realistic given the situation in your country and comparing this situation to the descriptions of the United Kingdom and The Netherlands. Before filling in any suggestion, you might also discuss it with some of your colleagues or other interested persons familiar in the field. If you represent a specific organisation like an employers' association, trade union or government organisation you might also consider the specific political situation in your country.

Health and safety management

Introduction

This activity will concentrate on the general principles applicable to safety and health at work that an employer can use to organise a health and safety management system. First you will have a look at these 10 general principles. Secondly, you will learn how these general principles can be managed in an organisation.

The output of this activity will be used for the *second* Tutorial seminar.

Activity 7 *Tutorial seminar 2*

Read carefully the following 10 general principles:

1. Avoid risks.
2. Evaluate the risks which cannot be avoided.

3. Combat the risks at source: for example, if a machine is making too much noise treat the machine itself before soundproofing the room in which it is housed.
4. Adapt to technical progress: take account of progress and modern production methods.
5. In general, therefore, replace the dangerous by the non-dangerous or the least dangerous. Examples:
   - modern circular saws are better guarded than older models;
   - certain products are less hazardous to health than others while being just as effective.
6. Introduce risk prevention into the organisation of work and working conditions ('prevention is better than cure'). For example, supervisors should:
   - integrate risk prevention into their activities;
   - give collective protective measures priority over individual protective measures (e.g. provide an effective guard-rail rather than an anti-fall harness);
   - ensure hand and airway protection by choosing safe products in the first place rather than by ordering men to wear gloves or masks.
7. Adapt the work to the individual. For example:
   - choose equipment whose safety contributes actively to productivity;
   - set workbenches, typing tables, etc. at the right height for individual workers (neither too high nor too low).

   Equipment selection and workplace design are therefore important elements in safety and health protection. Monotonous work is also a risk factor, and one which employers should endeavour to alleviate through workplace design, work organisation and through the choice of equipment, products and working procedures.
8. Give collective protective measures priority over individual protective measures. This means that all workers must be protected, for example, from noise, noxious dusts or dangerous gases, before individuals are issued with, and ordered to wear, such items as earmuffs, masks or respirators.
9. Give appropriate instructions to workers to ensure that they have adequate information for the protection of their safety and health; only workers who have received adequate instructions may have access to areas where there are serious and specific dangers.
10. Check, or have a third party check, that these measures are actually implemented.

Employers can't do everything on their own. They have to manage their health and safety system and a basic definition of management is 'getting things done through people'. The employer can start with designating one person in the company to be responsible for occupational safety and health tasks. Try to identify three major tasks for this person based on the above mentioned principles.

Major tasks:
1.

2.

3.

Feedback
The tasks of this person would concentrate probably around the management of the risk evaluation and prevention in the company and the related measures needed to combat the risks. So you might come up with a major task like setting up the risk evaluation. Another major task is to check that identified measures are being executed and that the planned result is reached. Producing a risk evaluation, plus a related plan for risk combating is fine, but someone should do it. A third major task you might think of is the communication and co-ordination with external parties like a protective and preventive service, the inspection, suppliers of new equipment.

After the risk evaluation and the combating of risks, the employer could continue to work on prevention in the health and safety system. The best instruments for this are to inform, consult and train workers. Based on the 10 general principles, on what topics can the employer inform, consult and train his workers?

Information:

Consultation:

Training:

Feedback
An employer has to inform the workers on the risks involved and the measures taken or being taken. He or she has to consult the workers on prevention and involve them in setting up preventive measures. The workers have to be trained and provided with fresh training whenever there is a recruitment or change of job.

Finally, have a look at the organisation in which you work. Consider again the 10 general principles and mention two elements which, to your opinion, are organised in an acceptable way and two which would need improvement.

Acceptable	Needs improvement

Feedback
Again, there is no right or wrong answer. Perhaps what is most likely to be missing is a clear risk evaluation. It may that the best element would perhaps be the introductory training you received when starting in your job. It is sometimes good to realise how well the health and safety management system in your own organisation is developed when you intend to train others on this topic.

Summary

In this unit you have learned more on the details of the Framework Directive. You studied the full text of the FD and you have answered a short self test about the FD. Furthermore, you had a look at case studies of the United Kingdom and The Netherlands. In these case studies three major issues were described:
1. the risk evaluation,
2. the protective and preventive services,
3. the consultation and participation of workers.

You have compared these issues and studied additional country reports of these two member states of the EU. Based on this information you have made a choice of what would be applicable in your own country. The unit concluded with an activity where you learned to work with the 10 general principles for the organisation of safety and health at work.

Key learning points

→ All EU legislation can be found on the World Wide Web and freely printed.
→ The Framework Directive covers almost all workers in the EU and

requires a broad approach to health and safety.

- DGV is the Directorate General of the European Commission which is in charge of occupational safety and health.
- Risk evaluation, the organisation of protective and preventive services, the consultation and participation of workers are three major issues regulated in the Framework Directive.
- There are clear differences between EU member states in the transposition of the Framework Directive.
- Employers cannot do everything on their own; they have to designate workers who are in charge of occupational safety and health and to whom tasks can be delegated.
- Information, consultation and training are three major instruments for an employer in setting up safety and health systems.

Attempt the self assessment questions before you move on to other units.

Self assessment questions

1. Does the Framework Directive also cover self-employed workers?

2. Mention one of the major objectives of the Framework Directive

3. A machine is producing too much noise in a workplace. The employer distributes hearing protectives to all workers exposed. Is this measure in line with the principles of the Framework Directive?

4. Consider the following statement:
   'The transposition of the Framework Directive in all EU member states should be exactly the same.'
   Is this statement true or false?

5. What are the best three instruments for an employer to use to work on prevention in the health and safety system?

Answers to self assessment questions

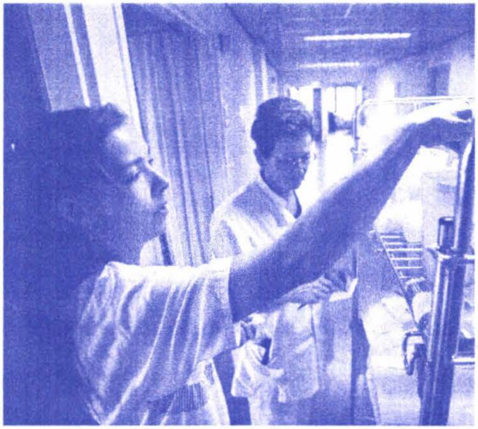
1. Under United Kingdom law, also self-employed persons are required to carry out a risk assessment. However, the Framework Directive does *not* cover self-employed persons, or domestic servants (compare the introductory text in activity 2).

2. One of the major objectives of the Framework Directive was to ensure the improvement and equality of protection for all workers throughout the 15 member states (compare the introductory text in activity 2).

3. This is *not* in line with the general principles of the Framework Directive. The Framework Directive requires the employer to combat the risk at source and to give priority to collective protective measures instead of only individual protective measures. It would be better to try to make the machine less noisy first. If this is not possible then the machine could be covered in order to reduce the noise. If this is not possible, the operator and machine could be seperated and finally if this measure is still impossible it would be appropriate to distribute hearing protective equipment.

4. The transposition does *not* have to be exactly the same, but can be adapted to existing member state legislation although the requirements of the FD should still be met. This statement therefore is false.

5. These three instruments are information, consultation and training of workers.




Unit 3

Implementation

GOSH!

Unit 3

Implementation

Introduction to the unit

The decision to join the European Union is, for many countries, difficult to take. It is a long decision-making process that involves many players either directly or indirectly. This unit addresses the approach to decision-making within the scope of the implementation of the Framework Directive at national level. You will become acquainted with the various approaches to decision-making. No one approach is better than the other. They are possibilities and it is important that a conscious choice is made from the possibilities. The process of decision-making resulting from any one approach can be totally different from that of the others.

This unit also addresses the various roles of the players in the decision-making arena. We will use the term 'decision-making arena' to describe the arena or time and space in which the various players negotiate with each other. It is also important to be able to identify the players in the process and for an individual organisation to make a conscious decision as to the role it wants to play. If you do not make a conscious decision yourself, there is a strong chance that you will suddenly find yourself in a role you actually don't want. There are some roles you might want to play but must earn, in the sense that the others have to give you the role, because they think you are suitable for it. In this respect there is little difference between the political decision-making processes and the school playground. Preparing yourself and your organisation for your preferred role in the decision-making process is always preferable to being suddenly placed in an undesirable position by the other players.

The activities which provide input for the Tutorial Seminars are clearly indicated. At the Tutorial Seminars you will be able to share your experiences with other participants. This will help you to broaden your understanding of European Union policy in Occupational Safety and Health.
Throughout the unit feedback is provided for the activities so that you will know if you are gaining the knowledge and skills as you study. At the end of this unit there are some self assessment questions which will allow you to test yourself. If you cannot answer all of the self assessment questions, you should go back and work through the unit again. If you still don't understand, you can contact a tutor or discuss your questions with them at one of the Tutorial Seminars.

Unit 3 has been designed to take an *average* of 15 learning hours. Not everyone learns at the same pace, so don't be surprised if you finish sooner or take a lot longer. The important thing is that you do undertake the activities, because you will learn much more than if you just read through the text like a book. Do not forget that throughout GOSH *you* are the learner. Always try to reflect on your experiences as you progress through your learning about Occupational Safety and Health and apply the best of your experiences in your design of the course you are preparing for others.

Learning objectives

On completion of this unit, participants should:

- be able to make a distinction between normal decision-making and complex decision-making;
- be able to explain the differences between unicentric, multicentric and pluricentric decision-making approaches;
- be able to identify the roles of players in the policy making arena;
- have assessed the roles of important players in the policy making arena in their own country;
- have developed a strategy for changing the role of their own organisation within the policy making arena.

Various approaches to the decision-making process

Introduction

Amsterdam and Rotterdam are two large cities in the Netherlands. They are separated by no more than 100 kilometres and are both confronted by the typical problems of large cities. Even so they differ considerably from each other. Amsterdam, has a beautiful centre with canals and houses dating from the Golden Century (17th century). Rotterdam has a world famous and very impressive harbour? The centre of Rotterdam was bombed flat during the second world war and then completely rebuilt. The opinions regarding this development differ dramatically. Some people find it splendid while the others find it soulless. In this respect both cities, just like their respective football clubs Ajax and Feijenoord, have supporters across the whole country who support them each to the full.

However, Rotterdam and Amsterdam differ in more respects than just the atmosphere in the centre of the city and support for their the football clubs. The mentality of the two cities is also different. Of course there are many jokes from both sides that are in part based on prejudice. The impression that people have of the inhabitants of Rotterdam is that they are 'doers'. The inhabitants of Amsterdam on the other hand are said to talk a lot and do very little. They are super critical and are therefore by definition against everything. Both cities now have a metro system. In Rotterdam the system was operational years before the one in Amsterdam. And looking back, decisions were made in Rotterdam in a very smooth way, while in Amsterdam there was continuous opposition. There were for instance numerous pressure groups that were against the demolition of old buildings. The demolition was needed to allow the metro to run underground and the sites would be redeveloped with new houses.

Activity 1

Can you give an example from your own country of two different cities, organisations or associations that have a completely different mentality? If the two gossip about each other what do they say about each other? And what results do you see in the daily functioning of the organisations that are probably the results of these differences?

Organisation X	Organisation Y
What does X say about Y?	What does Y say about X?
What consequences does this have for X?	What consequences does this have for Y?

Feedback
In general it can be said that differences arise because of the different dominant norms and values of another culture. As a result of the recent resignation of the European Commission - but also before that - a difference could be seen between the cultures of the Northern and Southern members of the European Union. The members from the North want to be economical and view the demands of the members from the South as purely wasteful, while the members from the South want to profit to a greater degree from the budget of the European Union. In the resulting differences of opinions, cultural differences continually play a role.

Decision-making and complex decision-making

It is not possible to describe here all the controversy and commotion involved in the construction of the metros in Amsterdam and Rotterdam. However it gave the Dutch expert in the science of public administration, Teisman, a reason to review a series of environmental investments, such as the construction of large tunnels, rail connections, airfields, renovation of a harbour and the like to investigate how the decision-making process was addressed. These are complex decision-making processes where combinations of national, regional and local government played a role, alongside many other interested parties. Some of these processes took years, requiring a series of decisions to be made.

Teisman identified three different approaches to decision-making. These are not only useful when considering decision-making concerning environmental investment projects, but also for something like the decision-making involved in the implementation of the Framework Directive. These decision-making approaches can even be used at company level, for instance the decision-making involved in the investment in technological innovation.

What is decision-making? The term can give the impression that it only concerns the actual making of a decision, for instance voting with a two-thirds

majority, but it concerns the total process of *the preparation for, the taking of and the implementation of a decision*. For something like the implementation of the Framework Directive it is not just one individual or organisation that takes a decision. There are several individuals and organisations that make decisions that influence the result of decision-making with respect to the whole process.
The manner in which the Framework Directive is implemented in a country has, after all, major consequences for a large number of those involved. Just consider companies, employer and employee organisations, the upholders of the law, and people or organisations that maybe suddenly acquire an additional responsibility, requiring for instance a factory inspector or company doctor. All the parties will preferably want to influence the decision as much as possible, so that it is as favourable as possible for them.

In these complex situations various specific interests, usually referred to as vested interests, play a role and there is disagreement regarding the understanding of the term 'the common interest'. In such a situation it is not a question of decision-making but of *complex decision-making. A series of decisions determine the outcome of complex decision-making.* This is different from you as a private person deciding to buy a new couch. In the example of a family decision there could be disagreement about the colour of the couch. The number of interested parties concerned in this example, the members of the family, is not as large but in some situations many different opinions could be involved.

Activity 2

Choose two examples from your own experience to illustrate the difference between decision-making and complex decision-making. In both situations show which individuals, organisations and parties are involved.

Decision-making	Complex decision-making
Those concerned:	Those concerned:
1.	1.
2.	2.

Feedback
There are many possible examples you could have given. Here is one suggestion. A shopping centre in the borough of V. is desperately in need of renovation. In the nearby town of L. a large shopping centre has opened and the customers go there to shop. This is because there are more shops, parking is easier and everything is clean and new. The shopkeepers association of the shopping centre in V. has radical plans. There must be more shops and parking. The square must be laid out differently, however, people live above the shops. They also have their opinions: an attractive new square

will be fine, but inconvenience from cars cannot be contemplated. The local residents are in favour of a parking garage under the square. The local council has a plot of ground containing an old building. This building can be demolished and be replaced by a new building accommodating shops and houses. The local council wants a particular type of house. The project developers, who are involved, have their own ideas as well, because the type of house that the local council wants to build will not make the developers enough profit. They would prefer to build luxury apartments. If the local council contributes to the renovation of the shopping centre, then the occupants of the shopping street in the old centre of V. will also have their own opinions. That is only reasonable, because the local council is now favouring one shopping centre. And in this way the decision-making regarding the renovation of a shopping centre has become a part of local politics. So you can see that there are all sorts of players involved in something as simple as the renovation of a shopping centre. And that various series of decisions will need to be taken. In short: complex decision-making.

An example of simple decision-making is the decision of factory X to launch a new product. A simple decision is not by definition an easy decision. It is of major importance for the factory. The decision has not been taken lightly. The Research and Development Department has developed a prototype, marketing has carried out market research. A detailed plan has been formulated of the investments required for the purchase of a new line that can make the product and everyone is extremely nervous. The various departments involved in making the decision whether or not to launch the new product think in terms of their own discipline, but eventually they all have the same aim, namely: continuation of the operation. No one will benefit if the introduction of the new product fails.

If you think about it carefully, you will see that the implementation of the Framework Directive is a complex decision-making process, in which different parties who have their own agendas will try to protect their own interests. This will give rise to differences of opinion.

Activity 3

Put yourself successively in the position of someone who agrees and someone who disagrees with the opinion that the implementation of the Framework Directive in national legislation is a complex decision-making process. In the next table, make lists of the arguments that both people will use. You will then have two lists. Based on these two lists try to formulate your own (provisional) vision.

Feedback

Someone who agrees with this opinion will say that the way in which the FD is implemented in a country is not fixed. Every country may translate the EU-legislation in its own way into its national legislation. Choices are therefore possible and choosing A has for instance other consequences for companies than choosing B. Employers become, more or less as a matter of course,

The implementation of the Framework Directive in national legislation is a complex decision-making process	
Arguments for: • • • •	Arguments against: • • • •
My own vision: •	

parties in the decision-making process. They will after all want the choice that, in their eyes, appears to be the most lucrative. But the choice can be opposed by, for instance, the employees. The employee organisations will try to gain the most advantage. Now it appears that there are three parties, but in many situations there are even more. Often, not all employers in a country have the same interests. There are frequently major differences between the interests of large and small companies, between companies that operate in the national or international markets, or between certain branches of industry. Everyone must make their own decisions. Anyone who disagrees with this opinion will say that the legislative process is a task of government. And that the government is neutral and is capable of representing the common good.

A brief summary of the three approaches to decision-making

Introduction

When considering decision-making processes everyone will start from a certain view of reality. Everyone evaluates situations from a different background, helped by different knowledge and experience. Everyone wears as it were their own blinkers. Think about normal everyday situations. One person will be unconcerned about having to cycle alone through a dark wood in the evening. Someone else might associate a dark wood with unpleasant events and would not even consider having to cycle through one in the evening. They would see a frightening person behind every tree and the rustling of branches and leaves would come from wild beasts.

In the same way everyone takes a different view of how the field of decision-making is structured. And if you have not investigated this issue very much, it may be that you will not have many ideas about how a field of decision-making can be structured. It is bound up in the realities of the participants in the process. The things you don't know, you don't see. Experts in the science of public administration, who have considered decision-making in depth, agree that it consists of a large number of concerned parties who each make a contribution. But there are various ways in which those concerned relate to each other. Again there may appear to be different realities.

The unicentric approach

Firstly there is the top-down or unicentric approach. This assumes that those concerned in the field of decision-making are organised hierarchically. The top, the highest rank, makes the decision, the rest, the lower levels, carry it out. The decision flows from top to bottom (top-down). An example might be the decision of a company management that there must be a move from a two to a three-shift system. That decision must be implemented by the lower levels. The obvious reactions from the lower levels are that '*Those* in charge don't understand it at all'.

The assumptions for this type of approach are:
- there is a central unit (for instance: government) that defines social issues and makes the decision (makes policy) of how each should be approached;
- the central unit has a superior role in society and can therefore enforce its will;
- the central unit is in a better position than any other involved party to promote 'the common interest'.

