



Lifelong Learning Programme

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Subprogramme Leonardo da Vinci - Call for proposal 2010 EAC/41/09  
Priority 1 "Transparency and recognition of competencies and qualifications"  
Action "Multilateral Projects of Development of Innovation"  
Project Code 510565-2010-LLP-LEONARDO-LMP



## **Certified Safety VET Trainers (CeSaTra)**

**An experimental intervention to put in transparency and to recognise the competences of the trainers on safety matter in the European VET systems of the Construction sector**

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**WP 2** - Analysis and preparatory researches on the professional field of people operating as trainers on safety matter in the European VET systems of the Construction sector

# **Overview on VET Safety Trainers in EU Constructions**

**Report on preparatory analysis and researches**

*February 2011*

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## **Premise : aims, activities and products of the CeSaTra WP 2**

At the aim of the activation of an ECVET process for the people operating as trainers on safety matter in the European VET systems of the Construction sector (to give them the concrete possibility to put in transparency and to obtain the recognition of achieved learning outcomes and professional qualification across the national/regional/sectoral VET systems), the work package 2 of the CeSaTra project includes the activities aimed:

- to identify, in a clear and complete manner, this professional figures field or cluster of professional figures, quite diversified in the different participating Countries and composed both by the safety trainers operating within the formal learning provided in classroom to apprentices, workers and employers by the sectoral national, regional and local VET providers of the Construction sector, and by the safety trainers operating within informal and non-formal learning context of the construction enterprises (desk analysis and key actors interviews);
- to classify this professional figures field within the EQF, mapping all the professional figures of safety trainers detected in the European participating Countries onto the 8 EQF reference levels via national qualifications frameworks and systems;
- to identify the common European perimeter of professional figures, or cluster of figures, on which the project will focus and activate the ECVET process; the individuation of this qualification perimeter will focus on EQF level 5 or lower, to ensure, in compliance with the LLP LdV rules, that the project will concern only the field of vocational education and training (VET), and not formal higher education and vocational education and training at tertiary level.

The partners has shared, during kick off meeting, the definition of common approaches and tools for these activities.

The results of the work package 2 activities has been summarised by this report on preparatory analysis and researches, containing: a detailed outline of the different professional figures of trainers on safety matter (both in formal, and in informal and non formal contexts) in the VET systems of the Construction sector, detected in all participating Countries; the classification of all these professional figures within EQF via national qualifications frameworks and systems; a common European perimeter of these professional figures, limited to EQF level 5 or lower, on which we'll implement ECVET.

The analysis and research activities results has been validated during the 2nd Consortium meeting, and quickly (within 15 days) published on the public open area of the project website.

## **The common tool for the CeSaTra WP 2 analysis activities**

The main features of the common tool for the research activities foreseen by WP2 were agreed during the Arezzo kick-off meeting.

A draft of the tool was subsequently defined by the Scuola Edile di Arezzo and shared, with integrations and improvements, by all partners.

The analysis tool was conceived to allow the collection of known elements useful in regards to WP2 three aims:

- to identify the different professional training figures concerning security in VET systems of the construction sector in each European country of participating partners, detecting those operating in formal, informal and non formal contexts;
- to classify these professional figures in the EQF framework;
- to identify a common European perimeter of those professional figures, in order to activate the ECVET process, limiting it to the level 5 EQF.

The tool, in coherence with the 3 aims and articulated in 3 sections:

- the first section is finalized in order to specify the characteristics of the professional figures existent in each country and it is filled in by the partners. This part is subdivided into 3 points denomination, description of the reference contexts of the detected figures;
- the second section is made up by a questionnaire which has to be filled in by the trainers identified thanks to the previous tool. The questionnaire includes questions finalized to check professional self-awareness; to check the understanding of the legal framework regarding their own trainer profession; verify the need of a certification at European level of their skills; to check the safety trainer skills certification priorities in respect to the learning contexts; to check the self evaluation of their own EQF level.
- The third part is a summary table which shows the purpose of defining a common European perimeter in the professional field of the safety trainer in the construction sector.

In the following pages a common model tool is fully reported, elaborated and used.

**Tool 1**

The professional figures of safety trainers in the Construction sector in **(Country)**:  
Inventory of figures with short description of each figure with its working context

1      **PROFESSIONAL FIGURE 1**

1.1      *DENOMINATION*

1.2      *DESCRIPTION (max 10 lines)*

1.3      *CONTEXT (max 10 lines)*

2      **PROFESSIONAL FIGURE 2**

2.1      *DENOMINATION*

2.2      *DESCRIPTION (max 10 lines)*

2.3      *CONTEXT (max 10 lines)*

3      **PROFESSIONAL FIGURE 3**

3.1      *DENOMINATION*

3.2      *DESCRIPTION (max 10 lines)*

3.3      *CONTEXT (max 10 lines)*

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure: \_\_\_\_\_  
\_\_\_\_\_
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?  
 YES (specify: \_\_\_\_\_)  
 NO  
 I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?  
 YES, because \_\_\_\_\_  
 NO, because \_\_\_\_\_  
 I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:  
 the safety trainers teaching to students in the schools  
 the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies  
 the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

### Tool 3

Overview on the specific characteristics of the safety trainers in Construction sector in **(Country)**

Safety trainers figures Characteristics	...	...	...
The trainer teaches in formal or in informal / non formal learning contexts?	<input type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal	<input type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal	<input type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal
The trainer works in the education (school), in the vocational training (training agency) or in the company (enterprise) learning contexts?	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise
The trainer figure is defined and/or regulated by the national, regional or sectoral laws and rules?	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated
The trainer must have specific education, training or professional requirements?	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements
Who are the trainer learners?	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people
What is the trainer's EQF Level ?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8



## **The safety trainers figures detected and classified onto EQF**

The tool has been used by all project partners.

Overall in the different countries n. 42 security trainer figures of the construction sector have been identified.

Of these figures 6 were detected in Italy, 15 in Germany, 7 in Belgium, 5 in Spain, 3 in France, 3 in Poland and 3 in Switzerland.

The detected figures in the different countries were the following:

### **❖ Italy**

- Head Prevention and Protection Service;
- Workers' Safety Representatives of the territory;
- Craft master;
- Safety trainer certified by the Tuscany Region;
- Non certified theoretical trainer operating in formal contexts;
- Non certified practical trainer operating in formal contexts;

### **❖ Germany**

- Diploma-Geologist;
- Safety specialist / health and safety officer / health and safety engineer;
- Civil Engineer and Supervisor along Code of Social Law part VII §§ 18, 19;
- Head of Centre Work-, Health and Environment Protection (in German abbreviation "AGU"), chief executive;
- Expert for Work Safety in the "AGU"-centre;
- Diploma-Engineer (University of Applied Sciences = FH) in Soil Sciences;
- Work safety trainer, expert for work safety, safety technician, safety engineer (German: "SiFa");
- Craft Master as Roofer as well as specialist for insulation of walls and waterproofing, company employment;
- Trainer, building-constructions (high-building), ex-company services in VET-centre (lecturer), special lecturer in Chamber of Skilled Crafts;
- Safety inspector, member of the committee for work safety;
- Craft Master in Masonry and concrete/re-inforced concrete, company employment;
- Trainer, building-constructions (high-building), ex-company services in VET-centre (lecturer);
- Safety inspector, member of the committee for work safety, member of the workers' council also for work and health safety;
- Site manager;
- Director of VET-centre.

### ❖ **Belgium**

- Supply trainer since 2001 at Formation PME, "continuing training" service;
- Supply trainer working at Formation PME since 1997, especially for the training «entrepreneur chief»;
- Supply trainer working by Formation PME since 2002. He works mainly in apprenticeship sections and teaches the courses linked to safety;
- Teacher of professional courses teaching in technical and professional education (Liege Province);
- Safety trainer giving lessons in a Competences Centre;
- Professional trainer working in construction sector (building) – Specialized worker "first step";
- Professional working in construction sector (mason). He is Crew Chief in a structure of for about 20 workers. He has got the VCA certificate.

### ❖ **Spain**

- Theoretical Health and Safety Trainer for VET of Construction workers;
- Practical Health and Safety Trainer for VET of Construction workers;
- Health and Safety Trainer in companies;
- Health and Safety Trainer in a External Risk Prevention Service;
- Health and Safety Trainer in the Initial Vocational Training in the Construction trades (IVT).

### ❖ **France**

- Trainer: mason/electrician/tile setter/plasterer (all trades in the building sector);
- Trainer PSE (prevention santé, environnement: Prevention, Security, Environment);
- Specialised trainers in a matter linked to safety, security (ex electrical certification)

### ❖ **Poland**

- Health and Safety Inspector, Senior H&S Inspector;
- Health and safety Specialist - Senior Specialist - Main Specialist;
- H&S school teacher/trainer and H&S higher education lecturer

### ❖ **Switzerland**

- Safety assistant;
- Safety expert;
- Safety engineer.

From the application of the tool 2 it has emerged in particular the self evaluation of the interviewers in respect to the EQF professional figures classification.

In each country in respect to the figures above mentioned the evaluations were the following:

❖ **Italy**

- Head Prevention and Protection Service – EQF level 4;
- Workers' Safety Representatives of the territory – EQF level 3;
- Craft Master – EQF level 4;
- Safety trainer certified by the Tuscany Region – EQF level 6;
- Non certified theoretical trainer operating in formal contexts – EQF level 5;
- Non certified practical trainer operating in formal contexts – EQF level 4.