Opponents of this unicentric approach assume that central government is not in a position to make the correct decisions, because it is overloaded. This takes us to the second approach.

The multicentric approach

The second approach is the bottom-up or multicentric approach where decisions are taken at the point of implementation. The assumptions of this approach are:
- decentralisation is inevitable, many decisions will be taken by the (local) parties concerned;
- central government should impose as few restrictions as possible on the other parties concerned;
- the decisions of the other parties concerned will result in an optimal situation without central intervention;
- this is nothing to do with the common interest but with the well-considered self-interest of the autonomous parties concerned.

Imagine that the company in the previous example has a number of different factories that each have their own management. In the multicentric approach the general managers of the factories can each decide themselves if it is necessary to move from a two-shift to a three-shift system. In both approaches autonomy has up to now been taken for granted. Here we mean independent decisions being taken by one party. In the unicentric approach central government is autonomous. In the multicentric approach everyone involved is autonomous. The first approach concentrates heavily on power, the second uses the market mechanism. What do we mean by the market mechanism?

First let us return to the example of the company with the different factories. Central management can decide that it is possible to have differences between the different factories. So allowing one factory to have a two-shift system and the other a three-shift system. That would be more difficult for the implementation of the Framework Directive. You can not allow six different types of legislation to exist alongside each other, just because one interpretation would suit one company better and the other interpretation the other company. Therefore a decision must be made. The multicentric approach talks in terms of the market mechanism, because all of the parties start to negotiate with each other. Whereby they, in a manner of speaking, start to 'buy and sell' in order to come out as well as possible. You would want to 'buy' the legislation that you want to have as 'cheaply' as possible and you want to sell the legislation that you do not want as 'expensively' as possible. In this way a compromise will be achieved.

Here in the Netherlands we have just recently seen a good example of this. A new road had to be constructed. There was, naturally enough, no council who wanted the road to pass through their village and it could not pass through nature reserves either. The result of the negotiations is that where the road has to pass through a village or a nature reserve it will be laid underground, so in a tunnel. Nice, but very expensive, and you will realise that no one wants to carry the costs. They will be billed to the government, because after all it is the government that wants the road so badly. The fact that all of the councils that are protesting are glad that they are so close to the road and therefore that a slip-road can branch off to their village is forgotten for the time being. In the third decision-making approach something is put in opposition to this market mechanism and the negotiations.

The pluricentric approach

In the third approach, the pluricentric approach, the assumption is made that none of the parties concerned is in a position to make decisions independently. So, whereas in the unicentric and multicentric approaches the assumption of autonomy exists, in the pluricentric approach this is replaced by the concept of interweaving. Several concerned parties work and compete together to make decisions and with them the policy.

The assumptions behind this approach are:

- the players consist of both central and local concerned parties that are connected in a jointly dependent relationship;
- neither a decision made solely by central government nor by the other concerned parties results in satisfactory decision-making and therefore policy;
- it is not the common interest or self-interest, but the joint interest, that is the criterion for evaluating the decisions.

If we return once more to the example of the factory mentioned earlier, then in this approach a joint decision will be made by all of the general managers of all of the independent factories. It is not considered desirable that the employees of a single company will be confronted with different shift systems. With pluricentric decision-making there is often room for a completely different solution. In this example the solution could well be that it is made easier to exchange employees between factories to absorb peaks in production.

In the introduction the difference between Amsterdam and Rotterdam was addressed. Rotterdam has developed a pluricentric approach to decision-making in practice. If there is an idea, then at an early stage all the concerned parties enter into discussions and various decision-making arenas arise. In this context a decision-making arena is the group, meeting or committee in which various players negotiate with each other. The objectives of the individual players will be interwoven in these different situations.

The decision-making arenas in Rotterdam are also characterised by their openness. New players can enter. This is how things are done at the moment. In the past the decision-making processes in Rotterdam could also take a very long time, and the investment in time, money and manpower was large. If an evaluation criterion for good decision-making was the realisation of the previously set goal with low management costs, then at the time it was a case of poor management. However the fact that the parties concerned were pleased with the result demonstrated a very positive outcome of this process. The slowness of the decision-making was mainly caused by decision-making arenas not being clearly focused. Now that this has become recognised, decision-making is much quicker and the results are still satisfying. Amsterdam has chosen a more multicentric model. Because of this, decision-making is also slow because the parties meet every time in opposition during their negotiations. The final result is not as good, in the sense that various parties are still dissatisfied with both the process and the outcome. During the negotiations the demands of all parties need be repeatedly compromised. To allow you to get an even better understanding of these three decision-making approaches, we will address them in further detail in the following sections.

Activity 4

Please answers the questions in the next table.

Feedback

In general it is not the case that a single decision-making approach is used in a country. Normally there are several decision-making approaches that co-exist. And because there is now a theory about complex decision-making, a certain approach can be determined in advance. In the example of the city of Rotterdam this can be clearly seen. There the approach has been developed through effort and struggle.

What approach do you recognise in the decision-making processes in your country?

Why is this such a popular approach in your country?

Which approach, following this short introduction, appeals to you and why?

Concepts in the science of public administration and the three approaches

Introduction

Within the science of public administration four core themes can be distinguished. The organisational structure in the field of policy, the policy, the decision-making and the means.

Structure	There is structure in a field of policy. The question is, from which units is a field of policy constructed, how are they organised and what relationship exists between them.
Policy	Policy concerns the content component of the (governmental) operations. The question is how is this component constructed (e.g. parties involved, financial incentives offered, fines imposed) and on what is it based (e.g. political philosophy, the believe in a dominant or restricted role of the government).
Decision-making	Decision-making is necessary to achieve results. The question is from what elements is this process constructed and how do these elements relate to each other.
Means	Means must be used to translate an opinion into actual changes. The question is what are the characteristics of the means and how do the means relate to each other.

Each of the three approaches have different positions with respect to these four core themes.

Structure of the field of policy and the three approaches

A *field of policy* is organised hierarchically in the unicentric approach. The distribution of tasks must be such that the government as an integral organisation can decisively achieve goals. The government, or another hierarchically major player or party, observes something and formulates a policy to guide that which has been observed.

An example. The management of a company notices that travelling costs are rising and decides that all requests for business travel must in future be discussed in the board meeting. An important issue here is: the adequacy of task distribution within the system. In this example the management has a view of travel costs. When each department operates its own system leading to a rise in travel expenditure, there comes a time when a strong need for co-ordination becomes apparent. The co-ordination of this activity needs to be reintegrated back into the Board's agenda.

In the multicentric approach a field of policy is the total of the independently operating units. The units form markets where they do business with each other based on exchange. One's own organisation must be adjusted in such a way that decisive operation within this market is possible. The different departments of the company in the previous example will say to the board: 'Don't look at the travel costs, look at our output'.

In the pluricentric approach the field of policy takes on the structure of a network of mutually dependent parties. Parties can achieve little without joint decision-making. In the travel expenses example, the board might facilitate a discussion group with members from all departments to rationalise the use to which a travel budget can be put and a means to communicate this to the work force.

Policy within the three decision-making approaches

The unicentric approach assigns *policy* to a central unit. The intentions and behaviour of this unit form the policy. To serve the common good the government formulates, for instance, management programmes that indicate in broad terms what the government wants to achieve and how it plans to achieve it. Issues are: how policy problems can be translated into policy programmes and to what degree the objective is reached by the implementation of the programmes. We have seen this just recently in the Netherlands. The number of people considered incapable of working was much too high. As a reaction to this the whole social security system was revised, but the number of people considered incapable of working continues to grow. The objective has therefore not been achieved.

The multicentric approach concentrates the attention on the operation of local units. By taking advantage of market developments, these units try as adequately as possible to compete with similar parties. By concentrating on their own self-interest the common interest is served the best. Issues are: how does the market develop and how can it be realised that local units can take truly independent decisions. Local governments for instance try to create employment opportunities within the boundaries of the borough. Companies that want to establish themselves can therefore negotiate lucratively with respect to the price of land.

The pluricentric approach assumes that policy can not be assigned to a central unit nor to independent local parties. In the pluricentric approach it is not in the first instance the interest for one's own organisation, but that of the common interest that is most important. Policy is defined as the result of joint decision-making. Issues regarding this are: what objectives are achieved by the policy, irrespective of whether they are formulated prior to or during decision-making and how has the policy come about. In a large city area (several towns close together) this seems to be the best way to address the issues regarding housing, industrialisation and nature conservation. The independent local authorities loose some autonomy but the result of the decision-making is probably better.

Decision-making within the three decision-making approaches

Decision-making in the unicentric approach (Fig. 1), is a phased series of steps on the way to the decision and for the benefit of its implementation. The issue is: what are the steps and who or what frustrates the achieving of the specified policy.

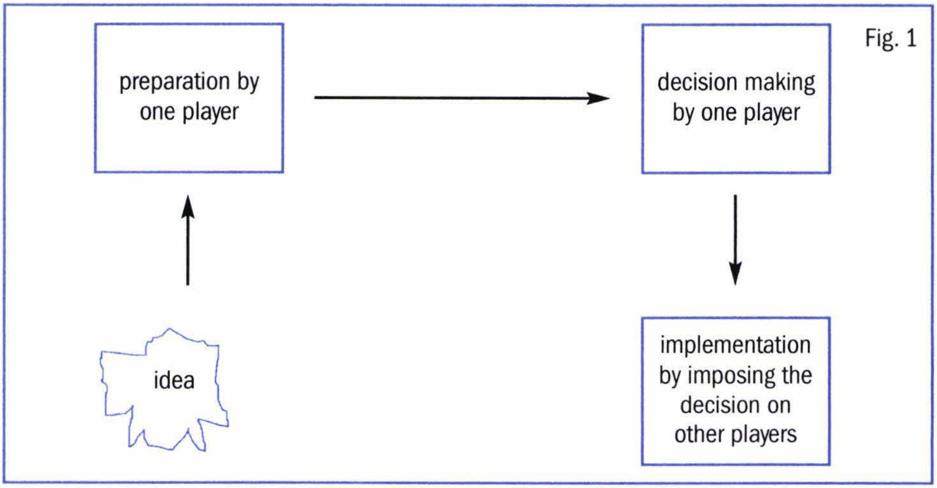


Fig. 1

In the multicentric approach (Fig. 2) the situation is the same. Only now it concerns the processes operating between the local players. They take decisions individually that must cumulatively give the best result. Issues are: how did the internal decision-making process operate and is the collective decision the best one or not, for instance because the parties frustrate the operation of the market.

In the pluricentric approach (Fig. 3) decision-making is a tangle of series of decisions regarding a specific issue. A series of decisions will be made by a single party, sometimes in co-operation with others. The tangle arises because the series of decisions made by the one party influence the other. Issues are: the operation of the decision-making process, the parties that exert influence and how the series of decisions are interwoven.

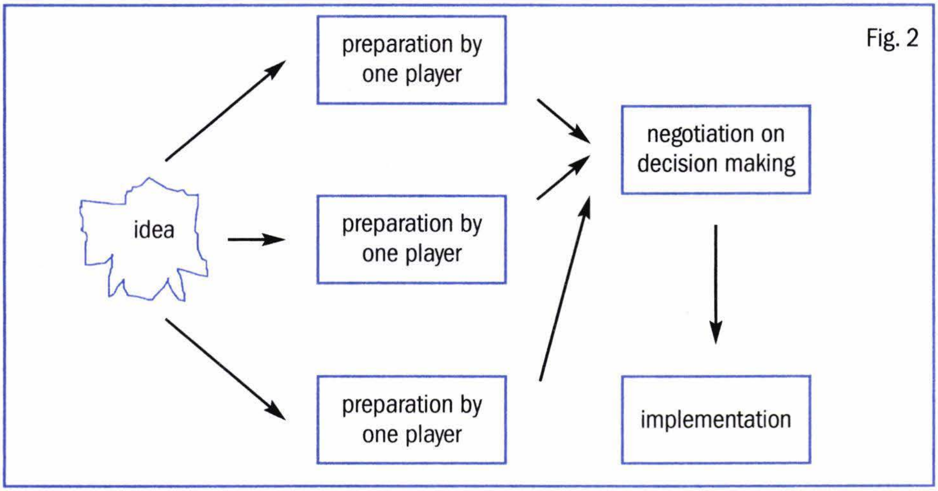


Fig. 2

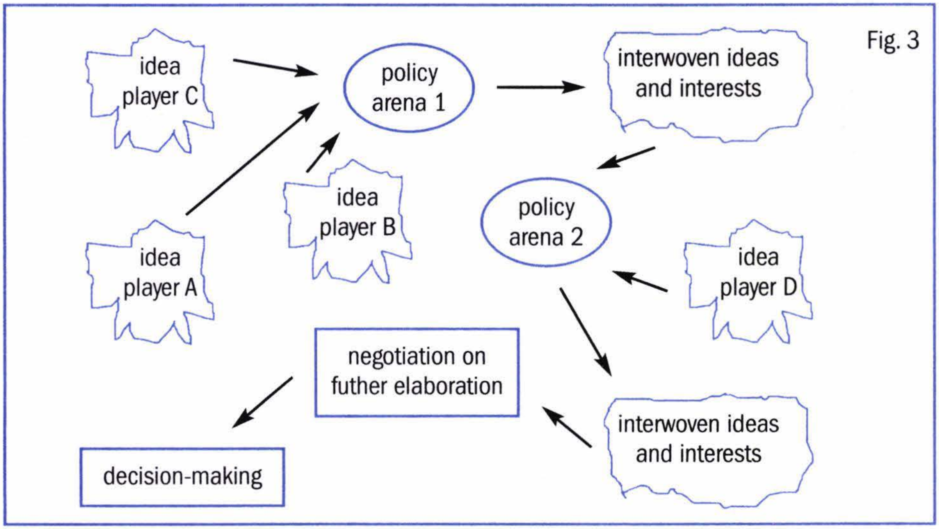


Fig. 3

Means within the three decision-making approaches

In the unicentric approach *means (land, money, influence)* are mainly seen as management instruments in the hands of a central party that attempts to realise certain intentions. It is especially the co-ordination and planning that contribute to ensuring the execution of the party's plans. The issue is: how can an optimum mix of instruments be created.

In the multicentric approach local parties try, through the exchange of resources to serve their own self-interest optimally. For instance, a party says: if I agree to that plan will you agree to support this plan? The central party, perhaps the government, will use financial instruments and legislative measures, to attempt to motivate the local parties in such a way that the sum of the individual behaviours results in optimal collective results. In the Netherlands it was thought that increasing the employers' financial responsibility for the people in their company who are sick would achieve a reduction in the number of people who are considered incapable of working, Financial incentives must therefore ensure that employers provide safe and healthy working conditions so that no one becomes sick or incapable of working as a result of their employment.

In the pluricentric approach the division of means results in such a level of dependency such that the various parties must employ their own means to serve the joint interest. To come to a decision all means must be accumulated. Alongside authority and money, information, political support and legitimacy are indispensable. In the problems concerning the large urban area of The Hague in the Netherlands, the surrounding smaller but richer boroughs pay towards the solution of the large city problems of The Hague. This is actually a very recent solution. Not long ago the city of The Hague, the largest city in the area, adopted a unicentric position. It had problems and therefore wanted to annex parts of the surrounding boroughs. The authorities of these boroughs wanted nothing of this and negotiations from a multicentric perspective failed. In a few months a change was made from the multicentric to the pluricentric perspective because of the realisation that the problems of the city were the problems of the region and it was in everybody's interest to have a healthy region.

Activity 5

	Unicentric approach	Multicentric approach	Pluricentric approach
Structure	• •	• •	• •
Policy	• •	• •	• •
Decision-making	• •	• •	• •
Means	• •	• •	• •

Use the information that you now have about the three decision-making approaches to make a chart showing the most important differences. You can think in terms of a table that you could put on a flip chart if you needed to explain the different approaches to a group. Use for this the previous table.

Feedback
It is useful to have such a chart. It gives an overview of the three decision-making approaches at a glance. You can use this chart for the presentation that you must provide to your colleagues in your organisation.

Complex decision making in a pluricentric approach

Implementation of the Framework Directive will make actual changes in a country's governance necessary. There are therefore consequences for many involved. That was also the case in the countries that were already members of the European Union when they had to implement the Framework Directive. In a number of the countries that participate in GOSH! the investigative research into the implications of the implementation of the Framework Directive is part of the complex decision-making process. Not only the Framework Directive is addressed but also the implementation of the total acquis communautaire as you have learnt in Unit 1. It concerns not only the decision-making in their own countries but sometimes also across their national boundaries.

We therefore think that this is an example of complex decision-making. Considering the possibilities and impossibilities of a pluricentric approach in the context of the implementation of the Framework Directive could, in our opinion, be valuable. Saying this does not mean that we reject other decision-making approaches but we think that they will be less effective in this situation.

A second consideration for centralising the pluricentric decision-making approach even further is the fact that this agrees with the basic premises on which the Framework Directive is based and that you have studied in Unit 2. And the last reason for addressing the complex decision-making from a pluricentric approach in more depth is our assumption that this approach is more modern and less well known. The following two learning activities are concerned with this.

The policy arena and the roles of the various parties

Introduction

There are many parties, organisations and interest groups active in every country. And although the final implementation of the Framework Directive has consequences for the whole working population not every party, organisation or interest group plays a role in the policy arena. The policy arena for implementation issues is formed by those people or groups that cannot avoid each other and therefore must establish complex patterns of relationships. These relationships are by definition asymmetric, because each party has other means available. Because of this they are obliged to work with each other however much they may not want to!

Everyone who thinks that the implementation of the Framework Directive will impact his or her organisation can in principle participate in the decision-making arena. Hence it can be the case that an unexpected party appears. In Germany, for instance, traffic accidents involving employees and pupils who are travelling to or from their work or school fall into the category of industrial accident. The German Traffic Safety organisation was therefore a player within the framework of the implementation of the Framework Directive in Germany. Because this is not the case in the Netherlands, the Dutch Traffic Safety organisation was not a player in the decision-making arena.

If a party has an objective for which it supplies the required means itself, then this party can act on its own authority. It appears to be independent of others and can carry out projects under its own authority. The consequence is nevertheless that the range of its ambitions remains limited. However, as soon as a party is of the opinion that the circumstances warrant a more ambitious program of action, it will become more dependent on others. Implementation of the Framework Directive is such an ambitious project.

The roles of the various parties in the decision-making arena

At the conception of an ambitious project and therefore of a policy arena there is usually one party that wants something and acts to get it: *the initiator*. Because this party does not have all the means that are required for the project, other parties must support the initiative. In this way we see financiers as *supporters* of the policy proposal. And there are other conceivable supporters especially those who will, or think that they will, profit from the project.

To mobilise support the initiator will concentrate on this group. They will also work hard to realise the project. In addition, parties who do not have a direct interest in the policy project may possess some of the means to deliver its outcomes. They will evaluate the project largely with respect to potential negative effects. This can be a reason for them to withhold support. They can be classified as *adapters*.

Parties that present themselves as opponents, because they expect disadvantages from the initiative, form the category *critics*. They can rob a proposal of its legitimacy. To make progress in the decision-making process, binding decisions must be made at a certain moment in time. The *selectors* fill this role in the decision-making arena.

Although an arena forms around an initiative and the initiator is therefore essential, they do not need to be the driving force behind the rest of the policy project. He or she may not see it as his or her task, or may not be in the position of functioning as the driving force. An initiator that is not taken seriously enough in his or her attempts to obtain support is an 'isolated innovator'. There is then a role for an *intermediary.* This person mobilises indispensable parties. He or she is a driving force behind the project, without letting him or herself become completely identified with it. Because of this he or she is in a better position to include objectives from other parties in the project. An initiator, closely linked to his or her own product, assumes the role of a co-adapter to the project.

Arbitration is desirable to settle disputes in the arena. Relatively small or initial disputes can often be dealt with by the parties themselves. When a dispute continues it is desirable to involve an *agent.* This agent, who must be acceptable to both sides, concentrates mainly on the process of consensus forming and the efforts of the parties to achieve it. Based on this he or she makes a proposal. The arbitration remains on a voluntary basis. If a dispute becomes entrenched and there is not the will for consensus forming, arbitration is the only thing left. Arbitration means that a third party makes a decision regarding the dispute between others. The role of the third party changes from observer, through agent to arbiter. *Arbiters* can have a legal status. An arbiter does not participate, however, at a certain moment he or she does make binding decisions.

Finally there are parties that do not attempt to achieve an objective themselves, but by adding special knowledge they provide a contribution to the decision-making. They can be seen as *facilitators.*

Activity 6 ***Tutorial seminar 2***

The case studies in Unit 2 concerning the implementation of the Framework Directive in The United Kingdom and The Netherlands mainly describe the content. The question of How regarding the process and the parties concerned, is not addressed in depth. This activity gives you the chance to apply some of the knowledge from the previous sections to one of the case studies. Choose one of the two cases. Read it through thoroughly together with the country report from the country concerned and try to establish what roles the parties, organisations or interest groups played in the decision-making arena. Do not let yourselves be tempted to work based on preconceived ideas. Search for objective evidence in the information. What judgements, facts, etc. are the evidence that show that this party has actually played the role? It may well be the case that some roles have not been filled. Use the format on the next page.

Feedback
Examine the filled-in form. What is striking, what amazes you? Are certain roles conspicuously absent?

Country concerned:		
Role	**Who?**	**What objective evidence is there?**
Initiator		
Supporters		
Adapters		
Critics		
Selectors		
Intermediary		
Agent		
Arbiter		
Facilitator		

Who are the players in your country who participate in the policy arena?

Introduction

We might consider groups such as a ministry, political parties, employer and employee organisations, professional associations, branch organisations and so forth as players in a decision making process. What we sometimes fail to see is that the groups are formed by people. People who sometimes have slightly different positions and opinions from the organisations they represent. Or people who, because of who they are, can fill a different role in the policy arena and therefore are much more important in the policy arena than the organisation that they may formally represent. Players do not have to originate from groups at all, this is often the case with facilitators. They belong in the policy arena because of their individual expertise.

Activity 7 ***Tutorial seminar 2, submit for dossier***

Make a list of all the players that, according to you, belong in the policy arena concerning the decision-making process for the implementation of the Framework Directive in your country. Beside each player show their formal role, task, interest, assignment or responsibility with respect to the implementation of the Framework Directive.

What are the:
- aspirations or desired outcomes of implementation;
- concerns or obstacles they perceive which might prevent the achievement of their objectives;
- additional issues that may need to be considered with respect to the implementation of the Framework Directive.

Send this assignment to your tutor. During the second tutorial seminar your responses can be compared with those of other participants. We will be able to consider:
- Who is on everyone's list.
- Who have others on their lists and why.
- Why have they put them on the list.
- What do you think of this?
- Do you think in the same way about the claims, concerns and issues with respect to the Framework Directive for the players on your lists?
- What is the difference and on what is it based?

Following the seminar you can amend your list based on the information you have received and the discussions you have had.

Player	formal role, task, interest, assignment or responsibility	claims	concerns	issues

Feedback
This exercise asks you to put yourself in the position of the people that you meet and who you have possibly heard about, concerning the policy arena safety and health at work. They represent a party that has interests but they

are also individuals themselves. If you want to exercise influence in the policy arena that is interested in the further implementation of the Framework Directive, then you must get to know your co-players.

The ideal policy arena

Introduction

What could the ideal policy arena look like? Who should fill what role so that the richest possible interaction could emerge to achieve the most satisfactory result. In this activity you will attempt to answer these questions. For this assignment use the results of the other assignments in this unit and the input from the discussions that took place during the first tutorial seminar.

Activity 8 ***Tutorial seminar 2, submit for dossier***

This activity will help you to think strategically about the employment of the correct people from your own organisation in the policy arena. Send the results of this activity to your tutor. The results will be discussed during the second tutorial seminar.

When you are considering the ideal role for a player, it is sensible to consider his or her formal task, interest, etc. and his or her aspirations, concerns and issues with respect to the implementation of the Framework Directive.

Role	Who?	What is the objective evidence for this
Initiator		
Supporters		
Adapters		
Critics		
Selectors		
Intermediary		
Agent		
Arbiter		
Facilitator		

Consider people in your organisation who could fill the role the best. For this activity use the previous table. We are no longer considering the employers organisation X, but Mrs H from X. Because there are no institutions active in the policy arena, only 'people'. The employers organisation does not have a position, but the people in it do.

Feedback
What role does the organisation from which you originate fulfil? Why just that role? Does that surprise you? Are you pleased with it? Would you prefer to have had another role? If yes, why is that not possible? What must happen to be able to fulfil that role? Does the organisation nominate the correct people for the roles that must be played in the policy arena?

Multiple policy arenas

Up to now only the players in the policy arena have been addressed. That might give the impression that there is a single policy arena that will work towards a decision in a single step with respect to the implementation of the Framework Directive,. It was stated earlier that this is not the case. There can be multiple arenas. Every time a certain intermediate decision is taken the arena can change. Other players can enter or players can leave.

We will now introduce the last role, that of the *process architect*. A process architect receives his or her assignment from the combined parties. It will be a neutral third party that receives the task of creating the richest possible interaction and with it the most satisfying solution. To do this the process architect has his or her own impression of all the relevant strategic and influential players and must question under what conditions does the contribution of a player make sense. The process architect takes binding decisions with regard to the entering and exiting of players and the rules applicable in his or her arena. It is the work of specialised consultants.

Debate the role of your organisation with colleagues in your organisation

Introduction

The idea behind GOSH! is to let a number of people follow a program and ensure that they are sufficiently equipped to spread the knowledge and insight gained in their own organisations and to initiate the relevant debates with respect to the implementation of the Framework Directive. The debate regarding the current and/or desired role in the policy arena is just such a relevant debate.

Activity 9 ***Tutorial seminar 2, submit for dossier***

Think about a plan to carry out that debate in your own organisation. First consider what effect you want to realise and with whom. Only when you have established this for yourself, can you think about the way you will achieve that effect. Before starting on your plan read through the following information.

The type of plan that you will make with this activity is dependent on a number of factors, such as your own impression of the situation both at national level and within your organisation. Your own ambition with respect to the role of your organisation will also influence the plan. If you want something yourself you become, as it were, the initiator of the decision-making process regarding the desired role of your organisation. You then get into a difficult position. It is maybe more sensible to choose the role of adviser, the process architect of your own organisation. You will then be seen as impartial

To help you to fulfil this last role we will briefly address the subject of the design of the change approach. Here we make the assumption that you as an organisation have been playing a certain role either consciously or unconsciously for years and that you can not, without consequences for the organisation, suddenly play another role. New behaviour belongs to a new role. An actor in a play gets different clothing if he or she changes roles, but must also take on the role completely so that he or she also starts behaving in a way appropriate to the character being played.

Making a contract regarding an approach and conceptualisation

If an external adviser receives a request from a company, there follows a phase in which the adviser must contact the company and following one or two discussions with the management must agree a contract. You participate in this process as a representative of your company with the intention of distributing the knowledge and experience that you gain within your own and also possibly other associated organisations. If you do this, it is possibly sensible to make a new contract with the organisation. How does the organisation see the issue of the implementation of the Framework Directive? What is your view based on the programme and what is the approach that you propose for getting from A to B.

Conceptualisation is an important activity. In fact you have had the chance throughout this whole program to participate in conceptualisation. You have oriented yourself to such issues as:

- What is the Framework Directive?
- What possibilities does every country have to transpose the Framework Directive to its national legislation?
- What is the state of the art of legislation with respect to OSH in your country at the moment?
- Who will play a role in your country in the decision-making regarding implementation, who should, can or must play a role and if so what role?
- What role does your organisation play and is that the correct one or should it be changed?

Change perspective

Through experiencing the conceptualisation phases you have had an opportunity to gain a change in perspective. A change in perspective is a change in the result that you want to achieve, or the intended effect of the activities that you want to develop. Through participation in this programme you have learned more alternatives of change that you and your organisation can work upon. It is, however, sensible to understand that you are the only member of your organisation who has experienced this process of conceptualisation. This means that the change perspective that you have has not been shared with your organisation. Therefore this is the reason that you should make a contract.

The process you should follow is:
- First make a contract regarding the main outline of the approach you will follow to initiate, in your organisation, a process to transfer the knowledge and insights you have gained during the course.
- You will enter with the organisation into the phase of conceptualisation.
- Based on this you will together create the change in perspective.
- In the light of the new perspective you will enter into a new contract regarding the approach you will use to realise the effect.

We have continually talked about the organisation. This means everyone in the organisation. That is, not necessarily the case. In your organisation conceptualisation regarding the implications of the implementation of the Framework Directive on the objectives of the organization, is only relevant for some of the people. So it makes sense to make this the boundary of your change approach. A group will exist within the organisation with which you will enter the process. The rest of your colleagues will need to be kept informed. You can make the determination of who will and who will not participate in the same way as you do it in the complex decision-making processes, namely: who is involved immediately and must therefore be the first involved, who will be players in the first arena and who is subsequently affected and so can participate in one of the following arenas.

The change which needs to take place within your organisation will require the initiation of a change process. You cannot simply change your role within an organisation without preparation for the change and acceptance of its outcomes by the management and the work force.

From change perspective to result

The changed perspective generates an impression of how it must be in the future. You can also describe this as a vision. This vision is based on developments and trends in the environment, external pressure, possibilities and limitations as they are perceived. Ambitions, desires, convictions and energy are also involved. However you and your organisation are only at the beginning of the process. The awareness of the current situation is shown by dissatisfaction, unease, declining results and criticism. The road from the present to the future is the change process through which the organisation passes. Not every organisation can handle every change just like that. This has to do with the ability of the organisation to change. The will that there is to change, the strength, the skills and knowledge.

The ability to change is an important variable that can be used to determine the manner in which the change process should be addressed. In addition to this the manner in which the process will be addressed is determined by strategic decisions guided by the opinions, theories, experiences and norms and values from yourself and the rest of the organisation.

One of the variables is also the perception of the depth of the change that is confronting the organisation. In the literature three different types of change are distinguished.

1. First order changes, where the existing system remains intact and things are improved or amended within the system (moving the furniture around in your house or training and maintenance in the company).
2. Second order changes, the existing system changes shape, to a shape that is known in other organisations. This affects the people who work in the company (rebuilding in your home, other work, structural changes, decentralisation etc. in the company).
3. Third order changes, the organisation changes radically following a crisis and something fundamentally new arises from this process, something that cannot be predicted in advance. These are radical changes of norms, values and culture. A third order change is a radical process for management and employees.

The type of change process also partly determines the strategy to be followed. In principle we can distinguish two strategies, namely: design and develop. In a design approach the final goal is clear and all the influencing factors are known, so that a blueprint can be made in steps of how the process will be structured. In a development approach the final goal is not known so precisely, it is more that there are outlines and there is a more global impression of the influencing factors. The development approach is characterised by learning on the job. There is interaction between vision and reality, step 2 can only be determined following step 1.

The third approach, that often suggests itself, is to move between design and development.
For each approach, issues must be considered such as:

- At what points should interventions be made, at what level in the organisation, and what issues in what order?
- Who does what, who is the driving force, who will be in which working group, but also which players will resist or, just the opposite, will have energy for change?
- What are the working methods that you will use to realise the desired effect?
- And the time, what must happen when? What are the priorities, where are the deadlines?

Unfortunately, we cannot address these types of interesting issues in depth because this program is not a study of the science of intervention and change. We do, however, want to give an outline. Here the most important message that we want to get across is: realise that you have an enormous advantage over your colleagues, who have not participated in this program. You will not be expected to be able to solve all the implementation issues from now on, but it is expected that you can, together with your organisation, enter into a process that will equip it for a new task. However, the process must be defined and the consideration of the question 'How do we do that?' is an important first question. Contracting and continually recontracting regarding what you do and how you do it is important here. I It will help you and your organisation to explain, at any moment, why you are doing what you are doing, why you propose what you propose and the considerations that form the basis of the decision(s) you have made.

You should now be able to make a plan for holding a debate regarding the current and desired role of your organisation in the policy arena. You are not restricted in the layout of your plan, but you must be able to indicate clearly what effect you want to achieve and how you are going to do it. Send your plan to your tutor, because it will be included in your dossier.

Summary

In this unit you have become acquainted with various methods of viewing complex decision-making processes. The implementation of the Framework Directive is such a complex decision-making process.

You have learnt the distinction between normal and complex decision-making. Moreover you have become acquainted with three different decision-making approaches, namely the:
1. unicentric decision-making approach
2. multicentric decision-making approach
3. pluricentric decision-making approach.

Following this you have explored the characteristics of the three decision-making approaches in more depth, based on four core themes of the science of public administration, namely:
1. structure
2. policy
3. decision-making
4. means.

In this unit the concept of the policy arena has been introduced and you have learnt to make a distinction between the various roles that players in the policy arena can take on, for instance: the initiator, supporters, adapters, critics, selectors, intermediaries, agents, arbiters, facilitators and process architects. You have explored which roles are taken by players in the policy arena of your own country and what the role of your own organisation is within the policy arena. Finally you have made a plan to initiate the debate in your own organisation regarding the current and desired role in the policy arena with respect to the implementation of the Framework Directive in your country.

Key learning points

- Implementation of the Framework Directive is a complex decision-making process.
- In the policy arena you must know what role you want to take, otherwise others will determine a role for you (it is a choice between ' to plan or to be planned for').
- There are three decision-making approaches (unicentric, multicentric and pluricentric) that can be employed dependent on the historical or cultural situation in an environment.
- Organisations do not have opinions, but their representatives - so people - have opinions.
- Parties can play various roles in the policy arena.

Attempt the self assessment questions before you move on to other units.

Self assessment questions

1. A. You decide to purchase a home for your family
   B. The local authority decides to renovate the city centre
   Which of the two would you call a complex decision-making process?

2. The city in which you live wants to address parking in the city centre. The growth in traffic puts an enormous burden on the overcrowded city centre. There will be more parking meters and the parking charges will rise. Moreover some parking garages will be built. Residents of the city centre receive an exception and can park their cars at cheaper rates than visitors from outside of the city.
   If you consider these measures, do they appear to have arisen through unicentric, multicentric or pluricentric decision-making?

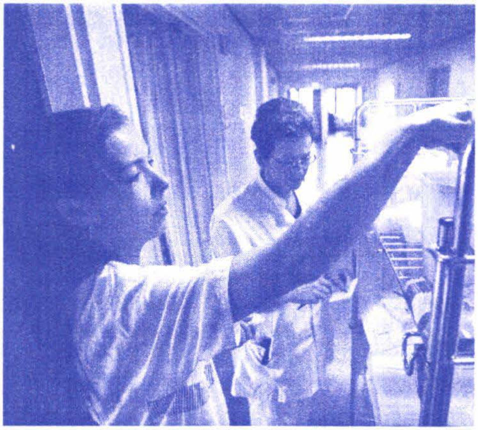
3. In the city-example in question 2 there is also talk of a shopkeepers association that represents the interests of the shopkeepers in the city centre.
   Can you estimate what role the shopkeepers association will take in the policy arena concerning the implementation of this parking policy.

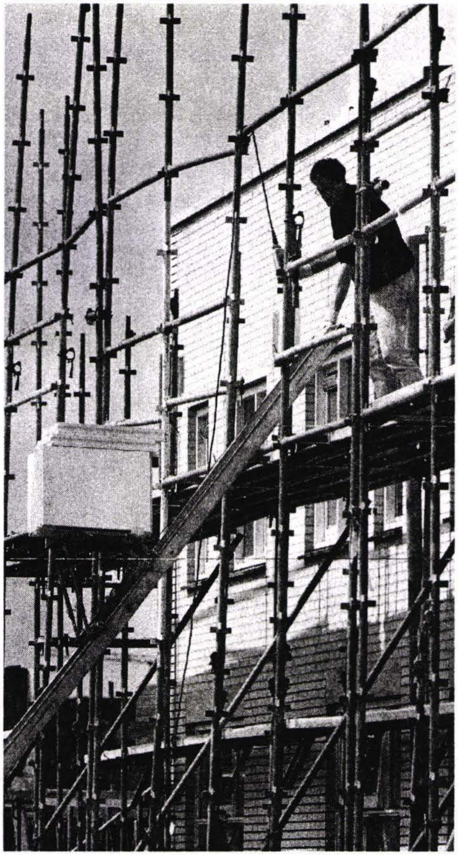
Answers to self assessment questions

1. However complex purchasing a house can be, it is still more likely that you would call situation B a complex decision-making process, especially because there will be more parties involved.

2. It is clear that local government as the central unit has made decisions that they consider will address the problem. It is therefore most appropriate to call this a unicentric decision-making approach.

3. Initially shopkeepers will probably play the role of critic, because they fear that customers will not come to the city as easily, now that they must pay for parking. If the local authority would choose a more multicentric decision-making process they could also give the shopkeepers association decision-making authority, through which they could develop into being supporters of the plan.





Unit 4

Training (part 1)

GOSH!