❖ **Germany**

- Diploma-Geologist - level EQF 5;
- Safety specialist / health and safety officer / health and safety engineer - level EQF 5;
- Civil Engineer and Supervisor along Code of Social Law part VII §§ 18, 19 – level EQF 6;
- Head of Centre Work-, Health and Environment Protection (in German abbreviation "AGU"), chief executive – level EQF 4;
- Expert for Work Safety in the "AGU"-centre – level EQF 4;
- Diploma-Engineer (University of Applied Sciences = FH) in Soil Sciences – level EQF 6;
- Work safety trainer, expert for work safety, safety technician, safety engineer (German: "SiFa") – level EQF 5;
- Craft Master as Roofer as well as specialist for insulation of walls and waterproofing, company employment – level EQF 6;
- Trainer, building-constructions (high-building), ex-company services in VET-centre (lecturer), special lecturer in Chamber of Skilled Crafts – level EQF 5;
- Safety inspector, member of the committee for work safety – level EQF 5;
- Craft Master in Masonry and concrete/re-inforced concrete, company employment – level EQF 6;
- Trainer, building-constructions (high-building), ex-company services in VET-centre (lecturer) – level EQF 5;
- Safety inspector, member of the committee for work safety, member of the workers' council also for work and health safety – level EQF 5;
- Site manager – level EQF 6;
- Director of VET-centre – level EQF 6.

## ❖ **Belgium**

- Supply trainer since 2001 at Formation PME, "continuing training" service – level EQF 6;
- Supply trainer working at Formation PME since 1997, especially for the training «entrepreneur chief» – Level EQF 6;
- Supply trainer working by Formation PME since 2002. He works mainly in apprenticeship sections and teaches the courses linked to safety – Level EQF 5;
- Teacher of professional courses teaching in technical and professional education (Liege Province) – Level EQF 4;
- Safety trainer giving lessons in a Competences Centre ;
- Professional trainer working in construction sector (building) – Specialized worker "first step" – Level EQF 3;
- Professional working in construction sector (mason). He is Crew Chief in a structure of for about 20 workers. He has got the VCA certificate – Level EQF 4.

## ❖ **Spain**

- Theoretical Health and Safety Trainer for VET of Construction workers – Level EQF 5;
- Practical Health and Safety Trainer for VET of Construction workers – Level EQF 4 ;
- Health and Safety Trainer in companies – Level EQF 5;
- Health and Safety Trainer in a External Risk Prevention Service – Level EQF 5;
- Health and Safety Trainer in the Initial Vocational Training in the Construction trades (IVT) – Level EQF 5.

## ❖ **France**

- Trainer: mason/electrician/tile setter/plasterer (all trades in the building sector) – Level EQF 5;
- Trainer PSE (prevention santé, environnement: Prevention, Security, Environment) – Level EQF 5;
- Specialised trainers in a matter linked to safety, security (ex electrical certification) – Level EQF 5.

## ❖ **Poland**

- Health and Safety Inspector, Senior H&S Inspector - – Level EQF 5;
- Health and safety Specialist - Senior Specialist - Main Specialist – Level EQF 5;
- H&S school teacher/trainer and H&S higher education lecturer – Level EQF 6.

## ❖ **Switzerland**

- Safety assistant – Level EQF 2 or 3;
- Safety expert – Level EQF 4, 5 or 6;
- Safety engineer - – Level EQF 5, 6 or 7.

## The Italian situation

### Tool 1

The professional figures of safety trainers in the Construction sector in *ITALIA*:  
Inventory of figures with short description of each figure with its working context

#### 1 PROFESSIONAL FIGURE 1

##### 1.1 DENOMINATION

RLST – Workers' Safety Representatives of the territory

##### 1.2 DESCRIPTION (max 10 lines)

Figure foreseen by art. Art.48 of the Government Legislative decree 81/08 and following modifications.

##### 1.3 CONTEXT (max 10 lines)

Figure exercising the powers instead of the Company's Workers' Safety Representative, in a determined territory, generally a provincial territory.  
He/she carries among other functions: preventive advice on risk assessment, on prevention and on the workers' training organization, promoting prevention measures and making proposals on prevention activities and so on.

#### 2 PROFESSIONAL FIGURE 2

##### 2.1 DENOMINATION

RSPP – Head Prevention and Protection Service

##### 2.2 DESCRIPTION (max 10 lines)

Figure foreseen by art. 32 of the Government Legislative decree 81/08 and following modifications.

##### 2.3 CONTEXT (max 10 lines)

Professional figure which works inside the companies to identify risk factors, assess the risks and identify security measures. He/she elaborate the preventive and protection measures and the necessary control systems. Proposes the training and information programmes for workers.

### 3 PROFESSIONAL FIGURE 3

#### 3.1 DENOMINATION

Craft Master

#### 3.2 DESCRIPTION (max 10 lines)

Specialized worker in the building sector with organization skills in safety field.

#### 3.3 CONTEXT (max 10 lines)

He/she works inside the construction enterprises, where inside the sites has the organization, production and safety matters responsibility.

### 4 PROFESSIONAL FIGURE 4

#### 4.1 DENOMINATION

Safety trainer certified by the Tuscany Region

#### 4.2 DESCRIPTION (max 10 lines)

Figure certified by the Tuscany Region as safety trainer in general sectors.

#### 4.3 CONTEXT (max 10 lines)

This type of figure is selected inside the territorial job safety control entities. This figure acts exclusively in formal learning contexts.

### 5 PROFESSIONAL FIGURE 5

#### 5.1 DENOMINATION

Non certified theoretic trainer operating in formal contexts

#### 5.2 DESCRIPTION (max 10 lines)

Specialized figure in safety training.

5.3 *CONTEXT* (max 10 lines)

Figure which works in the VET sectors active in safety matters, in particular in reference to continuous training.

6 PROFESSIONAL FIGURE **6**

3.1 *DENOMINATION*

Non certified practical trainer operating in formal contexts

6.2 *DESCRIPTION* (max 10 lines)

Figure specialized in safety matters in practical classrooms contexts (laboratories, schools sites).

6.3 *CONTEXT* (max 10 lines)

Figure which operates in the VET sectors active in safety matters, in particular it aims to train apprentices and persons at the beginning of their qualification.

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure: RLST (Workers' Safety Representatives of the territory)
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?
  - YES (specify): National
  - NO
  - I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?
  - YES, because they have a key role in safety matters
  - NO, because \_\_\_\_\_
  - I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:
  - the safety trainers teaching to students in the schools
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises



5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure: RLST
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?
  - YES (specify): Bilateral bodies Provincial territory centres (CPT)
  - NO
  - I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?
  - YES, because it would allow a recognition of how the training should be carried out
  - NO, because \_\_\_\_\_
  - I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:
  - the safety trainers teaching to students in the schools
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure: RSPP
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?
  - YES (specify): Dlgs. 195/03, 626/94 Art. 8 bis Dlgs, Dlgs. 81/08
  - NO
  - I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?
  - YES, because the Ateco and Atecori (national economic activity codes) (module C)
  - NO, because \_\_\_\_\_
  - I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:
  - the safety trainers teaching to students in the schools
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure:    Craft master
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?  
 YES (specify: \_\_\_\_\_)  
 NO  
 I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?  
 YES, in order to guarantee an equal training for all workers  
 NO, because \_\_\_\_\_  
 I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:  
 the safety trainers teaching to students in the schools  
 the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies  
 the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure: Safety trainer certified by the Tuscany Region
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?
  - YES (specify): Regional
  - NO
  - I DON'T NOW
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?
  - YES, because specific skills are required which characterize these trainers
  - NO, because \_\_\_\_\_
  - I DON'T NOW
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:
  - the safety trainers teaching to students in the schools
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises



5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure: Safety trainer for enterprises
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?
  - YES (specify): Regional
  - NO
  - I DON'T NOW
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?
  - YES, in order to create a homogeneous training at European level
  - NO, because \_\_\_\_\_
  - I DON'T NOW
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:
  - the safety trainers teaching to students in the schools
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure: Theoretical safety trainer in construction sites
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?
  - YES (specify: \_\_\_\_\_)
  - NO
  - I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?
  - YES, because it would develop a homogeneous training for all the sector's workers
  - NO, because \_\_\_\_\_
  - I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:
  - the safety trainers teaching to students in the schools
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure: Free lance trainer in the construction sector
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?
  - YES (specify):
  - NO
  - I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?
  - YES, because it is essential to have a professional figures which gives an elevated training standard
  - NO, because \_\_\_\_\_
  - I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:
  - the safety trainers teaching to students in the schools
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure: transmission of theoretic/practical skills available to persons in training in order to avoid problems in working contexts
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?
  - YES (specify): to uniform the training criteria in the specific context sector at European level
  - NO
  - I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?
  - YES, because it is useful to define a single context in Europe
  - NO, because \_\_\_\_\_
  - I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:
  - the safety trainers teaching to students in the schools
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises



5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

### Tool 3

#### Overview on the specific characteristics of the safety trainers in Construction sector in *ITALY*

<b>Safety trainers figures Characteristics</b>	<b>RLST</b> (Workers' Safety Representatives of the territory)	<b>RSPP</b> (Head Prevention and Protection Service)	<b>Craft master</b>
The trainer teaches in formal or in informal / non formal learning contexts?	<input type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal / non formal	<input type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal / non formal	<input type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal / non formal
The trainer works in the education (school), in the vocational training (training agency) or in the company (enterprise) learning contexts?	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input checked="" type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input checked="" type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input checked="" type="checkbox"/> Enterprise
The trainer figure is defined and/or regulated by the national, regional or sectoral laws and rules?	<input checked="" type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input checked="" type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input checked="" type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated
The trainer must have specific education, training or professional requirements?	<input type="checkbox"/> Education requirements (specify: _____) <input checked="" type="checkbox"/> Training requirements (specify: communication modul) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input checked="" type="checkbox"/> Education requirements (specify: secondary school) <input checked="" type="checkbox"/> Training requirements (specify: communication modul) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input checked="" type="checkbox"/> Professional requirements (specify: CCNL) <input type="checkbox"/> No requirements
Who are the trainer learners?	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input checked="" type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input checked="" type="checkbox"/> Workers <input checked="" type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people
What is the trainer's EQF Level ?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input checked="" type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input checked="" type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input checked="" type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8

<b>Safety trainers figures Characteristics</b>	<b>Safety trainer certified by the Tuscany Region</b>	<b>Non certified theoretical trainer operating in formal contexts</b>	<b>Non certified practical trainer operating in formal contexts</b>
The trainer teaches in formal or in informal / non formal learning contexts?	<input checked="" type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal	<input checked="" type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal	<input checked="" type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal
The trainer works in the education (school), in the vocational training (training agency) or in the company (enterprise) learning contexts?	<input type="checkbox"/> Education <input checked="" type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input checked="" type="checkbox"/> Vocational Training <input checked="" type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input checked="" type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise
The trainer figure is defined and/or regulated by the national, regional or sectoral laws and rules?	<input checked="" type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input checked="" type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input checked="" type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated
The trainer must have specific education, training or professional requirements?	<input checked="" type="checkbox"/> Education requirements (specify: Secondary school) <input checked="" type="checkbox"/> Training requirements (specify: Corso di qualifica regionale) <input checked="" type="checkbox"/> Professional requirements (specify: dipendente di Organi di controllo territoriali) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input checked="" type="checkbox"/> Professional requirements (specify: Secondary school) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input checked="" type="checkbox"/> Professional requirements (specify: competences in sectoral context) <input type="checkbox"/> No requirements
Who are the trainer learners?	<input type="checkbox"/> School students <input checked="" type="checkbox"/> Apprentices and vocational trainees <input checked="" type="checkbox"/> Workers <input checked="" type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input checked="" type="checkbox"/> Workers <input checked="" type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input checked="" type="checkbox"/> Apprentices and vocational trainees <input checked="" type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people
What is the trainer's EQF Level ?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input checked="" type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input checked="" type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input checked="" type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8

## The German situation

### Tool 1

The professional figures of safety trainers in the Construction sector in *GERMANY*:  
Inventory of figures with short description of each figure with its working context

#### 1 PROFESSIONAL FIGURE 1

##### 1.1 DENOMINATION

Diploma-Geologist

##### 1.2 DESCRIPTION (max 10 lines)

The entire performance/career path has to be considered in connection with assessment und examination of pollutants in different contexts. Focus laid in the assessment of buildings' pollutants and in this context especially in the process of Renovation and dismantling.

Currently in the approval process for being authorized expert in pollutants in buildings is in operation.

Coordinator for Safety and Health matters along regulation "Baustellenverordnung" (Building Site Regulation),  
Coordinator along "TRGS 524", Technical Expert along "TRGS 519", Lecturer in BZB Krefeld

##### 1.3 CONTEXT (max 10 lines)

No comment

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure:

Focus on specifications and planning of restauration measures in connection with pollutants in the elements soil, water and air as well as building materials (premises)

2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?

YES (specify: especially Coordinator along "BGR 128" and "TRGS 524")

NO

I DON'T NOW

3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?

YES, because \_\_\_\_\_

NO, because \_\_\_\_\_

I DON'T NOW

4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:

the safety trainers teaching to students in the schools

the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies

the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - X a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - X advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

### Tool 3

Overview on the specific characteristics of the safety trainers in Construction sector in **(Country)**

Safety trainers figures Characteristics	...	...	...
The trainer teaches in formal or in informal / non formal learning contexts?	<input type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal	<input type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal	<input type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal
The trainer works in the education (school), in the vocational training (training agency) or in the company (enterprise) learning contexts?	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise
The trainer figure is defined and/or regulated by the national, regional or sectoral laws and rules?	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated
The trainer must have specific education, training or professional requirements?	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements
Who are the trainer learners?	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people
What is the trainer's EQF Level ?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8

## Tool 1

The professional figures of safety trainers in the Construction sector in *GERMANY*:  
Inventory of figures with short description of each figure with its working context

### 1 PROFESSIONAL FIGURE 1

#### 1.1 DENOMINATION

Safety specialist / health and safety officer / health and safety engineer

#### 1.2 DESCRIPTION (max 10 lines)

Instructions, inspections, lectures, own-continuing training, analysis of accidents

#### 1.3 CONTEXT (max 10 lines)

Consulting for companies along regulations of the institution for statutory accident insurance and prevention in the building trade ("Bau BG") and further public regulations



## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure:

Safety specialist / health and safety officer / health and safety engineer (interplant service)

2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?

YES (specify: especially "BGV A1" and "BGV A2")

NO

I DON'T NOW

3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?

YES, because there are too many different specifications in different countries

NO, because \_\_\_\_\_

I DON'T NOW

4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:

the safety trainers teaching to students in the schools

the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies

the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
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  - X comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

### Tool 3

#### Overview on the specific characteristics of the safety trainers in Construction sector in *GERMANY*

Safety trainers figures Characteristics	Safety specialist	...	...
The trainer teaches in formal or in informal / non formal learning contexts?	<input type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal / non formal	<input type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal	<input type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal
The trainer works in the education (school), in the vocational training (training agency) or in the company (enterprise) learning contexts?	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input checked="" type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise
The trainer figure is defined and/or regulated by the national, regional or sectoral laws and rules?	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated
The trainer must have specific education, training or professional requirements?	<input checked="" type="checkbox"/> Education requirements (specify: <u>Safety specialist</u> ) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements
Who are the trainer learners?	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input checked="" type="checkbox"/> Workers <input checked="" type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people
What is the trainer's EQF Level ?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8

## Tool 1

The professional figures of safety trainers in the Construction sector in *GERMANY*:  
Inventory of figures with short description of each figure with its working context

### 1 PROFESSIONAL FIGURE 1

#### 1.1 DENOMINATION

Civil Engineer and Supervisor along Code of Social Law part VII §§ 18, 19

#### 1.2 DESCRIPTION (max 10 lines)

#### 1.3 CONTEXT (max 10 lines)

Supervision and consulting of (construction) companies focussing on Work and Health Safety with sovereign tasks; this job prerequisites a 2 year additional qualification and certification after having passed an exam along particular regulation

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure:

Civil Engineer and Supervisor of the Statutory Accident Insurance, lecturer

2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?

YES (specify: especially Code of Social Law part VII §§ 18, 19

NO

I DON'T NOW

3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?

YES

NO, because \_\_\_\_\_

I DON'T NOW

4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:

the safety trainers teaching to students in the schools

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### Tool 3

#### Overview on the specific characteristics of the safety trainers in Construction sector in *GERMANY*

Safety trainers figures Characteristics	Safety specialist	...	...
The trainer teaches in formal or in informal / non formal learning contexts?	<input type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal / non formal	<input type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal	<input type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal
The trainer works in the education (school), in the vocational training (training agency) or in the company (enterprise) learning contexts?	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input checked="" type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise
The trainer figure is defined and/or regulated by the national, regional or sectoral laws and rules?	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated
The trainer must have specific education, training or professional requirements?	<input checked="" type="checkbox"/> Education requirements (specify: <u>Safety specialist</u> ) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements
Who are the trainer learners?	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input checked="" type="checkbox"/> Workers <input checked="" type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people
What is the trainer's EQF Level ?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8

## Tool 1

The professional figures of safety trainers in the Construction sector in *GERMANY*:  
Inventory of figures with short description of each figure with its working context

### 1 PROFESSIONAL FIGURE 1

#### 1.1 DENOMINATION

Head of Centre Work-, Health and Environment Protection (in German abbreviation "AGU"), chief executive

#### 1.2 DESCRIPTION (max 10 lines)

Strategic and conceptual development of "AGU"-work-instruments and support; development of "AGU"-management tools; operative consulting for executive managers and staff; development of risk-oriented test-plannings as well as checking of the company organisation structure and the operational structuring related to "AGU"-issues; development and evaluation of "AGU"-key figures; frequent controlling of the "AGU"-key figures in national and international context; coordination of "AGU"-issues in international company context

#### 1.3 CONTEXT (max 10 lines)

### 2 PROFESSIONAL FIGURE 2

#### 2.1 DENOMINATION

Expert for Work Safety in the "AGU"-centre

#### 2.2 DESCRIPTION (max 10 lines)

Realisation of the strategic and conceptual presettings coming from the "AGU"-management; consulting of the executive managers as well as of staff in company context; supporting the risk assessment; examinations of accidents; support at supervision; development of working tool dedicated to "AGU"-issues

#### 2.3 CONTEXT (max 10 lines)



## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure:

Specialist in Work Safety (German "SiFa")

2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?