Unit 4

Training (part 1)

Introduction to the unit

The final assignment for GOSH requires you to identify, design and develop a short training course for delivery within your organisation. In this unit you will learn about the theory and practice of using a training session to develop the knowledge and skills of your participants. You will then use your skills to plan, design and deliver your own training session in one or more aspects of Occupational Safety and Health from the other Units of GOSH.

You can study Unit 4 after you have completed the other units or in parallel with them. You will need information contained in other Units in order to complete some of the activities in this one.
The unit takes the form of a workbook in which there are six sections in the book, each one corresponding to one of the learning objectives for the Unit. This is Part 1 of Unit 4 with the first three sections.

If you attempt all the activities as you work through the book, you will acquire the skills you need to plan, design and deliver your own training course. Each section has been designed to build on the previous one. Some of the activities will provide you with the work you need to take to the Tutorial Seminars.

The activities which provide input for the Tutorial Seminars are your opportunity to use the skills from each section to begin work on the training course you have to design and deliver for your final assignment. At the Tutorial Seminars you will be able to share your experiences with other participants. This will help you to broaden your understanding of both training and Occupational Safety and Health.

Throughout the workbook feedback is provided for the activities so that you will know if you are gaining the knowledge and skills as you study. At the end of each section there are some self assessment questions which will allow you to test yourself. If you cannot answer any of the self assessment questions, you should go back and work through the section again. If you still don't understand you can contact your tutor or discuss your questions with them at one of the Tutorial Seminars.

Throughout the Unit the activities use very general examples. Most relate to the use of computers or to basic aspects of Health and Safety. You should be able to understand the principles from these activities and apply them to your own experiences and your own training course.

Unit 4 has been designed to take an *average* of 21 learning hours. Not everyone learns at the same pace so don't be surprised if you finish sooner or take a lot longer. The important thing is that you do undertake the activities because you will learn much more than if you just read through the text like a book. Do not forget that throughout GOSH *you* are the learner. Always try and reflect on your experiences as you progress through your learning about

Occupational Safety and Health and apply the best of your experiences in your design of the course you are preparing for others.

Learning objectives

On completion of this unit, participants should:
- have knowledge of the issues relating to adult learning;
- be able to conduct a training needs analysis;
- be able to identify the different learning strategies and teaching methods which are applicable in participatory training sessions;
- be able to design a short training course, using appropriate learning strategies;
- be able to develop and deliver training courses;
- be able to conduct an evaluation of the training course.

Section 1: Issues relating to adult learning

Learning objectives

On completion of this section you should:
- Know that adults have different attitudes to learning from children and young students.
- Be able to identify some of the issues which distinguish adult learning.
- Be able to identify and actively address the issues relevant to adult learning in the training session you are going to prepare for your final assignment.

Introduction

You are going to be designing a training session for your colleagues. Your course will be most effective if you make sure you know your target audience and anticipate their preferences with respect to the way you treat them throughout the course.

Adult learning

It is possible that many of your participants will not have been involved in formal learning for some time. The last formal learning for some may well have been at school. They will not appreciate as adults, the experience they had in a classroom as a child. Throughout this section you will undertake activities which help you to identify these issues as one of the important features of the design you will undertake for your own training session(s).

Activity 1

By examining your own experiences this activity will help you to identify those features of classroom teaching which may be unacceptable to an adult. Use the space below to write down five things about your own school experience which you think you would not like to experience as an adult.

1.

2.

3.

4.

5.

Feedback
There are many things you might have identified. Examples are: having to sit in rows facing the teacher, not being able to ask questions, being afraid to answer questions in case you were wrong, not having time to finish work, not understanding the lessons or not being able to see the relevance of the curriculum.

When you are designing a training session you must avoid your participants having any of the concerns you have just identified. Your participants may be employed at a lower level in the organisation than yourself but they may be your equals or even employed in more senior positions than you. Training is about helping people to learn. Making them comfortable and confident about the process is very important.

Activity 2

This activity will identify more of the things which might make your participants feel uncomfortable in a training session and limit the effectiveness of your course. Imagine that you are the participant in a training session which is being facilitated by a junior colleague who happens to be an expert in a particular skill. It might be the use of computers or a new telephone system which has been installed. Write down some of the things which would make you feel uncomfortable about learning from a junior colleague.

-
-
-
-
-

Feedback
The most common response in this situation is that you might be afraid of failing and being embarrassed. More junior colleagues might be patronising in their attitude to you, deliberately using technical language you don't understand. You might find that you cannot work quickly enough as you try to understand the new information and skills you need. You might want to discuss your grasp of the situation with other participants and see if you are on the right track before the group moves on to the next stage or ask for help if you are the only one who doesn't understand. All of these things can and do happen in poorly designed training sessions and they all result from a lack of understanding of the issues facing adult learners.

Participants' profile

It is very important to know as much as possible about your target group before you design a course.

Activity 3

Look at the application form which you completed to join this course and identify three things that the course team knew about participants for GOSH and three they did not ask for.

Known facts

1.

2.

3.

Unknown facts

1.

2.

3.

Feedback
We asked for several facts about you but the most relevant for the design of the course are, competence in English, competence in Information technology, position in the organisation, areas of responsibility and role in Occupational Safety and Health. Knowing these facts and using them as criteria for selecting participants has helped us to design a course which is both relevant and at a level with which all participants can engage. Things we did not

consider relevant were age, other qualifications and type of organisation for which you work. Some of these might be relevant for other courses but not for this one.

The following table summarises some of the things you will need to know about your group of participants before you can begin to design your training course.

table 1

Issue	**Examples**
Composition of the group	You may have a group which is homogeneous in age, seniority and experience but it is more likely that you will have to design a course for a heterogeneous group from a variety of backgrounds and with different levels of experience. Find out all you can.
Practical experience of participants	Your group may contain senior people who have little practical experience but who have responsibility for managing an activity or process. Some may be very skilled in practical aspects but lack theoretical knowledge. In a well designed course you can turn this diversity into a very positive aspect of the course.
Adult learning	These are the issues we have identified in the first two activities and include; • the need to learn by doing and discussing, not just being told, • slower learning • fear of failure • having a contribution to make • dislike of being patronised by class room methods
Reason for attending	This is very important. If your participants have been required to attend they will have a very different attitude from those who have volunteered. We will consider motivation at a later stage.
Relevance	One of the most demotivating factors is not understanding why you are doing something and what its relevance is to your work situation. This is why you need to know about your participants role in the organisation

Activity 4 *Tutorial Seminar*

In this activity you can begin to plan the training session for your final assignment. Discuss with your line manager or your client what the target audience for your training session will be. Use Activities 1, 2 and 3 together with the table to create a participants' profile.

Participants	**Issues**
Possible number of participants	
Different roles undertaken by participants in the organisation	
Responsibilities for OSH	
Past and present experience of OSH	
Volunteers or conscripts?	
Other factors	

Feedback
You will bring this table to the residential seminar so that you can discuss it with the tutors but if you can discuss it with your line manager and / or other participants it will help you to focus your ideas.

Summary

In this section we have considered some of the issues which you should consider before you even begin to design a training programme or session. They relate to the dynamics of a group of participants and not directly to the content which we will consider in the next section which is on training needs analysis. Adult learners have particular needs and attitudes to learning which are frequently based on their personal experiences. They often fear failure or displaying a lack of knowledge and understanding. At the same time they will resent any approach by a trainer which they perceive as patronising. The challenge is to ensure that all participants know what they will learn, appreciate that their experience will be recognised and feel that they are being addressed as equals. The best way to ensure that you reach the right balance is always to consider whether you feel you would enjoy being one of the participants.

Key learning points

- Adult learners should be addressed as equals by the trainer.
- Previous experience should be acknowledged and used to advantage.
- The training session should take into consideration all aspects of the participants' lack of confidence.
- Knowing as much as possible about the participants will enable you to address as many issues as possible when designing the session(s).

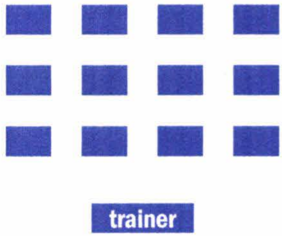
Attempt the self assessment questions before you move on to section 2.

Self assessment questions

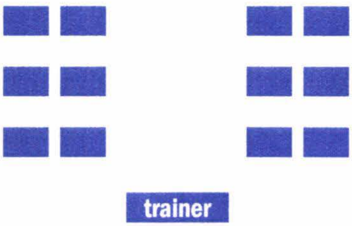
1. Which of the following diagrams best illustrates the layout you would use for a training session and why?

Layout a)

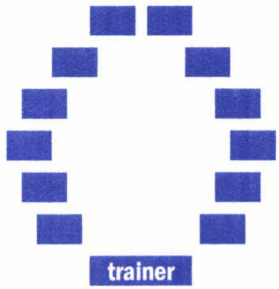
Layout b)



Layout c)



Layout d)



2. List three concerns adult learners might have about their ability to participate in a training session.

3. Rate the following aspects of a training session as essential (E), desirable (D) or unimportant (U) to the establishment of an appropriate relationship with adult learners:
   a. Being older than the participants
   b. Knowing what the participants' roles are in their organisation(s) before the event
   c. Having clear learning outcomes for the session
   d. Treating participants as equals
   e. Using an appropriate seating layout
   f. Having a schedule and sticking to it

Answers to self assessment questions

1. No good trainer would consider using layout b). It is very like a traditional class room and definitely conveys the message that the trainer is going to 'deliver' information to a predominantly passive and subservient audience. Layouts a) and c) have the advantage that participants are grouped ready for participation in activities designed for groups or pairs but the groups are preformed and don't allow flexibility. Layout d) gives an inclusive impression and suggests that the session will be active, participative and is preferred by most trainers.

2. You could have included:
   - Lack of background knowledge
   - Lack of practical experience
   - Inability to work fast enough
   - Inability to remember facts
   - Overall fear of failure

3.

	Rating	Explanation
Being older than the participants	U	This will only assume importance if you let it. If you have a well designed session and know the content, age is irrelevant.
Knowing what the participants' roles are in their organisation(s) before the event	D	It is desirable to have this information but if it is not available to you, you can begin your session by finding out.
Having clear learning outcomes for the session	E	This is essential. If the outcomes are not clear, your participants will be confused and may deduce that you don't know what you are doing. They must have confidence in you.
Having a schedule and sticking to it	D	It is essential to have a schedule. However one common failing of trainers is to be too ambitious about what can be covered in a session. A schedule should not be so ambitious as to prevent flexibility and sticking to your schedule is desirable not essential but you should always have alternative plans in case you over run the time.
Treating participants as equals	E	This is essential. In another situation, your participants may become your trainer! Learning should be an enjoyable activity which a trainer facilitates not dictates.
Using an appropriate seating layout	D	As you have seen in question 1 some seating arrangements are better suited to a training session than others and an appropriate arrangement is highly desirable but a good trainer can work with most situations and adapt the arrangement to suit the activities.

Section 2: Conducting a training needs analysis

Learning objectives

On completion of this section you should be able to:

- Decide when a training session is the appropriate means to address a problem or need.
- Define the tasks which can be resolved by training and identify the elements of knowledge, ability and attitude.
- Derive general objectives for a training session from a task analysis exercise.
- Identify any factors which might limit the effectiveness of the course and any complimentary ones which will be of benefit.

Introduction

In section 1 we considered what the profile of participants might be and the issues which relate to them as learners. We will now consider why they need to be trained and how the outcomes of the training are identified. This is known as *Training Needs Analysis* and follows directly from the points made about relevance in section 1.

Is training a solution?

As a trainer you will have to be careful not to offer training courses for problems which either cannot be solved by training or could be solved more simply by another approach.

Activity 5

Here are two scenarios which might occur in an office. Write down what you think the appropriate action might be to resolve the problems.

An operator is given a computer to replace a type writer and there is a technical problem with the computer. The computer technician is called to fix the problem but cannot.
Appropriate action:

The same operator has been trained to use the software on the computer but still has a problem formatting documents.
Appropriate action:

Feedback

In the first example there is no point in training the operator if a technician cannot solve the problem. You would have to investigate more fully to see if the technician needed training. It might be that he or she needs some training on this model of computer. In the second example, the operator certainly needs to know how to format documents and will probably have been shown how to do this during the initial training. In circumstances like this a job-aid such as an instruction sheet or a manual, may be more effective than training.

The central question to be asked is: Is training the best option to solve the problem, or are there better alternatives? If training is the best solution, you can start examining the training needs more thoroughly.

Tasks

In order to tailor the training to the needs of participants, the actual tasks to be executed have to be identified and analysed first. Training needs analysis should be done in consultation with the client who might be a manager, a trade union official or the individual themselves. It is important to identify each main task and then to consider whether there are any additional tasks or activities to be considered.

Activity 6

If we return to the example of the computer technician from activity 5. Suppose that your organisation has just installed new computers for all its office workers whereas before there were only a small number of old computers for the accounts department. Clearly the computer technician would need to be trained to maintain all the new computers. If you were the operator of one of the new computers, what do you think you might want the technician to be able to do for you? Write down two main tasks and two additional tasks or activities?

Main task 1

Main task 2

Additional task 1

Additional task 2

Feedback

The two main tasks are likely to be repair any hardware faults and supporting users with the software. Additional tasks might be to exchange parts or return them for repair in the case of hardware and know how to use software packages and install updates in the case of software.

Having identified the tasks three very important questions must be considered:
a. What should a person *know* in relation to this task?
b. What should a person *do* with this knowledge?
c. What *attitude* is needed in relation to this task?

Identifying the tasks and answering these questions can be achieved with the help of documents such as policies, manuals and questionnaires about roles and responsibilities, observation of working practices and interviews with managers and employees.
The answers to the three questions a), b) and c) can be written down in *a task analysis matrix*, which will function as a simple task profile.

Activity 7

Again using the example of computers and the two main tasks which we have identified, complete the following table.

Tasks		**Knowledge**	**Skills**	**Attitudes**
Main Task A	Repair hardware faults			
activity	Return parts for repair			
activity	Replace faulty parts			
Main Task B	Support software users			
activity	Use software packages			
activity	Install updates			

Feedback
Your suggestions may differ from those given below but these illustrate some of the outcomes which may be required of any training programme.

Tasks		**Knowledge**	**Skills**	**Attitudes**
Main Task A	*Repair computer hardware*	*Know the component parts of the computers* *Know the symptoms of faults in each component*	*Identify the faulty component* *Remove faulty parts* *Install replacement parts*	*Attention to detail* *Positive approach to safe working practices*
activity	*Return parts for repair*	*Know which parts can be mended and which need replacing* *Know general terms of guarantees and service contracts*	*Use supplier information to return parts and order repairs*	
activity	*Replace faulty parts*	*Identity the model or serial number of a component* *Know the suppliers of parts*	*Compare prices* *Place orders*	
Main Task B	*Support software users*	*Know details and specifications of all software loaded on the computers* *Know the common mistakes*	*Be able to demonstrate features of the software*	*Patience with users* *Helpful approach rather than superior attitude*
activity	*Use software packages*	*Know the features of the software packages*	*Be able to use all the software packages*	
activity	*Install updates*	*Know how to find out about updates* *Know how to purchase updates*	*Be able to install updates to replace existing packages* *Be able to demonstrate updates to users*	

This type of table is called a task analysis matrix and you can use it when you conduct your own needs analysis for the course you are going to design.

When you are identifying tasks and composing the task profile, always try to take into account future developments. In the example we have been working with this might be upgrading hardware in anticipation of new software issues as well as repairing it by replacing components.

General objectives

The next stage in the process of designing a training course is to define the general objectives. These are the outcomes which your course must deliver. The general objectives derive from the task analysis and will be the frame of reference for the identification of the operational objectives and the selection of the contents and the teaching methods. They should be in consultation with the client.

General objectives perform four essential functions in the development and implementation of the course:

- they are a communication device between client, trainer and participant;
- they are the frame of reference for the contents of the lessons;
- they help in designing the teaching-learning process;
- they are the frame of reference for the evaluation strategies and criteria.

As with tasks, distinctions can be made between different types of objectives.

1. Objectives referring to knowledge (cognitive skills): reproducing facts or procedures, applying procedures or analysing and solving problems.
2. Objectives referring to social skills, e.g. working in a team or chairing a meeting.
3. Objectives referring to psycho-physical skills, e.g. designing or operating.
4. Objectives referring to attitude, e.g. being motivated or recognising the importance of something.

An example of a general objective is:
The participant can apply first aid effectively in case of an accident in the plant.

Activity 8

Go back to the example of the computer technician and identify the general objectives of an appropriate training programme. Remember to look at the tasks to help you decide.

•
•

Feedback
In the case of our computer technician there are two general objectives:
The participant can repair hardware faults in the new computers.
The participant can support users of the software packages adopted by the organisation.

The operational objectives will be derived from these general objectives when we come to look at designing your course in section 4.

Entry level

The next step is to compare the results of the task analysis with the entry level of the participant group. What knowledge, skills and attitudes do participants already possess? So far we have considered the personal profiles of participants but in relation to their learning styles and experiences not their experience in relation to the tasks they are to perform.

Activity 9

For the two main tasks we have identified for our computer technicians think of four questions you might ask to try and determine the entry level of participants.

1.

2.

3.

4.

Feedback

For the first task, you might have considered asking:

- *about participants' experience of taking a computer to pieces or building one from parts;*
- *whether participants can list the component parts and their functions;*
- *about any computing qualifications participants may have.*

For the second, you would need to know if they have:

- *any information technology qualifications;*
- *attended any previous training and at what level;*
- *ever installed software on a computer and if so what packages.*

Limitations and complimentarity

When you have identified the general objectives of the course and established the entry level of participants you need to consider any limits or constraints which might apply to the course you want to design. The usual constraints are time, budget, facilities and people. The next activity will help you to identify and begin to quantify some types of constraints.

Activity 10

Write down some of the reasons why you might be constrained in the design of your training programme by the factors of time, budget, facilities and people.

time
budget
facilities
people

Feedback
You may well be constrained in the development of your course because of the time participants are able to devote to the training and when they can be available. For example, could they attend for six consecutive days or one day each week for six weeks. Alternatively the training may require intermittent sessions so that participants can research information or implement skills before the next session. If you are not able to facilitate the training yourself then the number, experience and availability of the trainers will be a factor you will need to consider. What is the budget for the training? It is unlikely to be as much as you would like. Do you need any special equipment, furniture etc. In the case of the computer training we have been considering, up to date computers and software would be essential.

There may be some complimentary conditions which support your designs. Examples include direct links to other courses for more advanced skills, certification to demonstrate competence for promotion purposes, legal requirements for specific roles etc. These can all help to motivate your participants if they are presented as positive attributes of your course.