YES (specify: "BGV A2")

NO

I DON'T NOW

3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?

YES, because homogenous continuing training of operational chief executives and staff; homogenous knowledge related to these issues; understanding of different work safety cultures

NO, because \_\_\_\_\_

I DON'T NOW

4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:

the safety trainers teaching to students in the schools

the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies

the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
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  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
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### Tool 3

#### Overview on the specific characteristics of the safety trainers in Construction sector in *GERMANY*

Safety trainers figures Characteristics	Safety specialist	...	...
The trainer teaches in formal or in informal / non formal learning contexts?	<input type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal / non formal	<input type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal / non formal	<input type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal
The trainer works in the education (school), in the vocational training (training agency) or in the company (enterprise) learning contexts?	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input checked="" type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise
The trainer figure is defined and/or regulated by the national, regional or sectoral laws and rules?	<input checked="" type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input checked="" type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated
The trainer must have specific education, training or professional requirements?	<input checked="" type="checkbox"/> Education requirements (specify: <u>Safety specialist</u> ) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input checked="" type="checkbox"/> Education requirements (specify: <u>Safety specialist, specific continuing training</u> ) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements
Who are the trainer learners?	<input type="checkbox"/> School students <input checked="" type="checkbox"/> Apprentices and vocational trainees <input checked="" type="checkbox"/> Workers <input checked="" type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input checked="" type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input checked="" type="checkbox"/> Entrepreneurs / responsible people
What is the trainer's EQF Level ?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8

## Tool 1

The professional figures of safety trainers in the Construction sector in *GERMANY*:  
Inventory of figures with short description of each figure with its working context

### 1 PROFESSIONAL FIGURE 1

#### 1.1 DENOMINATION

Diploma-Engineer (University of Applied Sciences = FH) in Soil Sciences

#### 1.2 DESCRIPTION (max 10 lines)

Functional direction Soil Decontamination + Soil Protection

#### 1.3 CONTEXT (max 10 lines)

Specialist Engineer for planning of Decontamination projects with high complexity and with special knowledge in work safety

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure:

Lecturer / Trainer in the field of "Work in contaminated areas" along regulation BGR 128 of the professional association having liability for industrial safety and assurance

2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?

YES (specify: accredited course of the association having liability for industrial safety and assurance in construction / certification by association having liability for industrial safety and assurance in construction (German: "BauBG")

NO

I DON'T NOW

3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?

YES, because homogenous standards (training) and prerequisites

NO, because \_\_\_\_\_

I DON'T NOW

4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:

the safety trainers teaching to students in the schools

the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies

the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - X advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

### Tool 3

#### Overview on the specific characteristics of the safety trainers in Construction sector in *GERMANY*

Safety trainers figures Characteristics	Special lecturer in "BGR128 – Work in contaminated areas"	...	...
The trainer teaches in formal or in informal / non formal learning contexts?	<input checked="" type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal	<input type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal	<input type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal
The trainer works in the education (school), in the vocational training (training agency) or in the company (enterprise) learning contexts?	<input type="checkbox"/> Education <input checked="" type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise
The trainer figure is defined and/or regulated by the national, regional or sectoral laws and rules?	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input checked="" type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated
The trainer must have specific education, training or professional requirements?	<input checked="" type="checkbox"/> Education requirements (specify: <u>Expert along BGR 128</u> ) <input checked="" type="checkbox"/> Training requirements (specify: Civil Engineer or similar) <input checked="" type="checkbox"/> Professional requirements (specify: appropriate work experiences) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements
Who are the trainer learners?	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input checked="" type="checkbox"/> Workers <input checked="" type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people
What is the trainer's EQF Level ?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8

## Tool 1

The professional figures of safety trainers in the Construction sector in *GERMANY*:  
Inventory of figures with short description of each figure with its working context

### 1 PROFESSIONAL FIGURE 1

#### 1.1 DENOMINATION

#### 1.2 DESCRIPTION (max 10 lines)

#### 1.3 CONTEXT (max 10 lines)



## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure:

Basics in Work and Health Safety, building site regulation, dangerous substances

2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?

YES (specify: )

NO

I DON'T NOW

3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?

YES, because then there will be defined homogenous rules, which ease the transnational activities (this goes for the workers point of view as well as from the view of the responsible person)

NO, because \_\_\_\_\_

I DON'T NOW

4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:

the safety trainers teaching to students in the schools

the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies

the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

### Tool 3

#### Overview on the specific characteristics of the safety trainers in Construction sector in *GERMANY*

Safety trainers figures Characteristics	...	...	...
The trainer teaches in formal or in informal / non formal learning contexts?	<input type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal	<input type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal	<input type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal
The trainer works in the education (school), in the vocational training (training agency) or in the company (enterprise) learning contexts?	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise
The trainer figure is defined and/or regulated by the national, regional or sectoral laws and rules?	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated
The trainer must have specific education, training or professional requirements?	<input type="checkbox"/> Education requirements (specify: <u>Expert along BGR 128</u> ) <input type="checkbox"/> Training requirements (specify: <u>Civil Engineer or similar</u> ) <input type="checkbox"/> Professional requirements (specify: <u>appropriate work experiences</u> ) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements
Who are the trainer learners?	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people
What is the trainer's EQF Level ?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8

## Tool 1

The professional figures of safety trainers in the Construction sector in *GERMANY*:  
Inventory of figures with short description of each figure with its working context

### 1 PROFESSIONAL FIGURE 1

#### 1.1 DENOMINATION

Work safety trainer, expert for work safety, safety technician, safety engineer (German: "SiFa")

#### 1.2 DESCRIPTION (max 10 lines)

Comprehensive knowledge in work safety, health protection; training focus on prevention to avoid work-related illness and accidents

#### 1.3 CONTEXT (max 10 lines)

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure:

- self-training and self-advanced-training within the institution for statutory accident insurance and prevention (German: "BauBG) in the construction branch
- Training for apprentices of the construction branch in the field of work safety
- Lecturer for prospective "public certified technician", specialisation construction technique, as safety engineer (German: "SiFa")

2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?

YES (specify: have a look at the Code for Work Safety)

NO

I DON'T NOW

3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?

YES, because Germany is supposed to be far ahead in terms of work safety - A joint European regulation was preferable, since there are not any limitations any more concerning where to work

NO, because \_\_\_\_\_

I DON'T NOW

4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:

the safety trainers teaching to students in the schools

the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies

the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - X comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

### Tool 3

#### Overview on the specific characteristics of the safety trainers in Construction sector in *GERMANY*

Safety trainers figures Characteristics	...	...	...
The trainer teaches in formal or in informal / non formal learning contexts?	<input checked="" type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal	<input type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal	<input type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal
The trainer works in the education (school), in the vocational training (training agency) or in the company (enterprise) learning contexts?	<input type="checkbox"/> Education <input checked="" type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise
The trainer figure is defined and/or regulated by the national, regional or sectoral laws and rules?	<input checked="" type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated
The trainer must have specific education, training or professional requirements?	<input type="checkbox"/> Education requirements (specify: <u>safety engineer (German: "SiFa")</u> ) <input type="checkbox"/> Training requirements (specify: <u>Civil Engineer or similar</u> ) <input type="checkbox"/> Professional requirements (specify: <u>appropriate work experiences</u> ) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements
Who are the trainer learners?	<input type="checkbox"/> School students <input checked="" type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people
What is the trainer's EQF Level ?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8

## Tool 1

The professional figures of safety trainers in the Construction sector in *GERMANY*:  
Inventory of figures with short description of each figure with its working context

### 1 PROFESSIONAL FIGURE 1

#### 1.1 DENOMINATION

Craft Master as Roofer as well as specialist for insulation of walls and waterproofing, company employment

#### 1.2 DESCRIPTION (max 10 lines)

Coordination of small and medium sized building sites, site management, human resource management, customers relations, realisation of the work safety requirements along the public code and the regulations of the institution for statutory accident insurance and prevention in the construction branch (technical, organisational und personal) including instruction of staff and apprentices

#### 1.3 CONTEXT (max 10 lines)

In company, in the work processes, during the realisation of the building site

### 2 PROFESSIONAL FIGURE 2

#### 2.1 DENOMINATION

Trainer, building-constructions (high-building), ex-company services in VET-centre (lecturer), special lecturer in Chamber of Skilled Crafts

#### 2.2 DESCRIPTION (max 10 lines)

Planning and realisation of courses along as well as without formal training agenda dealing with groups and individuals of different intellectual levels; instructions for apprentices and course participants in work safety measures; presentations and instructions for personal protective equipment (German in brief: "PSA"); presentations, introductions and instructions of work safety systems.



2.3 *CONTEXT* (max 10 lines)

In workshops, in seminars, mostly in groups

**3** PROFESSIONAL FIGURE **3**

3.1 *DENOMINATION*

Safety inspector, member of the committee for work safety

3.2 *DESCRIPTION* (max 10 lines)

The safety inspector should be the role model figure. He/she should behave in a way that mistakes and fault are detected as they are, and that only safe working will be regarded as occupationally correct working. The work safety committee consults the entrepreneur in terms of work safety, health and work protection as well as work hygiene. The workers' council's member in the committee for work safety has to take into consideration the matters of the workers' council as well as of the staff; this should influence the work of the work safety committee.