Activity 11 *Tutorial seminar 1*

You should now be in a position to conduct a training needs analysis with your line manager or client. You can use the following proforma to help you. You should bring this with you to the tutorial seminar for discussion with your peers and tutors.

Project title	
Background information: • organisational context • reason for the initial training demand • target group	
Main tasks	
Additional tasks	
General objectives	
Type of objective for each of the above	
Entry level of the participants	
Additional information about the target group	
Limiting conditions and complementarity	

Summary

Having all the relevant information before you start to design a training course is very important. It is very frustrating for you and demotivating for your participants if you fail to take notice of some of the points we have discussed in this section. Running a training session for something which could be dealt with by means of an aid such as a series of Help Cards for instance will be a waste of time and resources. Similarly, failure to identify entry levels may lead to some participants being lost and others bored. Being as specific as possible about the tasks the participants will need to be able to undertake will increase the effectiveness of the training. Knowing the general objectives of the training course and the type of objective will enable you to be most effective as a trainer. Be sure to make detailed plans before you start designing your course.

Key learning points

- The first thing you need to establish whether the training is necessary.
- Next you have to find out what the actual training needs are by conducting a task analysis.
- From the task analysis you can formulate the general objectives of your training course.
- The entry level knowledge and skills of the group is also very important.
- There will be limiting conditions relevant to your course but there may also be some complementary factors which improve motivation.

Attempt the self assessment questions before moving on to the next section.

Self assessment questions

1. Do you think Health and Safety training would be appropriate for the following:
   a. How to find the fire escape from a building?
   b. How to use a fire extinguisher?
   c. Writing Health and Safety plans?
   d. Risk analysis?
   e. Safe use of electrical plugs and sockets?

2. A laboratory worker is going to be transfered to work in a chemistry laboratory where they will handle chemicals which are Substances Hazardous to Health under the COSHH regulations (Control of Substances Hazardous to Health). The role will involve practical tests using the chemicals and disposing of them after the tests. Answer the following questions:
   a. What are the two main tasks?
   b. What is the most important knowledge for each and the skills and attitude for both?
   c. What would you need to know about entry level?
   d. What restrictions might there be on a training session for these people?
   e. What complimentary conditions might exist?

3. Write a general objective for an appropriate training course for the employee in question 2.

Answers to self assessment questions

1 a. No - The most common solution to this problem is to display prominently notices which show in visual form how to leave the building and where to assemble. However, it is always good practice to announce this information to all users of rooms which could be considered as an informal training session.

b. Yes - It is usual to run short practical training sessions on how to use a fire extinguisher.

c. Yes - Writing Health and Safety plans needs a good understanding of the issues and a training course is likely to be necessary.

d. Yes - Risk analysis is usually addressed with both theoretical and practical training sessions.

e. No - A code of practice displayed in notice form usually suffices for everyday use of electrical plugs and sockets but training is necessary for portable appliance testing to ensure that plugs are wired safely and have not been misused.

2. a. What are the two main tasks?
   - How to handle chemicals safely.
   - How to dispose of chemicals safely.

b. What are the most important knowledge and skills for each and the attitude for both?

Tasks	Knowledge	Skills	Attitudes
Handling	Nature of the chemicals to be used. Are they hazardous and does their use constitute a risk?	Manipulative skills and accuracy	Responsible and careful
Disposal	As above plus any environmental regulations for the safe disposal of the chemicals to be used	As above	As above

c. You would need to know of any previous training in chemistry or health and safety with respect to COSHH to determine the entry level

d. Training sessions for these people might be restricted by money but safe facilities and properly trained trainers may also need to be taken into consideration

e. It is possible that a certificate of competence might be important for promotion or legal compliance which would be motivating for participants.

3. The participants will be able to work safely with dangerous chemicals

Section 3: Identifying learning strategies and teaching methods

Learning objectives

On completion of this section you should be able to:

- Recognise that different people learn best in different ways.
- Select appropriate teaching methods for a training session.
- Select appropriate teaching aids for teaching methods.

Introduction

In this section you will begin to consider learning and the different teaching methods you can use during your training session. In the first tutorial seminar you will be able to observe some of these methods as your tutors identify them at the beginning of each element of the seminar. You can decide for yourself how effective they are and how well they might suit your purposes. In the second tutorial seminar you will have an opportunity to try out the methods you have selected for your training session.

Learning styles

Research carried out over many has shown that we don't all learn most effectively in the same way. Kolb's work published in 1975 suggests that there are four learning styles:

The 'diverger' (dreamer): These participants prefer a learning environment, in which their opinions are shared. They like to experience new situations and to view these from different angles.

The assimilator (thinker): These participants prefer learning situations in which problems can be discussed. The aim of the discussions is to form and think through (new) ideas.

The converger (decision-maker): These participants prefer a structured programme of an informative nature. They like to learn terms and concepts, in order to apply them later in a practical situation.

The accommodator (active worker): These participants immediately want to see the practical applicability of the matter learned. They want to try things out and therefore should be provided with the opportunity to practice their new knowledge and skills.

Another approach was described by Honey and Mumford in the 1980s who used Kolb's as a basis for designing their questionnaire. Their four learning styles are:

- Theorist - enjoy studying the theoretical concepts.
- Pragmatist - prefer a practical approach to learning.
- Reflector - analyse situations to determine outcomes.
- Activist - experiment and learn by doing.

If you are interested in learning more about this subject and the work of Kolb, Honey and Mumford you can look at http://www.namss.org.uk/lstyles.htm

However, now that you know different people have different learning styles, you need to consider how it could affect your training session. Answering the following questions will help you to remain aware of this issue.

Activity 12

Identify the two players in a training environment who might be affected by the existence of different learning styles?

1.

2.

Feedback

The obvious answer is the participants but don't forget that you as the course designer and developer will have a favourite learning style or a combination of learning styles.

Activity 13

We have identified the profiles of learners and conducted a needs analysis, so how do you think that this new information about learning styles can help the design of a training course? Give two reasons why it is important.

1.

2.

Feedback

It is important to ensure that your preferred learning style does not influence your course design and that you incorporate activities in your course which cover all the learning styles. Everyone may have a preferred style but it is important to enable participants to develop the other styles to give an holistic experience.

Teaching methods

We are now ready to consider the teaching methods you can use to construct your course. You need to understand the possibilities before you can embark on course design. This is the final tool which you will combine with the skills you have already developed in analysing your participants' profiles and conducting a training needs analysis. Together these three form the basis of your course design.

There are four criteria which can be used to select teaching methods as you design your course:

a. Effectiveness

You should always choose the most effective teaching method for the outcome to be achieved.

Activity 14

Without even considering the variety of teaching methods available you can identify appropriate methods for some skills. Which of the four teaching methods listed below is the most appropriate for teaching someone how to drive a car.

Lecture	
Video	
Practical tuition	
Distance learning workbook	

Feedback

The obvious answer is practical tuition. The notion of telling someone how to drive a car and expecting them to drive safely appears to be absurd. However there may be other factors involved as you will see.

b. Attainability

The teaching method has to be appropriate for the circumstances and therefore may not be ideal. Factors which may influence the choice of teaching methods include for instance, time, place, space and the equipment available.

Activity 15

Using the same four teaching methods given in Activity 12, select the method which you think would be most appropriate to train a doctor in the outback of Australia about a new surgical technique.

Feedback

Video is the usual method in this case. Obviously practical tuition would be best but often it is not possible and with someone who knows the general principles, new techniques can be demonstrated visually perhaps with a written guide. This technique using video conferencing, on line video or broadcast technology is the basis of the field of Tele - Medicine and is becoming increasingly popular.

c. Variation

Repetition becomes boring. A teaching method is only effective for a limited period of time. If you over use one technique you will demotivate your participants and not give them practice at developing all their learning styles. This is especially important when teaching adults.

d. Target group

Each group of participants is different. Some people are not used to sitting in a classroom. They need a very active programme. An open discussion should not be offered to a group where people don't trust each other. A group of beginners should not have to start with a complicated assignment. They will need information first. In client-oriented courses, you should choose teaching methods in which you can make use of the practical knowledge available in the group. The following table gives you information about a variety of teaching methods together with their advantages and disadvantages

Teaching method	Description	Advantages	Disadvantages
Case Studies	A case study is a description of a working situation. The students have to analyse the situation and solve problems, answer questions etc. working individually or in groups.	- Link to the working situation - Practising/experimenting in a 'safe' environment - Exchanging of ideas - Motivating	- Time consuming
Coaching	Form of guidance and support during task performance, in which the role of the trainer varies from showing how to do it to leaving it completely to the participant.	- Eliminating blocks to learning - Reflection	- Poses high demands on the trainer (coach)
CAI *CBT* *CAL*	Computer Assisted Instruction. The participant independently acquires knowledge and skills. Computer Based Training Computer Aided Learning	- The participant determines time, place and pace himself	- Transfer to working situation -Development costs are high, and therefore not suitable for a small number of participants
Demon-strating	The trainer demonstrates a certain skill; for instance, how to operate a machine. It is also possible to provide a demonstration through a film or an instruction video.	- Provides a visual image - Motivates the participants more than teaching - Through a film/video you can create a representation of something which is usually hard to see (for instance in terms of location, frequency, danger)	- The learner may not have the opportunity to practice and the demonstrated subject will be forgotten

Teaching method	Description	Advantages	Disadvantages
Discussion	During the discussion, the conversation does not run solely from trainer to participant, but from participant to participant as well. The participants ask each other questions, complement each other, respond, etc. The essence is that participants invite each other to think about subjects, opinions, points of view and experience.	- Concentration of knowledge and skills in searching for a solution to a problem. - Bad solutions are rejected during the group process. - Enhancing motivation and creativity. - Through working in a group, social learning takes place. - Participants stimulate each other. - Particularly suited for affective objectives.	- The atmosphere determines the course of the discussion. - Demands a lot of time. - A good discussion assumes a number of conditions: a) listening well, b) asking good questions and c) willingness to discuss your own opinions.
Lecturing	The trainer explains something to the participant. The trainer is active, the participant more or less passive. The trainer must take into account that participants have a limited ability to listen to and store information; after 15 to 20 minutes attention drops and people 'lose contact' .	- Relatively cheap - Relatively small demands on facilities. - Particularly appropriate for objectives regarding knowledge and insight. - Quickly passing on up-to-date information. - Group size is not a limiting factor. - Can be planned well. - Much information can be provided within a short time.	- Little participation. - Chance of mental passiveness of the participants. - Participant is hardly invited to link the subject matter to practice. - It is hard to take into account differences in level.
Teaching-learning session	A teaching-learning session is a conversation in which the trainer lets the participants gain insight into certain knowledge and understanding, through a step-by-step approach. During the session, both trainer and participant are active. The trainer determines the direction and contents of the conversation. He or she asks the questions, redirects questions to others,	- By asking questions, thinking processes are stimulated - Participants are involved - The trainer can assess the level of the participants understanding and adapt to this	- Demands a lot of preparation time of the trainer.

Teaching method	Description	Advantages	Disadvantages
	sometimes gives comments or complementary information or explains something again. The trainer predominantly asks questions regarding understanding and application. Of course participants can ask questions as well.		
Observation (by participants)	Participants observe fellow-participants with the intention of drawing conclusions regarding the appearance of certain behaviour or not. Observing someone in an exemplary function is also possible.	- More tasks can be looked at more specifically. - High involvement.	- Quality of feedback depends on the openness of the group - Reviewing is very time consuming
Practical exercise	The practical exercise can be applied, when acquiring practical skills is essential. Through practising these skills, the participant learns the skills. The trainer provides instruction, assigns the exercises and organises the review (e.g. individual feedback or learning discussions)	- Link to working situation. - Possibility for repetition.	- Logistic conditions cannot be realised everywhere - Time consuming - It is hard to directly check the execution of the assignments
Role play	In a role play a number of persons attempt to enact a problem situation within a given framework and according to prescribed roles. The information in a role play consists of a general situation outline and a description of a number of different parts (you are the action leader of .... and you would like to see...). Additionally, there are several observers. They observe the role play on the basis of an assignment. Their information is important for the review.,	Provides insight into one's own actions and those of others. Experimenting with possible approaches. Appropriate for practising, social skills. Practical situations are easily imitated and convenient to practise (transfer). Situations which do not occur very often can be practised.	Not appropriate for controversial subjects. Time consuming. Ability to identify oneself with a part and enthusiasm is required from the participants.

Teaching method	Description	Advantages	Disadvantages
Simulation	Experimenting in an imitated situation which strongly resembles reality or is an intentional simplification.	- Safety. - Possibility for repetition and availability. - Training for situations which do not occur very often in practice - Degree of difficulty or complexity can be changed - Highly transferable. - Also appropriate for management training. - Application of the theory can be tested. - Motivating.	- Hard to determine the results (criteria must be realistic). - Time consuming.
Self-study	The participants independently acquire knowledge and skills. This can, for instance, be achieved through: studying a book, following an audio-visual presentation without further guidance or complete a CAI-programme	- Participant can determine, time, place and pace themselves.	- Little opportunity to adapt to current developments. - Some participants find it difficult to work individually.
Group work (general)	The participants work together in a group. Either they work on the same task or on complementary tasks.	- Concentration of knowledge and skills in searching for a solution to a problem. - Social learning takes place. - Participants stimulate each other. - People feel more secure when they are alone (group decision). - Bad solutions are rejected in the group process. - Participants exchange experiences in the group.	- The composition of the group is of major importance; a wrong composition can negatively influence the learning process. - It is difficult to coach and supervise several groups at the same time. - It is difficult to discover what the knowledge, skills and attitudes of the individual participants are.

You can use this table when you come to design and develop the training course which forms part of the assessment for GOSH. Each course you design will be different and may involve a variety of teaching methods. The next activity will help you to practice choosing appropriate teaching methods for a variety of tasks.

Activity 16

Use the table to choose an appropriate teaching method for each of the following tasks.

Risk analysis	
Instruction about the European Union or the Framework Directive	
Laboratory techniques	
Strategic planning	
Operational planning for implementation at national, regional or company level	

Feedback

You can use a variety of teaching methods but some appropriate ones might be, case studies, demonstrations or simulations for risk analysis, a short lecture for instruction about the EU or the Framework Directive, Practical exercises, coaching or demonstrations for laboratory techniques, role play focusing on the different roles in a decision making arena for the strategic planning and case studies as the basis for group discussions when planning for implementation of OSH policy.

Teaching aids

As well as choosing the most appropriate teaching method a training session can be made more effective by the use of teaching aids. Good teaching aids can function as support, add information and add variety. The following five teaching aids are most widely used.

Acetates or transparencies

These are transparent plastic sheets used with an over head projector and are suitable for showing figures, schemes, diagrams and keywords. Sheets can easily be produced, prior to a session. They are not suitable for details and the most common mistakes users make are to put too much information in too small writing. The term 'slides' is sometimes used in this context but more often refers to 35mm 'slides' for projection.

Hand-outs

Hand-outs are short informative texts usually on a single sheet of paper. They are suitable for providing information e.g. tables, sets of conclusions, sets of leading questions and schemes. Hand-outs can be prepared prior to a session. Examples of hand-outs are:

- a complicated scheme;
- a short article;
- a text of more than ten lines;
- the text of a presentation.

Flip chart

A flip chart consists of a board on a stand to which large sheets of paper are attached. The sheets can be flipped over one by one. It is suitable for key points, key words and simple schemes. It can also be used to make lists of points. The papers can be prepared in advance but the most common use for flip charts is to record participant input during a session. These can then be transcribed at a later date and circulated to all participants. They are a very good way of letting participants see that their contributions are relevant and valued.

Black- or white board

These boards are found in the front of most classrooms. They are suitable for demonstration of calculations, for making lists of points and for putting down notes or schemes that are important to remember. They would usually require participants to copy down the information at the time as they will normally be cleaned at the end of each session

Video

There are many uses for videos but they should be used sparingly. Short clips as case studies are good. Video demonstrations of good practice and as visual reinforcement work well but long video presentations reduce interactivity and should be avoided.

Activity 17

In what capacity might you use teaching aids during a case study activity of risk analysis?

Feedback

You could prepare a handout describing the situation, use a flip chart to collect participants opinions about solutions to the problems posed and a video to demonstrate good practice. There will be many other possibilities and their worth should be judged by how much value they add to the activity.

Summary

There is a lot more to learning than you might imagine and personal learning styles may well determine the effectiveness of your sessions. When the learning is not your own, but someone else's it is not easy to plan what will be most effective for them without allowing your own preferences to influence you. You will need to consider your preferred learning styles as well as those of your participants. You need to understand the range of teaching methods available to you in order to match the most appropriate teaching method to the tasks your learners need to be able to accomplish. A variety of visual aids can be used to add value to the teaching method and enhance your training sessions.

Key learning points

- Your participants will have different learning styles.
- You must not let your own learning style restrict the design of your training course.
- There are many teaching methods you can use and you should choose one which is appropriate for the task your participants need to perform.
- Teaching aids can help to make the teaching method more effective.

Attempt the self assessment questions before you move on to the next section

Self assessment questions

1. Match each of the following teaching methods to the learning style for which it would be most suitable.
   Practical tuition
   Group work
   Discussion group
   Lecture

2. List six factors which might influence your decision as to which teaching method to use.

3. Identify one appropriate teaching aid for each of the following situations and give a reason for your choice:
   - A lecture to 60 people.
   - A group discussion.
   - A teaching and learning session.
   - A role play.

Answers to self assessment questions

1.

Practical tuition:	Accomodator
Group work:	Assimilator
Discussion group:	Diverger
Lecture:	Converger

2. You should have listed six from:
Participants' profile, group profile, trainer's preferred learning style, learning styles of participants, effectiveness, attainability, variation, target group, availability of suitable teaching aids.

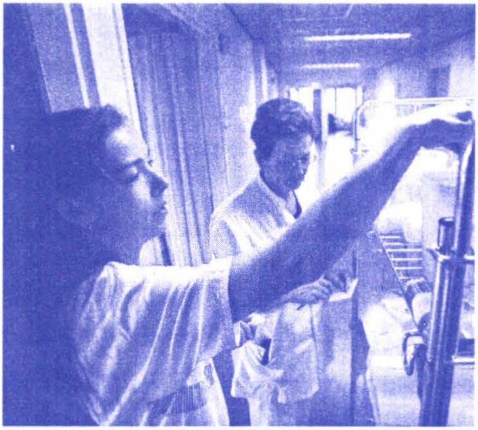
3. Acetates are the most common teaching aid in this situation although many staff choose to give handouts so that participants don't have to copy notes and can give the lecturer their full attention. Short video clips are also suitable in some lectures.
A topics for a group discussion can be presented on a hand out and key points noted on a flip chart. Videos are unlikely to be used and a black or white board is less flexible than a flip chart but could fulfil the same function if the latter was not available.
A flip chart, black board or white board would be appropriate for making notes of the points arising from the interaction between tutor and participant.
The scenario may be given to participants in a role play in the form of a handout. Observers might use a flip chart to record points but players in role play would not normally use teaching aids.

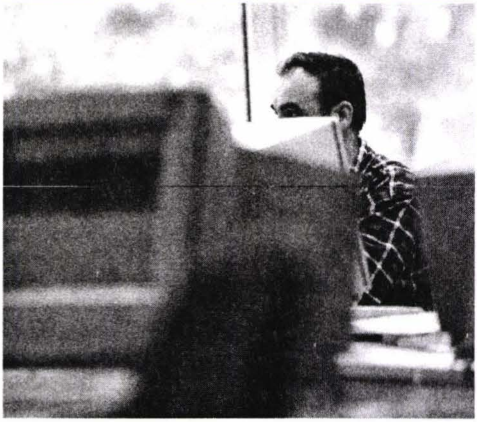
Conclusions

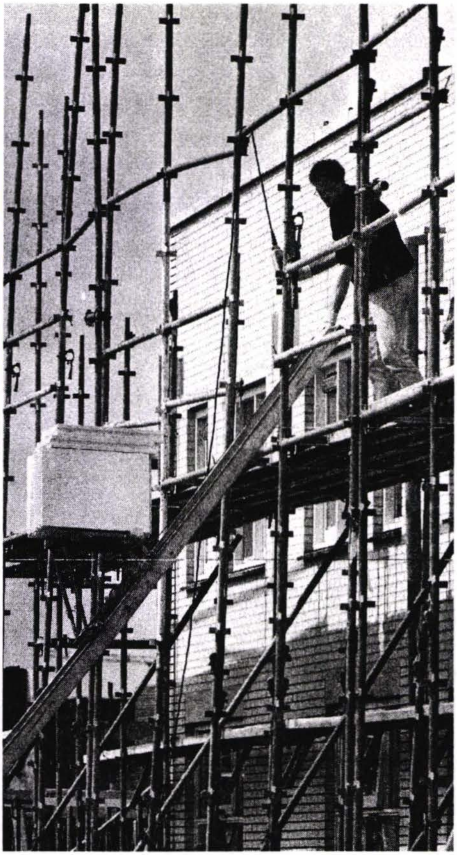
You have now completed Part 1 of Unit 4. You should have the knowledge and skills to complete the tasks for the first Tutorial Seminar and to contribute to the activities your tutors will lead.

As you study the other units of GOSH and take part in the activities at the Tutorial Seminars, always reflect on your own learning. What have you enjoyed? What have you found easiest? What did you not like? Try to be objective because your own experiences are invaluable when you come to design a training course for other people. Talk to as many people as you can. Constructive comments on your ideas from fellow participants and tutors will help you to produce a good training programme.

In Part 2 of Unit 4 you will learn how to design a short training course, develop and deliver it and then evaluate its effectiveness. You will undertake the preparation for your micro teaching activity in Tutorial Seminar 2 by working through the activities in Part 2.







Unit 4

Training (part 2)

GOSH!

Unit 4

Training (part 2)

Learning objectives

On completion of this unit, participants should:

- have knowledge of the issues relating to adult learning;
- be able to conduct a training needs analysis;
- be able to identify the different learning strategies and teaching methods which are applicable in participatory training sessions;
- be able to design a short training course, using appropriate learning strategies;
- be able to develop and deliver training courses;
- be able to conduct an evaluation of the training course.

Introduction

In this second part of Unit 4 you will learn about the theory and practice of using a training session to develop knowledge and skills for the participants, specifically in Occupational Safety and Health. The unit takes the form of a workbook which you can study after you have completed the other units or in parallel with them. You will need information contained in other units in order to complete some of the activities in this one.

The final assignment for the course requires you to identify, design and develop a short training course for delivery within your organisation. The activities in this unit use very general examples and will enable you to develop the requisite skills. There are three sections in the second part of Unit 4, one corresponding to each of the learning outcomes. You will be required to take the work you undertake in some of the activities of this unit to the residential seminars where you will be able to share your experiences with other participants. This will help you to broaden your understanding of both training and Occupational Safety and Health. The activities which provide input for the tutorial seminars are your opportunity to use the skills from each section to begin work on the training course you have to design and deliver for your final assignment. Do not forget that throughout GOSH *you* are the learner. Always try and reflect on your experiences as you progress through your learning about Occupational Safety and Health and apply the best of your experiences in your design of the course you are preparing for others.

Section 4: Designing a short training session

Learning objectives

On completion of this section you will be able to:

- formulate operational objectives from general objectives;
- produce a design for a course;
- sequence contents within a design.

Introduction

So far we have looked at the tools you will need to design and develop your training course but now we are going to look at the process. Operational objectives are the component parts of a general objective and are the outcomes which will be achieved during a training session. They will depend not only on the general objective itself but also on the participants' profile and the limiting factors. Only when the operational objectives have been formulated can the contents, teaching methods and teaching aids be incorporated into the design of your course. As you will see in section 6 the evaluation criteria which allow us to measure how successful the training has been will include aspects of the whole process as well as the achievement of the operational objectives. We need to know if the training was successful and if an appropriate process was designed to achieve this outcome.

Operational objectives

While the general objective is what the participants should be able to undertake in the work place as a result of the training, the operational objectives are the individual outcomes of the training intervention and relate to the outcomes of the task analysis matrix we discussed in section 2.

Activity 18

In this activity you will practice formulating operational objectives from a general objective.
Using the general objective: *The participant can apply first aid effectively in case of an accident at work*

Suggest two operational objectives for an office worker and two additional operational objectives for a worker in a factor using cutting tools and heavy equipment.

An office worker
1.

2.

A factory worker
1.

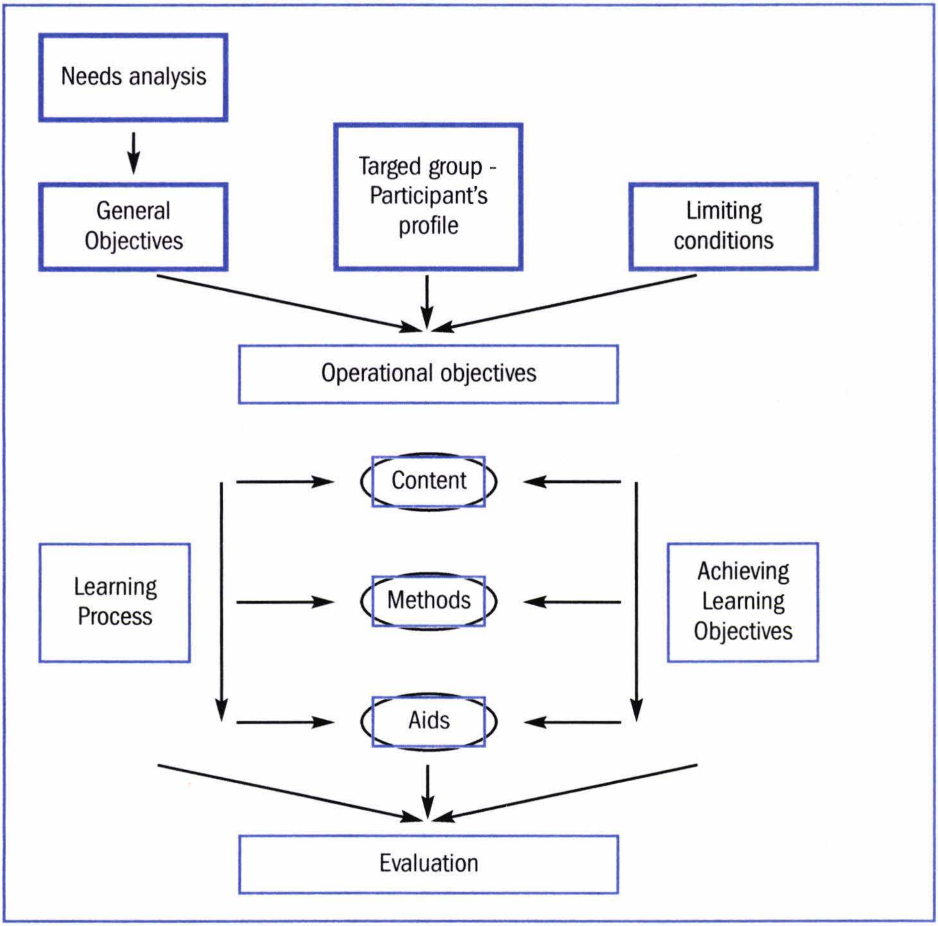
2.

Feedback
For an office worker the operational objectives might be that the participant will be able to wash and dress a small wound and/or administer resuscitation following a heart attack. A factory worker might have the same two operational

objectives plus two which relate to the specific nature of their work such as: reduce blood loss following accidents involving rotating blades and take appropriate action to support employees with broken limbs following accidents with heavy machinery.

The design process

The relationship between all the elements of training course design can be expressed in the diagram below:



Macro design

You are now ready to start designing an outline of the course. At this stage you have to make choices concerning:

- sequence of the subjects;
- relationship between theory and practice;
- timing, whether the sessions are consecutive or have days or even weeks between them.

Sequence of the subjects

Good structuring of the learning contents can provide a more efficient learning process. The sequence will be determined by the entry level of the target group and the operational objective(s) of the course or the course component. There must be a logical coherence between the different elements of the subject matter.

Activity 19

Using the examples of the knowledge elements identified in the feedback to the first task in Activity 7, arrange the six elements in the order you think appropriate.

1.
2.
3.
4.
5.
6.

Feedback
An appropriate order for contents would be; the component parts of the computers, the symptoms of faults in each part, model or serial number of a components, parts which can be mended, parts which need replacing, terms of guarantees and service contracts and identifying suppliers of parts.

This example follows a chronological order in terms of the tasks you would need to perform to repair the computer but this is just one of the principles which can be used to put elements of content into a sequence. Others include:

Concentric - where you start with a simplified description of the whole and build layers of knowledge and skills around this core leading to deepening and elaborating of knowledge and skills. A training course in word processing on a computer might start with basic features and then move through increasingly complex functions to high order desk top publishing and internet mark up knowledge and skills.

Exemplary - where the most representative themes are selected and elaborated. The subject matter learned can be applied in similar situations.

This course on developing a training session is an example of an exemplar since you should be able to design other sessions when you have completed Unit 4 and designed the course for your final assignment.

Problem-oriented - where problems derived from the participants' working environment are created for participants to solve. In the first aid course we have mentioned this might involve presenting participants with a reconstruction of someone with a heart attack and working through how to deal with the situation.

Psychological order - where the course starts with the subject about which the participant has the most questions. This can be the subject the participant likes best, or the very opposite, the subject the participant is most reluctant to address. Experience in the UK has shown that the publicity given to the internet has lead to this type of course where participants want to know how to use the internet but don't know how to use a computer. Carefully designed courses can achieve both.

20 - 80 rule of Pareto - where 20% of the tasks define 80% of the daily work. By starting with these 20%, the participant can function very quickly in their new role. An example of this type of subject sequencing might be an induction course for a new job in a factory where the participants need to know how to use new equipment straight away so that they perform their job and then move on to other factors such as maintenance and other related tasks.

Activity 20

Your local host showed you how use the computers in the study centre and search the internet for relevant web pages. Which sequencing principles do you think apply in this example.

Feedback

This is an example of exemplary since you will be able to transfer your skills to other computers and other web pages.

Relation between theory and practice

The relationship between the amount of theory and practice is determined by the types of objectives and the learning styles of the target group. When skills objectives have to be attained, the practice will make up the majority of the course whereas if the balance of the objectives is towards knowledge and attitudes then theory may predominate. However practice-oriented assignments are always essential because of the connection with the participants' working situation.

Activity 21

Think about GOSH. What do you think is the balance of theory and practice across the whole course?

Feedback

The objectives of GOSH are very practical ones. You should learn to find information on the internet and use it to run training courses to enable others to use the information in their decision making processes. The course team have not produced a highly theoretical course which teaches you the Framework Directive but rather one which gives you the practical skills to find, interpret and teach.

Time

One can choose consecutive course days or course days with various length gaps between them. There will be many factors which influence your choice in this respect. In training sessions on consecutive days participants will remember more of what they have learned but if there is a gap of several days between the sessions they may have had an opportunity to apply their new skills and see the practical relevance.

Activity 22

Looking back at the limitations you may have to work with when designing your course, what do you think will be the advantages and disadvantages of a consecutive model as opposed to one with gaps between training sessions?

Consecutive

Advantages

Disadvantages

Intermittent

Advantages

Disadvantages

Feedback
A consecutive course is 'compact'. The participants can really concentrate on the learning . However, many employers will not or cannot give blocks of time for attendance at courses. The advantage of a course with gaps between session is that participants have the opportunity to apply the subject matter they have learned in their working practice. This learning experience in turn can be applied to the subjects learned during the course days that follow. However the sessions may be difficult to plan if discrete days or half days have to be planned. You will need to keep all of these things in mind when designing your own sessions.

Matrix-method

The Matrix-method is a very useful aid in course design. It enables you to plan and organise your course in a flexible way. Course objectives and ideas for teaching methods are written on different Post-its. Subsequently, they can be arranged and re-arranged in a time-table (the matrix).

Before you start using the Matrix-method, it is convenient to have the following materials available:

- Post-it self-adhesive note paper or other similar material;
- a number of rather thick markers;
- flip chart paper, a blackboard or a white board.

To use the Matrix-method undertake the following steps.

1. General objectives

- Determine the general objectives which have to be achieved in the programme.
- Write down each general objective on a 'Post-it'.
- Use a different colour marker for each objective and maintain this colour scheme in the subsequent steps.
- Give each objective a number. This will help you to be clear which teaching methods go with which objective in the matrix, when you start to arrange the Post-its.

2. Operational objectives

- Formulate operational objectives for every general objective.
- Give a code to each of the operational objectives, derived from the number of the relevant general objective. This means that connected to general objective 1 are operational objectives 1.1., 1.2, 1.3, etc.
- Write down each operational objective on a Post-it. Again, use the same colour as the one you used for the corresponding general objective.

3. Teaching methods for each operational objective

- For each operational objective identify the most appropriate teaching methods. Do not try to be too critical in doing so and give as many ideas a chance as possible. You can finalise which method you are actually going to use later in the process.
- Write down each teaching method on a separate Post-it. Give a code to

each teaching method, for example: connected to operational objective 1.1. are the teaching methods 1.1.1, 1.1.2, 1.1.3, etc.

4. Preference for teaching methods

Now you have to make the final choice in selecting a teaching method for each operational objective. A good way of making a choice is to weigh the advantages against the disadvantages of each method for enabling a participant to achieve a particular objective. Your criteria should include:

- the effectiveness of the teaching method;
- the degree of similarity between the learning situation and the working situation;
- whether the method is active or instructional;
- the appropriateness of the teaching method with the group and group size.

Look back at section 3 if you are unsure about the advantages and disadvantages of the methods you have selected. Use this information to decide how 'attractive' this method is for the programme by scoring it on an arbitrary scale e.g. 5 is excellent and 1 is least appropriate. You can use a table to do this and the next activity will enable you to practice this technique.

Activity 23

Returning to the example of first aid, one of the operational objectives was administer resuscitation following a heart attack. Use the table to identify three possible teaching methods, identify advantages and disadvantages and score them using the 1 to 5 scale.

Method	Advantages	Disadvantages	Score

Feedback

You might have identified, video, practical demonstration and role play as possible teaching methods. The advantages of a video are that lots of people can see it at once and the correct technique can be demonstrated. The disadvantages are that it might be difficult to film all aspects of the technique and participants would have no reassurance that they could actually repeat the technique correctly.

In the case of a practical demonstration the advantages are that a dummy can be used so that individual actions can be demonstrated and participants can try the technique for themselves with the tutor watching to support the development of their skills. The disadvantages are that only a small group could participate at any one time and you would need the appropriate teaching aid, in this case a lifelike dummy.

In role play individual actions could be demonstrated and there would be no need for a dummy. The disadvantages include that small groups only could participate and the actual technique cannot be practised by the participants since it is dangerous to administer this technique to a conscious, healthy person and few participants would like the idea of being the patient in this situation! You might have scored video 3, practical demonstration 5 and role play 1 because it is unsafe.

5. Time estimate per teaching method

Only general guidelines can be provided. The 'duration' of a teaching method is influenced and determined by a number of factors including: group size, quality of the trainer and the complexity of the assignment. The next step in the matrix method is for you to indicate, for each teaching method you have selected, your estimate of the time it will take and write it down on the appropriate Post-it. It is common for inexperienced trainers to be over ambitious and allocate insufficient time for activities, so be very careful when you do this.

Activity 24

If you had decided on the practical demonstration for resuscitation following a heart attack and you had a group of twelve participants, how long would you allow for this activity in your course? Suggest four factors that might influence your decision?

Time	Factors considered
1.	
2.	
3.	
4.	

Feedback

You would need to allow a long time for this activity, possibly a whole session. The factors which you would need to consider include; the number in the group (which is quite large for a practical session), the fact that each participant will need to see clearly the demonstration and then practice for themselves, the provision of an opportunity for participants to ask questions, but probably most of all as this is a life saving technique the participants would need to be fully confident and proficient. If they were not, they could either harm patients rather than save them and the effect on their conscience and confidence could be devastating. This is an extreme example, but it does illustrate the point that you must consider all aspects thoroughly.

6. Fixed programme components

These are the things which must be included and although there may be a little flexibility, they will ultimately determine the format of your session(s). Make a blueprint or a matrix of the course for each session or day and fill out the matrix with what you are already sure about regarding the fixed programme components such as introduction, coffee, lunch and evaluation, etc. For example:

Time	Fixed component
9 - 9.30	Welcome, introduction and explanation of course objectives
10.30 - 11	Coffee
1-2	Lunch
3.45 - 4.15	Tea
5 - 5.30	Evaluation

As you can see, you could have tea earlier or coffee later for instance to balance sessions and match teaching methods with time, but the elements remain the same.

7. Completing the matrix

You will now be in a position to put all your information together in the matrix and produce the design for your training course.