3.3 *CONTEXT* (max 10 lines)

In-company and ex-company e.g. in EU-projects

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure:

Ad Professional figure 2: Trainer for building-constructions (often Crafts Master for Masonry, Concrete and reinforced concrete buildings), instructions in all the area of work safety and work and health protection as well as concerning personal protective equipment (German in brief: "PSA"), all occupation related

2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?

x YES (specify: Basics are: laws and regulations e.g. Code of Social Law I – IX, code for work protection (German: "ArbSchG"), code for work safety (German: "ASiG"), German public compensation insurance and its institutions for statutory accident insurance and prevention, advices, rules and informations, Handicrafts Regulation Act, training regulations, collective labour agreements etc.

NO

I DON'T NOW

3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?

x YES, because an adjusted training corridor inside the EU contributes to the work and health protection standards focussing of the individual

NO, because \_\_\_\_\_

I DON'T NOW

4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:

the safety trainers teaching to students in the schools

x the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies

x the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - X comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - X advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

### Tool 3

Overview on the specific characteristics of the safety trainers in Construction sector in *GERMANY*

Safety trainers figures Characteristics	Crafts Master in Masonry and Concrete / Re-inforced concrete	Trainer Building-Constructions (high-building)	Safety Inspector
The trainer teaches in formal or in informal / non formal learning contexts?	X Formal X Informal / non formal	X Formal X Informal / non formal	X Formal X Informal / non formal
The trainer works in the education (school), in the vocational training (training agency) or in the company (enterprise) learning contexts?	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training X Enterprise	<input type="checkbox"/> Education X Vocational Training <input type="checkbox"/> Enterprise	<input type="checkbox"/> Education X Vocational Training <input type="checkbox"/> Enterprise
The trainer figure is defined and/or regulated by the national, regional or sectoral laws and rules?	X National / regional X Sectoral <input type="checkbox"/> Not defined /regulated	X National / regional X Sectoral <input type="checkbox"/> Not defined /regulated	X National / regional X Sectoral <input type="checkbox"/> Not defined /regulated
The trainer must have specific education, training or professional requirements?	X Education requirements (specify: <u>finishing school after 10 years</u> ) X Training requirements (specify: successful apprenticeship, Crafts Master with successful exam)) X Professional requirements (specify: appropriate and proved work experiences) <input type="checkbox"/> No requirements	X Education requirements (specify: <u>finishing school after 10 years</u> ) X Training requirements (specify: minimum legal permission to train, better Crafts Master or similar) X Professional requirements (specify: work experience, not obligatory) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) X Professional requirements (specify: coping with § 22 Code for Social Law no. VII – experienced worker in company) <input type="checkbox"/> No requirements
Who are the trainer learners?	<input type="checkbox"/> School students X Apprentices and vocational trainees X Workers X Entrepreneurs / responsible people	X School students X Apprentices and vocational trainees <input type="checkbox"/> Workers X Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers X Entrepreneurs / responsible people
What is the trainer's EQF Level ?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 X EQF Level 6	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 X EQF Level 5 <input type="checkbox"/> EQF Level 6	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 X EQF Level 5 <input type="checkbox"/> EQF Level 6

## Tool 1

The professional figures of safety trainers in the Construction sector in *GERMANY*:  
Inventory of figures with short description of each figure with its working context

### 1 PROFESSIONAL FIGURE 1

#### 1.1 DENOMINATION

Craft Master in Masonry and concrete/re-inforced concrete, company employment

#### 1.2 DESCRIPTION (max 10 lines)

Coordination of small and medium sized building sites, site management, human resource management, customers relations, realisation of the work safety requirements along the public code and the regulations of the institution for statutory accident insurance and prevention in the construction branch (technical, organisational und personal) including instruction of staff and apprentices

#### 1.3 CONTEXT (max 10 lines)

In company, in the work processes, during the realisation of the building site

### 2 PROFESSIONAL FIGURE 2

#### 2.1 DENOMINATION

Trainer, building-constructions (high-building), ex-company services in VET-centre (lecturer)

#### 2.2 DESCRIPTION (max 10 lines)

Planning and realisation of courses along as well as without formal training agenda dealing with groups and individuals of different intellectual levels; instructions for apprentices and course participants in work safety measures; presentations and instructions for personal protective equipment (German in brief: "PSA"); presentations, introductions and instructions of work safety systems.

#### 2.3 CONTEXT (max 10 lines)

In workshops, in seminars, mostly in groups

### 3 PROFESSIONAL FIGURE 3

#### 3.1 DENOMINATION

Safety inspector, member of the committee for work safety, member of the workers' council also for work and health safety

#### 3.2 DESCRIPTION (max 10 lines)

The safety inspector should be the role model figure. He/she should behave in a way that mistakes and fault are detected as they are, and that only safe working will be regarded as occupationally correct working. The work safety committee consults the entrepreneur in terms of work safety, health and work protection as well as work hygiene. The workers' council's member in the committee for work safety has to take into consideration the matters of the workers' council as well as of the staff; this should influence the work of the work safety committee.

#### 3.3 CONTEXT (max 10 lines)

In-company context

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure:

Ad Professional figure 2: Trainer for building-constructions (often Crafts Master for Masonry, Concrete and reinforced concrete buildings), instructions in all the area of work safety and work and health protection as well as concerning personal protective equipment (German in brief: "PSA"), all occupation related

2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?

x YES (specify: Basics are: laws and regulations e.g. Code of Social Law I – IX, code for work protection (German: "ArbSchG"), code for work safety (German: "ASiG"), German public compensation insurance and its institutions for statutory accident insurance and prevention, advices, rules and informations, Handicrafts Regulation Act, training regulations, collective labour agreements etc.

NO

I DON'T NOW

3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?

x YES, because an adjusted training corridor inside the EU contributes to the work and health protection standards focussing of the individual

NO, because \_\_\_\_\_

I DON'T NOW

4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:

the safety trainers teaching to students in the schools

x the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies

x the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - X comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - X advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research



### Tool 3

Overview on the specific characteristics of the safety trainers in Construction sector in *GERMANY*

Safety trainers figures Characteristics	Crafts Master in Masonry and Concrete / Re-inforced concrete	Trainer Building-Constructions (high-building)	Safety Inspector
The trainer teaches in formal or in informal / non formal learning contexts?	X Formal X Informal / non formal	X Formal X Informal / non formal	X Formal X Informal / non formal
The trainer works in the education (school), in the vocational training (training agency) or in the company (enterprise) learning contexts?	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training X Enterprise	<input type="checkbox"/> Education X Vocational Training <input type="checkbox"/> Enterprise	<input type="checkbox"/> Education X Vocational Training <input type="checkbox"/> Enterprise
The trainer figure is defined and/or regulated by the national, regional or sectoral laws and rules?	X National / regional X Sectoral <input type="checkbox"/> Not defined /regulated	X National / regional X Sectoral <input type="checkbox"/> Not defined /regulated	X National / regional X Sectoral <input type="checkbox"/> Not defined /regulated
The trainer must have specific education, training or professional requirements?	X Education requirements (specify: <u>finishing school after 10 years</u> ) X Training requirements (specify: successful apprenticeship, Crafts Master with successful exam)) X Professional requirements (specify: appropriate and proved work experiences) <input type="checkbox"/> No requirements	X Education requirements (specify: <u>finishing school after 10 years</u> ) X Training requirements (specify: minimum legal permission to train, better Crafts Master or similar) X Professional requirements (specify: work experience, not obligatory) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) X Professional requirements (specify: coping with § 22 Code for Social Law no. VII – experienced worker in company) <input type="checkbox"/> No requirements
Who are the trainer learners?	<input type="checkbox"/> School students X Apprentices and vocational trainees X Workers X Entrepreneurs / responsible people	X School students X Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people
What is the trainer's EQF Level ?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 X EQF Level 6	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 X EQF Level 5 <input type="checkbox"/> EQF Level 6	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 X EQF Level 5 <input type="checkbox"/> EQF Level 6

## Tool 1

The professional figures of safety trainers in the Construction sector in *GERMANY*:  
Inventory of figures with short description of each figure with its working context

### 1 PROFESSIONAL FIGURE 1

#### 1.1 DENOMINATION

Site manager

#### 1.2 DESCRIPTION (max 10 lines)

Site manager: staff, who directs a building project and/or building site in terms of organisation. He/she is also responsible for keeping the deadlines as well as the qualitative realisation and the one in cost dimensions. As the representative of the principal he/she is either responsible for the entire building site's work safety or for parts of it during the lifecycle of the building site process.

#### 1.3 CONTEXT (max 10 lines)

The building site manager is supposed be educated (vocationally trained) as civil engineer, architect, master of crafts or foreman or experienced construction practitioner. This title "site manager" is not clearly defined or even defined as a role/occupational model.

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure:

Own and third party staff will be instructed at the very beginning of the building project. They will also be requested to keep work and health safety measures in mind at all times, since there are frequent inspections and checks on site.

2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?

- YES (specify: )  
 NO  
 I DON'T NOW

3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?

- YES, because  
 NO, because \_\_\_\_\_  
 I DON'T NOW

4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:

- the safety trainers teaching to students in the schools  
 the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies  
 the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - X comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - X advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

### Tool 3

Overview on the specific characteristics of the safety trainers in Construction sector in *GERMANY*

Safety trainers figures Characteristics	Crafts Master in Masonry and Concrete / Re-inforced concrete	Trainer Building-Constructions (high-building)	Safety Inspector
The trainer teaches in formal or in informal / non formal learning contexts?	X Formal X Informal / non formal	X Formal X Informal / non formal	X Formal X Informal / non formal
The trainer works in the education (school), in the vocational training (training agency) or in the company (enterprise) learning contexts?	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training X Enterprise	<input type="checkbox"/> Education X Vocational Training <input type="checkbox"/> Enterprise	<input type="checkbox"/> Education X Vocational Training <input type="checkbox"/> Enterprise
The trainer figure is defined and/or regulated by the national, regional or sectoral laws and rules?	X National / regional X Sectoral <input type="checkbox"/> Not defined /regulated	X National / regional X Sectoral <input type="checkbox"/> Not defined /regulated	X National / regional X Sectoral <input type="checkbox"/> Not defined /regulated
The trainer must have specific education, training or professional requirements?	X Education requirements (specify: <u>finishing school after 10 years</u> ) X Training requirements (specify: <u>successful apprenticeship, Crafts Master with successful exam</u> ) X Professional requirements (specify: <u>appropriate and proved work experiences</u> ) <input type="checkbox"/> No requirements	X Education requirements (specify: <u>finishing school after 10 years</u> ) X Training requirements (specify: <u>minimum legal permission to train, better Crafts Master or similar</u> ) X Professional requirements (specify: <u>work experience, not obligatory</u> ) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) X Professional requirements (specify: <u>coping with § 22 Code for Social Law no. VII – experienced worker in company</u> ) <input type="checkbox"/> No requirements
Who are the trainer learners?	<input type="checkbox"/> School students X Apprentices and vocational trainees X Workers X Entrepreneurs / responsible people	X School students X Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people
What is the trainer's EQF Level ?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 X EQF Level 6	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 X EQF Level 5 <input type="checkbox"/> EQF Level 6	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 X EQF Level 5 <input type="checkbox"/> EQF Level 6

## Tool 1

The professional figures of safety trainers in the Construction sector in *GERMANY*:  
Inventory of figures with short description of each figure with its working context

### 1 PROFESSIONAL FIGURE 1

#### 1.1 DENOMINATION

Director of VET-centre

#### 1.2 DESCRIPTION (max 10 lines)

Individual, who directs a VET-centre in terms of strategy, operational planning, and organisation. Furthermore he/she keeps an eye on deadlines, qualitative and cost-relevant realisation as well as the training and further training of customers of the VET-center. He/she is the deputy responsible for the operating company/the Managing Director/the board keeping in mind the work safety of staff, customers and third parties' individuals.

#### 1.3 CONTEXT (max 10 lines)

Director is supposed to be civil engineer, architect, occupational pedagogue, master of crafts or foreman or an experienced practitioner. This title is not clearly defined or regulated as a job pattern respectively.

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure:

The necessary measures regarded the application of work safety will be agreed on. Their realisation will be controlled. This will be done in close cooperation with the VET-center 's staff. Particular tasks will be delegated on operationally working staff.

2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?

YES (specify: )

NO

I DON'T NOW

3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?

YES, because the issue of work safety is "only" integrally or cross curricularly regulated in the apprenticeship framework. Clearly defined training- and learning agendas are not present. The realisation of work safety training within the apprenticeship process depends on the person, who trains. This individual 's pre-knowledge, his/her motivation and his/her dedication for realizing work safety during training causes the sustainable quality in this context.

NO, because \_\_\_\_\_

I DON'T NOW

4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:

the safety trainers teaching to students in the schools

the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies

the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - X comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - X advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research



### Tool 3

#### Overview on the specific characteristics of the safety trainers in Construction sector in *GERMANY*

Safety trainers figures Characteristics	Director VET-center	...	...
The trainer teaches in formal or in informal / non formal learning contexts?	<input type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal / non formal	<input type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal	<input type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal
The trainer works in the education (school), in the vocational training (training agency) or in the company (enterprise) learning contexts?	<input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise
The trainer figure is defined and/or regulated by the national, regional or sectoral laws and rules?	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input checked="" type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated
The trainer must have specific education, training or professional requirements?	<input checked="" type="checkbox"/> Education requirements (specify: <u>Apprenticeship / university study / continuing training in the field of work safety</u> ) <input type="checkbox"/> Training requirements (specify:) <input type="checkbox"/> Professional requirements (specify:) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: ) <input type="checkbox"/> Training requirements (specify:) <input type="checkbox"/> Professional requirements (specify:) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify:) <input type="checkbox"/> No requirements
Who are the trainer learners?	<input checked="" type="checkbox"/> School students <input checked="" type="checkbox"/> Apprentices and vocational trainees <input checked="" type="checkbox"/> Workers <input checked="" type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people
What is the trainer's EQF Level ?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input checked="" type="checkbox"/> EQF Level 3 <input checked="" type="checkbox"/> EQF Level 4 <input checked="" type="checkbox"/> EQF Level 5 <input checked="" type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8

## The Belgian situation

### Tool 1

The professional figures of safety trainers in the Construction sector in Wallonie (Belgium)  
Inventory of figures with short description of each figure with its working context

#### 1 PROFESSIONAL FIGURE I

##### 1.1 DENOMINATION

**Supply trainer since 2001 at Formation PME, "continuing training" service**

##### 1.2 DESCRIPTION (max 10 lines)

**Supply trainer in safety sector working for the « Continuing Training » service. On average, he teaches for about fifteen days of training per year. He teaches several thematic of formation \*.**

- **Basis multidisciplinary formation prevention adviser (Level II) – 130 h**

**Target public: Prevention Advisers, company managers holding themselves the function of prevention advisers. Business executives, supervisors and all members of the hierarchy line of enterprises and public services.**

- **Formation Prevention Advisers specialization level II – 91 h**

**Target public: have the certificate of prevention adviser – basis multidisciplinary module**

- **Formation Prevention Advisor level III – 42 h**

**Target public: workers who would like to be prepared to acquire the certificate of Prevention Adviser level II**

- **Formation Security VCA :**

**Target public: two different certification levels -> level 1: workers and level 2: managers**

- **On the occasion of the bylaw on electrical installations – Enabling BA4 and BA5**

**Target public:**

**BA4: each person who has to work on electrical installations or next to electrical installations.**

**BA5: each person who has to evaluate the risks linked to the work that must be done on electrical installations and take the prevention measures if necessary.**

**(\* more information in attachment)**

1.3

CONTEXT (max 10 lines)

**The formation, in which this trainer intercedes, answered to legal prescriptions for workers. Those regulations impose the content of training but nothing about the profile of the trainers. At Formation PME, the courses are given by prevention advisers level I with practical experience (university graduate). They all have a competence in their field, but especially a practical experience of prevention in companies.**

**Prevention advisor: Formation PME is recognized by the Federal Public Service Employment, Work and Social Consultation to provide the formation of Prevention Adviser level II and level III. The lessons are taught by prevention advisers with working experience. They each have competences in their own field, but especially a practical experience of prevention in companies.**

**The certificates of Prevention Adviser are handed to the participants by our Training Centre.**

**VCA Certification:**

**Neither Formation PME, nor the trainer, are agreed to give the VCA examinations. The trainer gives a one or two days training to prepare the candidates to the exam VCA 1 and 2.**

**The certificates are given by BESACC, outside of the VDC 'Competences Validation' Centre.**

**Authorization BA4 and BA5:**

**The General Rules on Electrical Installations oblige the employer to qualify the person who has to do interventions on electrical installations. The achievement Certificates of a final test are given by the Training Centre.**

## Tool 2 / Figure I

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure: **The trainer of PROFILE 1 has a formation of industrial engineer (long type education) and has got a degree of second cycle Prevention Advisor level I from University.**

**He is Prevention Advisor in two big company's since 1990; he is actually chief of the Safety and Environment Service and also Health and Safety Coordinator in a big Belgian company since 2001.**

2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations?

- YES (specify: \_\_\_\_\_)
- NO**
- I DON'T NOW

3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector?

- Yes, to make trainers' mobility easier. For example, when French workers having a certificate in safety apply for a job as trainer in Belgium, their safety diploma isn't recognized by our authorities. But, as far as the trainer is concerned, those people could represent a real advantage for workers in a formation plan.**
- NO, because \_\_\_\_\_
- I DON'T NOW

4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:

- The safety trainers teaching to students in the schools**
- The safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies**
- The safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- Basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups**
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

## **2 PROFESSIONAL FIGURE II**

### *2.1 DENOMINATION*

**Supply trainer working at Formation PME since 1997, especially for the training « entrepreneur chief »**

### *2.2 DESCRIPTION (max 10 lines)*

**The trainer is a professional in the construction field and has chosen to redirect his professional career to the safety, hygiene and prevention domain. Prevention adviser level II, he gives most of the safety lessons in some construction sections and also in automobile sections.**

### *2.3 CONTEXT (max 10 lines)*

**The trainings in which this trainer intercedes, answered to all legal prescriptions for future self-employed people workers (they obtain the professional access). Those regulations impose the contents of trainings but nothing about the profile of trainers. At Formation PME, the courses are given by professional teachers (having a professional activity) and each has his own competences in his field, but especially a practical experience in companies.**

## Tool 2 / Figure II

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. **Please, specify the definition of your safety trainer figure: The trainer in safety level III is a professional worker having an activity in the construction sector and has centre his professional activities on safety problems. He has got the Certificate of Prevention Adviser level II. He's got the most important Certificate for a non-degree.**
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?
  - YES (specify: \_\_\_\_\_)
  - NO**
  - I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector?
  - Yes, because safety is a European problematic and must go in a harmonious way into the European Union, go beyond linguistic and organizational barriers.**
  - NO, because \_\_\_\_\_
  - I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:
  - The safety trainers teaching to students in the schools**
  - The safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies**
  - The safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- Basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups**
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research