Activity 25 ***Tutorial Seminar 2***

Draw a large matrix in the form of a plan of the session on a flip chart sheet, blackboard or white board . Don't forget that all the Post-its have to fit onto the sheet so you may need to use one for each of your sessions. Fill out the matrix by placing the Post-its in the appropriate places on the sheet and include only the teaching methods you selected in step 3 and step 4 of the Matrix Method. In this way you can visualise the composition of the course before you write up the final design.

Try to compose a balanced programme, which takes into account aspects, such as the importance of operational objectives, appropriate sequencing of content, attractiveness and variation of teaching methods, time available and the profile of the participant group. When you are satisfied with the result, you can write up your design. The advantage of using Post its over black or white board is that you can just keep the flip chart sheets and you don't actually need to write it up further.

You will use this design in the next section to develop the micro teaching session you will deliver during the second tutorial seminar and you should bring your matrix plan with you to the seminar to discuss with the tutor and other participants. As well as taking your matrix to the second tutorial seminar, you should add it to your Dossier for future reference and evidence of your activity on the GOSH-course. You are now well on the way to preparing the training session which forms part of the final assessment for the GOSH-programme.

Summary

The general objectives which we discussed in Section 2 are used to formulate the operational objectives. Operational objectives state what the participants should be able to do on completion of the training course and should be directly related to the task identified in the training needs analysis. Once the operational objectives have been agreed, you can start designing the outline of the course by deciding on the sequence of the content by using appropriate sequencing principles. The balance between theory and practice elements must be relevant to the performance of the tasks in the work place and the timing of the sessions as well as timing within them may be constrained by a number of factors such as availability of participants, trainers or within a session by fixed elements such as refreshment breaks. The matrix method is one very convenient way of bringing all the elements of a course design together in a flexible format allowing for refining adjustments, such as choosing the appropriate teaching method, before the design is finalised.

Key learning points

- Operational objectives are derived from the general objectives and describe the outcomes of the training. They relate specifically to the tasks participants will perform in the work place.
- Sequencing content is undertaken using one of a number of sequencing principles.
- The relationship between theory and practice will depend upon the tasks to be performed in the work place and whether the operational objectives are knowledge or skills based.
- There are a number of factors which must be considered before the final decision as to which teaching method is chosen for delivering each operational objective. These include effectiveness, attractiveness, availability of teaching aids and safety.
- Timing of sessions should be relevant to participants needs and delivery of the operational objectives.
- Timing within the training sessions will depend upon fixed elements including introduction, evaluation and refreshment breaks.
- The matrix method allows consideration of all aspects with opportunity for refinement before formalisation of the design.

Try the self assessment questions before you move on to Section 5.

Self assessment questions

1. Rewrite the elements of the main task A in activity 7 as operational objectives

2. Where would you find the general objectives and operational objectives for Unit 4 of GOSH?

3. Which principle would you apply when sequencing the content for each of the following:
   a. Training provided for new managers who will appraise the performance of employees?
   b. An employee who spends most of their working week operating machinery with dangerous rotating blades and the rest cleaning and repairing the machinery when it is stationary.
   c. Training commissioned by a company which decides that it can provide computers for its work force most cheaply by training operators, who would otherwise be made redundant, to assemble machines from there component parts.

4. Why is the matrix method a preferred method for designing a training course?

Answers to self assessment questions

1. General objective
   On completion of the course the technician will be able to repair computer hardware. (Agreed with the client or manager)
   Operational objectives
   On completion of the course the participants will:

Know the component parts of the computers	knowledge
Know the symptoms of faults in each component	knowledge
Be able to identify the faulty component	skill
Be able to remove faulty parts	skill
Be able to install replacement parts	skill
Pay attention to detail	attitude
Have a positive approach to safe working practices	attitude
Know which parts can be mended and which need replacing	knowledge
Know general terms of guarantees and service contracts	knowledge
Be able to use supplier information to return parts and order repairs	skill
Be able to identify the model or serial number of a component	skill
Know the suppliers of parts	knowledge
Be able to compare prices	skill
Be able to place orders	skill

2. The general objectives precede the introduction at the front of each work book and the operational objectives are given at the beginning of each section.

3. a. You would probably use psychological sequencing. These are new managers and may think appraisal is going to be easy or, on the other hand, they may realise that good appraisal is a very high order skill. Some research through the participants' profile will be useful in this case.
   b. Pareto's rule would apply here. Not only because the majority of time is spent operating the machinery but also because it is very likely to be more dangerous when operating than when at rest.
   c. The content would need to be sequenced chronologically so that the operators could fit the components together in the most effective sequence. The training would probably follow a step by step approach.

4. The matrix method has several advantages. However the main one is the ability to move the Post Its around to refine the design in the light of any constraints or criteria used to select elements such as teaching methods. This allows all elements to be considered together before the design is finalised.

Section 5: Developing and delivering training sessions

On completion of this section you should:

- Know how to use the design for a training course to develop a practical plan for the training session and identify the materials needed.
- Know some of the issues which can affect the delivery of a training session.
- Be able to develop a micro teaching session for Tutorial seminar 2.

Introduction

The results of the activities you have undertaken so far should have resulted in the design of your training session for the final assessment. This design can be used as a blueprint for further development of the course. As you develop your ideas you will have to consider whether the choices you made are going to contribute to the realisation of the general objectives. It may be that you will have to re-arrange the general framework as you begin to face the practicalities of delivering the course yourself. Course development is not a linear process, although the diagram might suggest this.

Refining the operational objectives

The first stage in the development phase should be to revisit the operational objectives and test them to see if they need changing or refining as you develop your course.

A useful method for testing operational objectives is to use the acronym SMART. Do your operational objectives fulfil the following conditions. Are they:

Specific:	Have you distinguished between knowledge, skills and attitude?
Measurable:	How will you know if the objective is achieved?
Attainable:	Do the activities really correspond to the tasks the participants are responsible for in their job?
Reasonable:	Is it reasonable to expect the participants to achieve the objectives within this course?
Time based:	How long is the period in which the participants have to attain the objectives?

Be sure to check the operational objectives you have formulated, against these five conditions. If your objectives fail on any aspect of these tests, you may end up with dissatisfied participants or clients.

Activity 26

In this activity you are going to practice applying the SMART-test. Using the first aid example again, we might have an operational objective which states that on completion of the session participants can give mouth-to-mouth resuscitation according to the First Aid protocol. Apply the SMART-test to this objective and make a note of any conditions which might apply.

S M A R T

Feedback
It is specific since it is a skill indicated by the phrase 'be able to'. It is measurable if you adopt an appropriate teaching method since your participants could demonstrate their technique on an approved dummy during the session. It will be attainable if first aid is part of the participants job as it will enable them to perform that role better. It is reasonable to expect the participants to achieve this again if an appropriate teaching method is used. The time will have to be considered carefully. Has enough time been allowed for the participant to understand the procedure and practise the skill? Look again at your response to activity 24. You will see that in some cases a test can be passed or failed but in others the conditions which allow it to pass may be things you need to note for further consideration for instance in the timing within the sessions.

Refining other aspects of your course

Now that the operational objectives have been refined the selecting and sequencing of content should also be reviewed. You can use the same starting point as before but in addition, a number of additional sequencing principles can be used which are useful when developing your course on *micro*-level. Start by being ruthless. Obviously the selection of contents has to be directed by the objectives. The course has to contain all the content that is required to achieve the objectives, *but* make a positive effort to leave out content which is not required. This is more difficult than you might imagine.

Activity 27

In this activity you will select those elements of content which are necessary and reject those which are not. Use the same operational objective as before: 'on completion of the session, participants can give mouth-to-mouth resuscitation according to the First Aid protocol'. Indicate in the next table which of the following content you would include and which you would leave out.

Feedback
You would need to include: how to open the airways, how to close the nose and breath into the patient's mouth, how to sequence events, how to test for

Topic	**In or out**
Parts of the body	
The respiratory process	
How to open the airways	
How to close the nose and breath into the patient's mouth	
How to locate the heart	
How to administer heart massage	
How to sequence events	
How to test for resuscitation	
When to stop	
How to apply the recovery position	
How to send for an ambulance	

resuscitation and when to stop. Some of the other items on the list may be applicable to another operational objective such as applying heart massage as well as mouth to mouth resuscitation but not to this one. Some are interesting background knowledge but not necessary to acquire the skill described by this particular operational objective.

The same refining process should now be applied to the other choices you had to make in the macro design of your course. You are really testing to see if what you originally designed is practicable when considered in the context of actually delivering your course. If you have not been involved in designing and delivering training before you will tend to be over ambitious so this refining process is a very important one.

Remember to be ruthless. It is all too easy to design and develop a beautiful course which is impractical when you try to deliver it. You are now working with the detail and developing on *micro*-level and you can go through this refining process a number of times. However, the best way to refine your course is to obtain some feedback and this is why the second Tutorial seminar provides an opportunity for each participant to deliver a micro teaching session. For the rest of this section we will go through the process of preparation for your micro teaching contribution to the second Tutorial seminar.

Developing your micro teaching session

At this point in the course, you should have the macro design for the training course you are going to submit as your final assignment from Activity 25. The activities in section 5 should have helped you to develop that design further but now you must choose a small part of it to deliver as your micro teaching session in Tutorial seminar 2. Choose the part of your course you are going to deliver very carefully. You can practice developing your design and delivering it to other participants and your tutor. You will receive feedback on both the design and delivery. This kind of feedback really is the most valuable you can have and the tutors will make sure it is constructively critical so that you can improve your whole course before you submit it for assessment. It is not a competition, so helping each other will give the whole group insights into many different approaches and let you exchange ideas with participants who have different perspectives and interests.

You will have a maximum of 15 minutes for your micro teaching session so choose the topic carefully. You obtain the maximum benefit, you should try and select one operational objective so that you can really go through the whole process and test yourself in each aspect of design, development and delivery. Each of the remaining activities in Section 5 takes you through one step of the process, but you will obtain the feedback during the Tutorial seminar.

Activity 28

Select the operational objective you hope to achieve with your participants (your peers at the tutorial seminar). At this stage you might like to chose two or three and make a final choice at a later stage.

1.

2.

3.

From the design you produced using the matrix method in Activity 25 look again at your three operational objectives and the teaching and learning method you selected. For this exercise you need to chose an objective and teaching method which can be delivered in 15 minutes but which will allow you to demonstrate all aspects of design, development and delivery. Bearing in mind the outcome of Activity 24, a practical demonstration might not be a suitable one to chose. Use the table below to focus your ideas for each of your operational objectives and then make your final selection.

Objective	Number of participants	Teaching method	Teaching aids	Can this be completed in 15 minutes?

The objective I will deliver is:

Activity 29

Next you should go through the refining process for your micro teaching session. Use the tables to take you through the process step by step.

Question	Answer	Comments or reasons
Is the objective SMART?		
S		
M		
A		
R		
T		
What are the topics I must cover?		

What is the most appropriate sequence?		
1		
2		
3		
Is the teaching method I have selected the most appropriate?		
Will it work with the number of participants I have - and any additional ones?		
What teaching aids will be most effective?		
Can I still deliver it in 15 minutes?		
What do I need to have available when I prepare my micro teaching session?		

You should now have undertaken all the preparation so the next stage is to actually prepare your micro teaching session. Before you begin preparation, just think back, look through the workbook of Unit 4 and attempt Activity 30.

Activity 30

In this activity you will check some of the points we considered in the early sections of Unit 4. Try to answer the following questions:

Have you considered your preferred learning style and those of your participants in making your decisions?	
Have you given any thought to the special needs of adult learners?	

Feedback

Remember not to let your preferred learning style influence your design. You will have met your group of participants at the first Tutorial seminar so you may know a little of their preferences. Don't think back to your school days. Many people think a lecture is the best way to teach because that is what happened *when they were at school but a lecture is not interactive and you should enable interaction and opportunity for discussion and asking questions.*

Activity 31 ***Tutorial Seminar 2***

You should now prepare your micro teaching session. Don't forget to add all the plans and materials to your Dossier.

Implementation

By the time you complete GOSH, you will have designed a training course of your own and delivered part of it in a micro teaching session but the actual delivery of your own full course will depend on a number of other local factors if it is to be as effective as possible.
Some of the factors you will need to consider to maximise the effectiveness of any course you deliver are:

Attendance and commitment

When carrying out a training session or programme, it is important to plan the timing of the session very carefully. The participants have to be able to really make time for the training. It is always best to publish the time well in advance so that participants can commit fully to the course.The other factor which can affect attendance and commitment is the location of the training sessions. When the training is carried out near the workplace, there is a danger of the participants not being able to concentrate fully. Often they are distracted by various job activities which interrupt the training.

Group size and attitude

In training practice, it is common for the group size to change without notice. This can mean that you will have to adapt teaching methods and activities accordingly. Try and be flexible by preparing for a range of numbers of participants. The involvement of the participants is of substantial importance for the success of a training programme. Sometimes, during the training it becomes evident that participants are not motivated to participate actively in the training. There can be several reasons for this. One can be the group size which is too large for the activities allowing some participants to 'hide'. Another cause of poor motivation is the way in which the course has been presented to prospective participants

Activity 32

Consider the following three ways in which a manager presented a training opportunity to his employees and use your own reactions to identify the effect each will have on a trainee.

1. My boss says all my staff should go on this training course.
2. There is a training course running next week. I know you're busy but it's probably a good idea to cover the company's OSH commitments
3. It's very important for all staff to attend the OSH training course. You will learn about your personal responsibilities for OSH at work and the company's responsibilities with respect to your employment.

Feedback

The manager is bored by the whole thing in the first example and no employee is going to be enthusiastic about attending. In the second example, the case is presented for the employers benefit not the employee's, whereas in the third scenario, good reason is given with the benefits presented in a balanced way. Of course basing attendance on appraisal, identifying real development needs of the individual is the most appropriate way of agreeing training opportunities. If this negative attitude is encountered, you may face the task of identifying the problem and proposing or discussing solutions either with participants or with the management.

Activity 33

Now that you have planned your course very carefully the participants are bound to achieve their objectives or will they? How will you know if you have been successful and your participants have found the course effective and enjoyable?

I think...

Feedback

You will get some feel for how successful you have been from participants during the session. However, developing a course is a continuous process and involves evaluating all aspects, making appropriate adjustments before the next session. The final section of this work book deals with evaluation which you must build into the course you submit for your final assignment.

Summary

The macro design for a training course is used to develop a practical plan for a training session and to identify the materials you will need. There are many issues which need to be considered during this development phase which will affect delivery. These include refining the operational objectives using the SMART acronym, ensuring that the session only covers essential subject material and similarly refining other aspects of the course. Micro teaching is a way of ensuring that the process of development produces a course which is appropriate in practical terms for delivering in the specified time and obtaining feedback from tutors and colleagues. Identifying motivational factors will help to ensure successful training sessions and evaluation is essential to find out if the training has been successful.

Key learning points

- The macro design is refined during the development phase.
- Operational objectives can be refined by applying the SMART test.
- Content should be reviewed to ensure that only essential topics are covered.
- All other aspects should be reviewed in a similar manner - be ruthless.
- Care must be taken to ensure that the course can be delivered in the time available.
- Micro teaching is a way of developing and delivering a small section of a course and receive feedback which will reflect the process as well as the content.
- There are some factors which will be out of your control and which you may only discover at the beginning of the session. You should try to be prepared for all eventualities.

Try the self assessment questions before moving on to the last section

Self assessment questions

1. How would you test for each aspect of SMART for an operational objective?

2. Which of the following aspects of a training course are likely to result in over running the allocated time?
   Teaching method
   Content
   Teaching aids
   Age of participants

3. What are the distinctive features and the purpose of a micro teaching session?

4. What are the essential differences between a macro and micro design of a training course?

5. Suggest three things which can affect your training course but which are outside of your control and about which you may not be notified until the actual session.

Answers to self assessment questions

1.

Specific:	Have you distinguished between knowledge, skills and attitude?
Measurable:	How will you know if the objective is achieved?
Attainable:	Do the activities really correspond to the tasks the participants are responsible for in their job?
Reasonable:	Is it reasonable to expect the participants to achieve the objectives within this course?
Time based:	How long is the period in which the participants have to attain the objectives?

2. Teaching methods and content are the two most likely to affect timing. In the case of content it is easy to include more than is necessary. A very participative teaching method may involve each participant practising a skill and that is very time consuming. Teaching aids may well make a session more efficient and the age of participants wouldn't have a significant effect although you will find that some groups ask more questions and this can affect your timings.

3. A micro teaching session is an opportunity to select a small part of a course and deliver it to a group of participants so that you obtain feedback on the content, design and delivery.

4. The macro design is broad in its scope beginning with deriving the operational objectives from the general objectives. The development or micro design is a refining process in which the assumptions you have made in the macro design are tested and refined to focus on the most effective and relevant strategy for each component of the course. Each element of the course should be subjected to the same rigorous review.

5. Timing with respect to the availability of participants.
   Location of a training session near to or at work can result in distractions for participants.
   More or fewer participants may actually attend the session, so be prepared for variations in your group size.
   Poor motivation can be because of poor managerial communication of relevance. This may need to be addressed with participants or managers.
   Attitudes are often affected by the position an individual holds within the organisation and this can influence the effectiveness of a training session.

Section 6: Evaluating a training course or session

On completion of this section you should:
- Know the purpose and benefits of evaluation.
- Be able to identify those elements of a training course which can be evaluated.
- Know the points at which a training course can be evaluated.
- Know the difference between open and closed questions.

Introduction

The first time you run a training course you are really conducting a pilot. No matter how well you plan, you will not actually know how effective it will be until you actually deliver it to a group of participants. Micro teaching helps but is usually conducted with a group of your peers, not participants. It is therefore essential that you find out how effective and well received the session is during this pilot. Evaluation and revision in the light of feedback from evaluation of the pilot are an essential part of the development process. So, ideally, a pilot version is given first, after which the final version can be developed. And even then, evaluation and revision remains important. A training course has to represent the latest insights and innovations and therefore has to be updated continuously.

Evaluation should always be linked to the general and operational objectives of a training. Its purpose is primarily to find out if the objectives have been achieved although other very useful information can also be obtained by well conducted evaluation

Activity 34

Suggest three things you would like to be asked about a training course other than the achievement of the objectives.

1.

2.

3.

Feedback

Some times it is the detail such as the location, the catering or even the heating which can ruin the best planned training session. These factors affect the social aspects of a course but years later a participant may remember a course because it was freezing cold or the food was terrible rather than how well the objectives were addressed.

Evaluation methods can be divided into two types, process evaluation and product evaluation. Process evaluation is a measure of how well the course enables the participants to meet the objectives. Product evaluation is similar to assessment since it measures how well a participant is able to demonstrate their ability to meet the learning objectives.