### **3 PROFESSIONAL FIGURE III**

#### *3.1 DENOMINATION*

**Supply trainer working by Formation PME since 2002. He works mainly in apprenticeship sections and teaches the courses linked to safety.**

#### *3.2 DESCRIPTION (max 10 lines)*

**This trainer is a professional in construction sector.**

**He followed much training about safety in building sites. He has got the basic VCA Certificate and the "Operational Executive" VCA Certificate. He teaches many lessons about his trade but also gives classes linked to the problem of basic safety in apprenticeship.**

#### *3.3 CONTEXT (max 10 lines)*

**The trainings, in which this trainer intercedes, answered to all legal prescriptions for future workers in construction sector (apprentices receive their apprenticeship certificates and qualification) and are aimed to a public obliged to go to school. Those regulations impose the contents of trainings but nothing about the profile of trainers. At Formation PME, the courses are given by professional teachers (having a professional activity) and each has his own competences in his field, but especially a practical experience in enterprises.**

## Tool 2 / Figure III

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure: **The trainer in safety level III is a professional in activity in the construction sector and is aware of safety problems. He has got the basic VCA Certificate and the "Operational Executive" VCA Certificate. He is enough qualified to teach the courses about safety to apprentices in construction sector.**
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?
  - YES (specify: \_\_\_\_\_)
  - NO**
  - I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector?
  - Yes, because the building sector absolutely needs to go together well with the respect of European standards, particularly with safety standards.**
  - NO, because \_\_\_\_\_
  - I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:
  - The safety trainers teaching to students in the schools
  - The safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies
  - The safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises**

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- Basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others**
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate

substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

#### **4 PROFESSIONAL FIGURE IV**

##### 4.1 *DENOMINATION*

**Teacher of professional courses teaching in technical and professional education (Liege Province)**

##### 4.2 *DESCRIPTION* (max 10 lines)

**The teacher is an ex professional worker of construction sector. He stopped his activities and his enterprise to devote time to education. He followed a pedagogical training (CAP)**

##### 4.3 *CONTEXT* (max 10 lines)

**The trainings in which this trainer intercedes, answered to all legal prescriptions for future workers in construction sector (programme of courses established by the Ministry of French Speaking Community, competent authority in education, and they obtain the qualification at the end of the studies). The trainings are for a public obliged to go to school. The bylaws impose the training contents but don't really give indications about the teachers' profile.**

## Tool 2 / Figure IV

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure: **The teacher in safety profile IV is a professional of construction sector, who stopped his professional activities to devote time to education. He has got a pedagogical certificate. He hasn't any title linked to safety but his courses horary has got UF (training units) linked to safety on building sites.**
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations?  
 YES (specify: \_\_\_\_\_)  
 **NO**  
 I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector?  
 **YES, because that could help the harmonization of the safety trainer's status and contribute to a valorization of trainer status.**  
 NO, because \_\_\_\_\_  
 I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:  
 **The safety trainers teaching to students in the schools**  
 **The safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies**  
 The safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- Basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities**
  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate

substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

## **5 PROFESSIONAL FIGURE V**

### 5.1 *DENOMINATION*

**Safety trainer giving lessons in a Competences Centre**

### 5.2 *DESCRIPTION* (max 10 lines)

**The trainer teaches in a Competences Centre giving basis safety (VCA) formations to pupils coming from the education (partnership education/competences centre)**

### 5.3 *CONTEXT* (max 10 lines)

**The subjects, in which this trainer intercedes, answered to all legal prescriptions for future workers in constructions sector (VCA certification and basis VCA for pupils) and are for pupils who are obliged to go to school.  
Those rules impose the formation contents and have demands about the profile of trainers (see complement notice about VCA)**

## Tool 2 / Figure V

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure: **The safety trainer profile V is a trainer, who is specialized in this field and has got a certificate in the taught subject. His public is various: unemployed people following trainings or students from secondary school.**
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations?  
 **YES, the trainer has got the VCA "Operational Executive" (see explication note).**  
 NO  
 I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector?  
 **YES, because Safety is a difficult matter and it's important to harmonize the profile of teacher linked to this matter.**  
 NO, because \_\_\_\_\_  
 I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:  
 **The safety trainers teaching to students in the schools**  
 **The safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies**  
 **The safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises**



5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- Basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others**
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate

substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

## **6 PROFESSIONAL FIGURE VI**

### 6.1 *DENOMINATION*

**Professional trainer working in construction sector (building) – Specialized worker “first step”**

### 6.2 *DESCRIPTION* (max 10 lines)

**This specialized worker works in a small team.  
He is the tutor of an apprentice.  
He works in the sector for about fifteen years.**

### 6.3 *CONTEXT* (max 10 lines)

**This professional works in a small familial enterprise. This company is in construction sector for more than 20 years.  
This enterprise is also specialized in renovation and they have an apprentice in professional training working under the supervision of this specialized worker.**

## Tool 2 / Figure VI

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure: **The trainer in safety profile VI isn't really a trainer. He is a specialized worker in construction sector and doesn't have any pedagogical titles. He supervises the work of the apprentice days after days.**
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations?  
 YES (specify: \_\_\_\_\_)  
 **NO**  
 I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector?  
 YES, because \_\_\_\_\_  
 **NO, because trainings linked to safety don't always suit to the profession strictly speaking.**  
 I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:  
 **The safety trainers teaching to students in the schools**  
 **The safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies**  
 The safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- Basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems**
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

## **7 PROFESSIONAL FIGURE VII**

### *7.1 DENOMINATION*

**Professional working in construction sector (mason).  
He is Crew Chief in a structure of for about 20 workers.  
He has got the VCA certificate.**

### *7.2 DESCRIPTION (max 10 lines)*

**The Crew Chief is a professional in the sector and has got a long time experience in construction domain. He is aware of safety problems and is tutor of two vocational trainees.**

### *7.3 CONTEXT (max 10 lines)*

**This professional works in a middle-size company. This company is in the sector for more than 10 years. They are specialized in the construction of "ready to live in" houses (they assure the construction from the beginning to the end -> building, plumbing,...). The company also gives the practical formation to two vocational trainees working with the crew chief as tutor.**

## Tool 2 / Figure VII

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure: **The safety trainer profile VII isn't really a trainer. He is crew chief in construction sector but doesn't have any pedagogical titles and supervises the team work days after days.**
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations?  
 YES (specify: \_\_\_\_\_)  
 **NO but the trainer has got the basic VCA certificate (see attachment)**  
 I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector?  
 **YES, because safety has become a central problem in construction sector.**  
 NO, because \_\_\_\_\_  
 I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:  
 **The safety trainers teaching to students in the schools**  
 **The safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies**  
 **The safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises**

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- Basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities**
  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate

substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research



### Tool 3

Overview on the specific characteristics of the safety trainers in Construction sector in Wallonie (Belgium)

Safety trainers figures Characteristics	FIGURE I (Continuing training)	FIGURE II (Entrepreneur Chief)	FIGURE III (Apprenticeship)
The trainer teaches in formal or in informal / non formal learning contexts?	<input type="checkbox"/> <b>Formal</b> <input type="checkbox"/> Informal / non formal	<input type="checkbox"/> <b>Formal</b> <input type="checkbox"/> Informal / non formal	<input type="checkbox"/> <b>Formal</b> <input type="checkbox"/> Informal / non formal
The trainer works in the education (school), in the vocational training (training agency) or in the company (enterprise) learning contexts?	<input type="checkbox"/> Education <input type="checkbox"/> <b>Vocational Training</b> <input type="checkbox"/> <b>Enterprise</b>	<input type="checkbox"/> Education <input type="checkbox"/> <b>Vocational Training</b> <input type="checkbox"/> <b>Enterprise</b>	<input type="checkbox"/> Education <input type="checkbox"/> <b>Vocational Training</b> <input type="checkbox"/> <b>Enterprise</b>
The trainer figure is defined and/or regulated by the national, regional or sectoral laws and rules?	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> <b>Not defined /regulated</b>	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> <b>Not defined /regulated</b>	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> <b>Not defined /regulated</b>
The trainer must have specific education, training or professional requirements?	<input type="checkbox"/> Education requirements <input checked="" type="checkbox"/> <b>Training requirement (specify: Prevention Advisers level 1 - required by the Formation Centre but not by the law)</b> <input checked="" type="checkbox"/> <b>professional requirement (specify : several years of working experience in the formation field – required by the Formation Centre but not by the law)</b> <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: <input type="checkbox"/> <b>training requirements : (Prevention Adviser level II - liked by the Training Centre but not by the law)</b> <input type="checkbox"/> <b>professional requirements : (to be and stay in professional activity - required by the Training Centre and by the bylaw)</b> <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: <input type="checkbox"/> <b>Education requirements : (basic VCA and Operational Executive VCA – liked by the Training Centre but not by the law)</b> <input type="checkbox"/> <b>professional requirements: (to be and stay in professional activity - required by the Training Centre and by the bylaw)</b> <input type="checkbox"/> No requirements
Who are the trainer learners?	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> <b>Workers</b> <input type="checkbox"/> <b>Entrepr. / responsible people</b>	<input type="checkbox"/> School students <input type="checkbox"/> <b>Apprentices and vocational trainees</b> <input type="checkbox"/> <b>Workers</b> <input type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> <b>Apprentices and vocational trainees</b> <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people
What is the trainer's EQF Level?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input checked="" type="checkbox"/> <b>EQF Level 6</b> <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input checked="" type="checkbox"/> <b>EQF Level 6</b> <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input checked="" type="checkbox"/> <b>EQF Level 5</b> <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8