Process evaluation

The objective of process evaluation is to evaluate elements of the learning process which contribute to the learning experience.

Questions can be asked about:
- accommodation
- duration of the training
- the contents
- the applicability in the workplace
- the teaching methods
- the quality of the materials
- the quality of the trainer
- the fulfilment of expectations.

To carry out process evaluation, interviews or questionnaires can be used. Generally speaking process evaluation is subjective. This means that it depends on the attitudes and opinions of the individual participant. What one participant finds to be very good, another may think is poor. It is usual to use a set of statements and ask participants to say to what extent they agree or disagree. An alternative is to ask them to score a component, say out of 5. These methods can apply to questionnaires or interviews.

Activity 35

Use the process elements listed above to complete the design of the draft questionnaire you can find in the next table.

Feedback

In the same way as - accommodation becomes the statement, 'The accommodation was appropriate for the training session' so - duration of the training becomes 'The duration of the training session was just right'. Similarly - contents could be expressed as 'The content of the course covered the knowledge objectives'. It is important to have some negative statements so that participants have to think before answering so - the applicability in the workplace could become 'The course dealt exclusively with theory about the subject'. If the course was very practical, then the participant would have to strongly disagree. The teaching methods allowed you to practice the skill, the quality of the course materials was very high, the trainer was able to involve everyone and the course fulfilled all my expectations - are suitable statements for the other elements.

	Strongly agree	Agree	Disagree	Strongly disagree
The accommodation was appropriate for the training session				
duration of the training				
the contents				
the applicability in the workplace				
the teaching methods				
the quality of the materials				
the quality of the trainer				
the fulfilment of expectations				

Product evaluation

The product of training can be evaluated as well as the process. The objective of product evaluation is to evaluate the learning of the participants or, in other words, the degree to which the objectives have been met. To carry out a product evaluation, the following evaluation-instruments are useful:

- verbal test;
- written test;
- observation of role plays;
- observation in the work place.

If the outcome of this type of evaluation is used to measure the participants' performance then it is the same as assessment. Formative assessment is used to provide participants with a measure of their performance and explanation of their degree of understanding, whereas summate assessment is used to judge performance and rank or grade performances. It is important to define the evaluation criteria before the course starts. The product evaluation criteria have to be derived from the objectives.

Activity 36

Using the operational objectives from Activity 18 suggest a means for evaluating each, as described in the next table.

Feedback

A simulation might be the best 'test' but a written test requiring a description would be possible but a less satisfactory alternative. Requiring participants to

The participant will be able to:

1. wash and dress a small wound;
2. administer resuscitation following a heart attack;
3. reduce blood loss following accidents involving rotating blades;
4. take appropriate action to support employees with broken limbs following accidents with heavy machinery.

demonstrate the technique on a dummy would be most appropriate. Again a demonstration with a hypothetical injury is really the only practical way of assessing both the treatment of wounds and broken bones. A course such as this would be a very practical one, so demonstration is the usual method. The outcomes are frequently used as assessment and certificates awarded to successful participants.

Moments for evaluation

There are several points during a training course at which evaluation can take place.

Before the training
A predictive or diagnostic test to determine the current knowledge, skills and attitudes of the participant.

Activity 37

Suggest three things you think could be achieved by testing participants before they join a training session?

1.

2.

3.

Feed back
The sort of things it is possible to ascertain include: whether the participant can participate in the training, whether the participant needs to acquire additional knowledge and skills before they can join the course, whether the training is appropriate for the participant and whether the training should be modified to meet the participants needs. A test may be sent by post or participants may be asked to attend a centre prior to the training.

Another type of diagnostic approach would be to conduct an interview with the participant and/or their manager to find out:

- the current knowledge, skills and attitudes of the participant;
- the training need(s);
- the expectations about the training.

During the training

A sensitive trainer will be aware of undertaking evaluation during the session by looking for signs of engagement and acquired learning in their participants. Diagnostic tests can be used during a course to determine the acquired knowledge, skills and attitudes. These can be formal or informal, for instance by observation. Process evaluation during training can be conducted by asking the participants to reflect on the training at the end of each session. The outcomes can be used to modify the training to improve the extent to which the course meets the needs of participants. This is usually a very informal process.

At the end of the training

It is usual to conduct a formal evaluation of both the process and the product at the end of the training. In some cases the product evaluation is a test possibly taking the form of asking the participant to demonstrate competence in a skill. A more formal example might be a driving test following training through driving lessons. This would be assessment unless the outcomes of many driving tests were used to modify the way in which the training takes place. Knowledge, skills and attitudes are tested during a driving test. Process evaluation: the participants are asked to reflect on the training at the end of the training. The results are used to modify the training.

Activity 38

Look carefully at the questionnaire which is provided at the end of this section. Do you think it is evaluating the process, the product or both?

I think...

Feedback

The questionnaire addresses many aspect of the process. Only question eight attempts to ask what the learner will be able to do after the course.

The questionnaire demonstrates the two types of questions which can be asked. Closed questions have a response which is measurable, definite right or wrong. Open questions can be answered in many ways and often depend on opinions or attitudes.

Activity 39

Which questions on the questionnaire are open and which are closed?

Open
Closed

Feedback

The questions prefaced by a letter are open with the exception of question d) since they are asking for a description of your opinions. The questions prefaced by a number are closed since they ask you to give a measured response on a scale which is given to you. Question d) is also closed since it asks for a yes or no answer.

After the training, on-the-job

Probably the most useful form of evaluation takes place after the training when the participant is back at work. If a company has an appraisal scheme and the training need has been identified during an appraisal interview then a follow up interview or the next appraisal round should identify the extent to which the outcomes of the training have improved performance of the job and hence the applicability of the acquired knowledge, skills and attitudes. A questionnaire concerning the performance and the applicability of the acquired knowledge, skills and attitudes, which has to be filled out some time after the training is another alternative.

Summary

Evaluation is the process by which the effectiveness of the training is investigated or determined. Evaluation methods can be divided into process evaluation and product evaluation. The objective of process evaluation is to evaluate the learning experience including essential components such as methods and materials as well as some of the social aspects such as location, catering and timetable for the session. The objective of product evaluation is to evaluate the outcomes of the learning. The latter can take the same form as assessment if a mark, grade, pass or fail is awarded.

There are different moments for evaluation including: before the training; during the training; at the end of the training and after the training. Questionnaires usually evaluate process but carefully constructed questions can evaluate product. Product is often best evaluated by appraisal after the training since it considers how well the participant is applying the knowledge skills and attitudes acquired during training. Open questions ask for opinions whereas closed question ask for a response which can be measured in some way.

Key learning points

- Evaluation is an essential part of the ongoing development of a training course allowing the course to be improved on an evolutionary basis in response to the comments and performance of participants.
- Process evaluation provides information about the training process and its ability to facilitate learning, whereas product evaluation, which is the same as or similar to assessment, evaluates the learning which has taken place.
- Evaluation can take place before, during at the end of and on implementation of a training course.
- Open questions ask for opinions, reason and suggestions whereas closed questions ask for a quantifiable response such as right or wrong, true or false or a measure on a scale.

A sample questionnaire

We would like your views and opinions about this training course as part of our quality monitoring process. We will use your comments to review aspects of the course so please help us by taking the time to answer the following questions.

Please tick the box which represents your view on the scale indicated for each question

1	What's your impression of the general organisation of the course?	excellent	□□□□□	poor
2	Did the training meet your expectations?	completely	□□□□□	not at all
3	What's your opinion of the contents of the course?	excellent	□□□□□	poor
4	What's your opinion on the course materials?	excellent	□□□□□	poor
5	Does the training contain sufficient variation?	sufficient	□□□□□	insufficient
6	Did you have sufficient opportunity to practise?	sufficient	□□□□□	insufficient
7	What is your opinion on the duration of the course?	too long	□□□□□	too short
8	Do you think you will be able to apply what you have learned during this course in your working situation?	completely	□□□□□	not at all
9	What's your opinion on the quality of the course?	excellent	□□□□□	poor

Please answer the following questions:

a What parts of the training do you consider to be most valuable to you and why?

b What parts of the training do you consider to be least valuable to you and why?

c What's your impression of the trainer (expertise, performance, etc.)?

d Would you recommend this training to others?

Self assessment questions

1. Why is it important to evaluate a training session and what are the benefits for:
   - the trainer
   - the learner
   - the employer?

2. Name and explain the two elements of a training course which can be evaluated.

3. At which points can a training course be evaluated and why would appraisal be arguably the best form of evaluation?

4. Rewrite question c) of the questionnaire as closed questions.

Answers to self assessment questions

1. You will only know how effective a course is by evaluating it. This involves obtaining information about opinions and performance of the participants. Benefits for:
   - the trainer include better information about the structure, context and effectiveness of the course
   - the learner are a better understanding of their performance but also the knowledge that their input has influenced the effectiveness of the course for future participants
   - the employer sometimes include a better understanding of the outcomes of training but should always be improved performance of the employees on future courses

2. The two elements are process and product. The process involves the component parts of a training course and any social and organisational aspect which might affect a participant's performance, engagement or attitude to the training. The product is the outcome of the training and this can be the same as assessment. The performance of the participant can be established by the trainer before during and after the sessions or by the employer by observation or at appraisal.

3. A training course can be evaluated before, during, immediately after and later on return to the work place. Appraisal be arguably the best form of evaluation because it actually considers the application of the new knowledge, skills and attitudes to the work. It truly establishes whether the general objectives determined during training needs analysis have been met.

4. Please give your opinion of the following aspects of the trainer's performance on the scales indicated below.

		Strongly agree	Agree	Disagree	Strongly disagree
1	The trainer was expert in the subject				
2	The trainer was a good facilitator				
3	The learning materials enabled participants to be active in the session				

Conclusions

You have now completed Part 2 of Unit 4 of GOSH. We have dealt with all aspects of designing, developing and delivering a training session. The other units of this course have enabled you to find and interpret the EU Framework Directive on Occupational Safety and Health. Unit 4 should enable you to train others in aspects of this topic. However, it should also have provided you with the basic skills to design training courses on other topics and subjects or to develop your skills further if you choose to pursue training as a role within your employment. If you are already an experienced trainer this Unit should have provided you with a different perspective or more ideas.

Hopefully you will have observed the elements of structure within this GOSH-course. Although you will be delivering a face to face training session as the final assignment for GOSH, you will have observed the ODL-structure of the course and will be able to embed some of the ideas and activities into your training course. No one delivery methods is completely different from all others and opportunities to see how others develop and deliver learning is always a positive experience.

GOSH!

Appendix

Tutorial Seminar 1 and Seminar 2

GOSH! Tutorial seminar 1

Input for this seminar are:
- Learner Guide
- Unit 0 Introductory activities
- Unit 1 European Union
- Unit 2 Framework Directive and its consequences ... (*except* the last learner activity)
- Unit 4, part 1 Training

Objectives:
- getting acquainted with GOSH! in the broadest sense
- participants understand the programme and methods
- discussing and giving feed back on the results of the learning activities from the above mentioned units
- preparing and making arrangements for the second seminar

Seminar time planning:
Monday from 14:00 - 17:00
(coffee/tea break (15 min) 15:30)
Tuesday from 09:00 - 17:00
(coffee/tea breaks (15 min) at 10:30 and 15:00)
Wednesday from 09:00 - 12:00
(coffee/tea break (15 min) 10:30)
Lunch on Tuesday and Wednesday from 12:00 - 13:00

Approximately 12 hours effective working time:
Monday: 2,75 hours
Tuesday: 6,5 hours
Wednesday: 2,75 hours

Checklist on facilities:
- conference room preferably in the distance education centre with access to internet computer
- quiet work place
- overhead projector
- flip or white board
- refreshments like coffee or tea
- lunch arrangements on Tuesday and Wednesday
- attendance lists
- photo copier at hand
- styles and transparencies

learning activities	estimated time in hours	learning materials	requirements
Start day 1			
Welcome and getting to know each other better by a short presentation	1	learner guide	presentation takes 3 minutes per person
Participants bring in their experiences till now and their expectations	1		the input will be used for improvements of the course
The tutor will give an explanation of the programme and methods of this seminar, and a glance of next seminar related to the objectives and the structure of the course. The participants will bring in questions and problems which are not solved yet. Together we will make the itinerary of the seminar definite	0,5	learner guide, unit 0	learner guides available aim of the seminar is to support the self-study (not to provide additional contents or new information through instruction)
Start day 2			
Discussion about the topics the participants stressed in their paper on the EU. Why are these for them important topics? Discussion about similarities and differences	1	activity 7, Unit 1 European Union	participants have their papers on the EU in several copies, working in pairs. plenary feedback
Session about similarities and differences between 4 important articles of the	1	activity 3, Unit 2 Framework Directive	participants have their results of this activity; working in groups and after that plenary

learning activities	estimated time in hours	learning materials	requirements
Framework Directive and the legislative regulations in participants own country. The questions: what is new in the FD for your country, what are the consequences of these new topics for the H&S policy within companies and how do you evaluate these new topics?			feedback
Discuss the planning produced for the training session for the final assignment	1	activity 4, Unit 4 part 1 Training	participants have their results of this activity, working in pairs and plenary feedback
Short introduction of tutor about the way we tried to identify the training needs of the participants for this ODL-course and how we take into account different learning styles in this seminar	0,5	unit 4, part 1 Training	make use of the ideas explained in unit 4; stress how GOSH was chasing the participants for their completed application forms and personal statements, refer to our international experience with Central and Eastern European countries
Exchanging the training needs analysis made for the final assignment of the participants	1	activity 11, Unit 4 part 1 Training	participants have their results of this activity, working in pairs and plenary feedback
Discussion on the applicability of possible transposition of the FD requirement on risk evaluation based on the case studies of NL and UK	1	activity 4, Unit 2 Framework Directive	Group work in small groups. The participants have to exchange and discuss the different results they have come up with. One member of the group will give a short presentation on his findings

learning activities	estimated time in hours	learning materials	requirements
Discussion on the applicability of possible transposition of the FD requirement on protective and preventive services based on the case studies of NL and UK	1	activity 5, Unit 2 Framework Directive	Group work in small groups. The participants have to exchange and discuss the different results they have come up with. One member of the group will give a short presentation on his findings
Start day 3			
Discussion on the applicability of possible transposition of the FD requirement on workers participation based on the case studies of NL and UK	1	activity 6, Unit 2 Framework Directive	Group work in small groups. The participants have to exchange and discuss the different results they have come up with. One member of the group will give a short presentation on his findings
Introduction of the final assessment, so that it is clear to the participants, and they can start with it after the seminar	0,5	Learner guide	
Summary of the seminar and looking forward to the next seminar and time for self-reflection and reflection on the personal study-plan	0,5		
Evaluation of seminar	0,5		

GOSH! Tutorial seminar 2

Input for this seminar are:
- learner guide
- unit 2, Framework Directive and its consequences ...
- unit 3 Implementation
- unit 4, part 2 Training

Objectives:
- discussing and giving feed back on the results of the learning activities from the above mentioned units
- assessing the final assignment (the training plan and micro teaching session) of the participants

Seminar time planning:
Monday from 14:00 - 17:00
(coffee/tea break (15 min) 15:30)
Tuesday from 09:00 - 17:00
(coffee/tea breaks (15 min) at 10:30 and 15:00)
Wednesday from 09:00 - 12:00
(coffee/tea break (15 min) 10:30)
Lunch on Tuesday and Wednesday from 12:00 - 13:00

Approximately 12 hours effective working time:
Monday: 2,75 hours
Tuesday: 6,5 hours
Wednesday: 2,75 hours

Checklist on facilities:
- conference room preferably in the distance education centre with access to internet computer
- quiet work place
- overhead projector
- flip or white board
- refreshments like coffee or tea
- lunch arrangements on Tuesday and Wednesday
- attendance lists
- photo copier at hand
- styles and transparencies

learning activities	estimated time in hours	learning materials	requirements
Start day 1			
Welcome and reflection on past period, inventarisation on activities send in for dossier; are they all complete? Stress the requirements for receiving a GOSH-certificate	1	GOSH-materials	tutor's overview of send in assignments
Discussion on health & safety management in the company	1	Unit 2, activity 7	filled in tables, discussing the roles of management and workers; refer to the idea of worker's participation in the Framework Directive
Preparation on participants presentations, explaining how we will work tomorrow	0,5	Unit 4, part 2	participants must perform a micro teaching session and demonstrate their understanding of designing a training session
Start day 2			
short introduction on Unit 3 Implementation	0,5	Unit 3	learner materials available
reflection on the roles of players in one of the case studies of Unit 2	0,5	Unit 3, activity 6, Unit 2 case studies on UK and NL + country reports	filled in tables
reflection, discussion on the roles of players in the policy arena in the participant's country	1	Unit 3, activity 7	working in pairs or groups and comparing one another's lists, plenary discussion

learning activities	estimated time in hours	learning materials	requirements
considering the ideal role and person representing that role from your organisation	1	Unit 3, activity 8	working in pairs and presenting the conclusions to the group
short introduction on Unit 4, part 2	0,5	Unit 4, part 2	learner materials available
discussing the matrices for the training courses	0,5	Unit 4, part 2, activity 25	working in groups
6 micro teaching sessions	2,5	Unit 4, part 2, activity 31	15 min. per participant plus feedback of tutor
Start day 3			
4 micro teaching sessions	1,5	Unit 4, part 2, activity 31	15 min. per participant plus feedback of tutor
A plan to carry out the debate in your organisation on its desired role	0,5	Unit 3, activity 9	discussing the plan in pairs; tutor asks some participants to come up with their plan and approach
Summary of the seminar and looking forward to possible future use of GOSH-materials	0,25		
Evaluation of seminar	0,5	evaluation questionairres	have them all filled in and collect them

Notes

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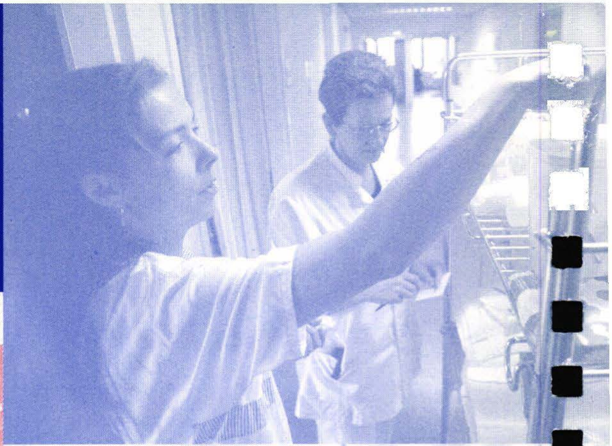

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