<b>Safety trainers figures Characteristics</b>	<b>FIGURE IV (School 1)</b>	<b>FIGURE V (School 2)</b>	<b>FIGURE VI (Enterprise 1)</b>
The trainer teaches in formal or in informal / non formal learning contexts?	<input type="checkbox"/> <b>Formal</b> <input type="checkbox"/> Informal / non formal	<input type="checkbox"/> <b>Formal</b> <input type="checkbox"/> Informal / non formal	<input type="checkbox"/> Formal <input type="checkbox"/> <b>Informal / non formal</b>
The trainer works in the education (school), in the vocational training (training agency) or in the company (enterprise) learning contexts?	<input type="checkbox"/> <b>Education</b> <input type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise	<input type="checkbox"/> <b>Education</b> <input type="checkbox"/> <b>Vocational Training</b> <input type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input type="checkbox"/> <b>Enterprise</b>
The trainer figure is defined and/or regulated by the national, regional or sectoral laws and rules?	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> <b>Sectoral</b> <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> <b>Not defined /regulated</b>
The trainer must have specific education, training or professional requirements?	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> <b>Training requirements CAP</b> <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> <b>training requirement : VCA "Operational Executive"</b> <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> <b>No requirements</b>
Who are the trainer learners?	<input type="checkbox"/> <b>School students</b> <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> <b>School students</b> <input type="checkbox"/> <b>Apprentices and vocational trainees</b> <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> <b>Apprentices and vocational trainees</b> <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people
What is the trainer's EQF Level?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> <b>EQF Level 4</b>	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> <b>EQF Level 3</b> <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8

<b>Safety trainers figures Characteristics</b>	<b>FIGURE VII (Enterprise 2)</b>	
The trainer teaches in formal or in informal / non formal learning contexts?	<input type="checkbox"/> Formal <input checked="" type="checkbox"/> <b>Informal / non formal</b>	
The trainer works in the education (school), in the vocational training (training agency) or in the company (enterprise) learning contexts?	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input checked="" type="checkbox"/> <b>Enterprise</b>	
The trainer figure is defined and/or regulated by the national, regional or sectoral laws and rules?	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input checked="" type="checkbox"/> <b>Not defined /regulated</b>	
The trainer must have specific education, training or professional requirements?	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input checked="" type="checkbox"/> <b>No requirements</b>	
Who are the trainer learners?	<input type="checkbox"/> School students <input checked="" type="checkbox"/> <b>Apprentices and vocational trainees</b> <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people	
What is the trainer's EQF Level?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input checked="" type="checkbox"/> <b>EQF Level 4</b> <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	

## The Spanish situation

### Tool 1

The professional figures of safety trainers in the Construction sector in **Spain**:  
Inventory of figures with short description of each figure with its working context

#### 1 PROFESSIONAL FIGURE 1

##### 1.1 DENOMINATION

Theoretical Health and Safety Trainer for VET of Construction workers

##### 1.2 DESCRIPTION (max 10 lines)

Senior Health and Safety Technician and University Graduates with a technical profile (Engineers qualified after a three-year university course)

##### 1.3 CONTEXT (max 10 lines)

He/She is a technician with a highly specialised knowledge in Construction works; specialised problem-solving skills required in methods and procedures of specific works. Manages and transforms work contexts that are complex. Manages in an effectively way questions concerning preventive techniques (individuals and collectives). Undertakes safe procedures of work because he knows the activities and requirements of the specific task of the students in their job.

This training usually takes place in the classroom. As didactical tool there are used books and different media, such as videos, photos..., in order to show workers risks and preventive solutions at his work.

#### 2 PROFESSIONAL FIGURE 2

##### 2.1 DENOMINATION

Practical Health and Safety Trainer for VET of Construction workers

##### 2.2 DESCRIPTION (max 10 lines)

Senior Health and Safety Technician and university graduates with a technical profile (Engineers qualified after a three-year university course); or Basic level Health and Safety Technician with broad professional experience in Construction works.

2.3 *CONTEXT* (max 10 lines)

He/She is a technician or professional worker with practical broad experience in the Construction works. He is able to generate and develop safety procedures in work contexts where there are unpredictable situations in Health and Safety matters which may required specific prevention solutions. Puts the management and supervision of the working area to use. Assess its level of achivement, undertaking improvements.

3 PROFESSIONAL FIGURE **3**

3.1 *DENOMINATION*

Health and Safety Trainer in companies

3.2 *DESCRIPTION* (max 10 lines)

Senior Health and Safety Technicien, with university education

3.3 *CONTEXT* (max 10 lines)

Experienced technician with practical and cognitives skills to solve diferent problems in a field of work. Undertakes improvements in contexts of work that even if there are predictables, they could change. Assess situation of work in order to make decisions which might create specific progress. This training usually takes place in the classroom. As didactical tool there are used books and different media, such as videos, photos..., in order to show workers risks and preventive solutions at his work.

4 PROFESSIONAL FIGURE **4**

4.1 *DENOMINATION*

Health and Safety Trainer in a External Risk Prevention Service

4.2 *DESCRIPTION* (max 10 lines)

Senior Health and Safety Technicien, with university education

4.3 *CONTEXT* (max 10 lines)

Technicien with an advanced knowledge in the Health and Safety field. Gains a variety of experiences in several works with different problems. Develops creative solutions putting together theoretical and practical knowledge. He/She has a great ability for communicating and consensus. He/She knows how to transmit to the involved agents the appropriate decisions taken before concret situations.  
This training usually takes place in the classroom. As didactical tool there are used books and different media, such as videos, photos..., in order to show workers risks and preventive solutions at his work.

5 **PROFESSIONAL FIGURE 5**

5.1 *DENOMINATION*

Health and Safety Trainer in the Initial Vocational Training in the Construction trades (IVT)

5.2 *DESCRIPTION* (max 10 lines)

Universitary Education in a Technical profile (Engeener or Architect with a three-years university course)

5.3 *CONTEXT* (max 10 lines)

Technicien with knowledge in Health and Safety matters concerning the works that takes place in the Construction sector. Provides the theoretical training about the preventive techniques associated to the differents tasks. Promotes best practises in order to develop a preventive culture.  
This training usually takes place in the classroom. As didactical tool there are used books and different media, such as videos, photos, in order to show workers risks and preventive solutions at his work.

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector (SPAIN)  
(Figure 4)

1. Please, specify the definition of your safety trainer figure: *Senior Health and Safety Technicien*
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?
  - YES (specify: *National regulations: R.D. 39/1997*)
  - NO
  - I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?
  - YES, because *it will be on advantage to a greatest profesionalisation and awareness in Health and Safety at work in the construction sector.*
  - NO, because \_\_\_\_\_
  - I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:
  - the safety trainers teaching to students in the schools
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:

- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
- basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
- a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
- factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
- comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
- advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
- highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
- knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research



## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector (SPAIN)  
(Figure 3)

1. Please, specify the definition of your safety trainer figure: *Senior Health and Safety Technicien*
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?
  - YES (specify: *National regulations: R.D. 39/97*)
  - NO
  - I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?
  - YES, *because there is still a big lack of definition concerning fonctions, specialitation, experience and Knowledge*
  - NO, because \_\_\_\_\_
  - I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:
  - the safety trainers teaching to students in the schools
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector (SPAIN)  
(Figure 3)

Please, specify the definition of your safety trainer figure: *Health and Safety Trainer in the construction sector*

1. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?

- YES (specify: \_\_\_\_\_)
- NO
- I DON'T NOW

2. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?

- YES, because *it will improve the training and competences of the trainer*
- NO, because \_\_\_\_\_
- I DON'T NOW

3. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:

- the safety trainers teaching to students in the schools
- the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies
- the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

4. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector (SPAIN)  
(Figures 1 & 2)

1. Please, specify the definition of your safety trainer figure: *Theoretical and Practical Health and Safety trainer for the VET training in the construction industry*
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?
  - YES (specify: \_\_\_\_\_)
  - NO
  - I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?
  - YES, because *it should unify criteria, given them more autonomy to move across the European territory.*
  - NO, because \_\_\_\_\_
  - I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:
  - the safety trainers teaching to students in the schools
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:

- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
- basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
- a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
- factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
- comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
- advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
- highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
- knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector (SPAIN)  
(Figure 1)

1. Please, specify the definition of your safety trainer figure: *Theoretical Health and Safety trainer for construction workers*
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?
  - YES (specify: *National regulations: R.D. 39/97*)
  - NO
  - I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?
  - YES, because *it should unify didactical materials as well as knowledge.*
  - NO, because \_\_\_\_\_
  - I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:
  - the safety trainers teaching to students in the schools
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:

- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
- basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
- a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
- factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
- comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
- advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
- highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
- knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research



## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector (SPAIN)  
(Figure 3)

1. Please, specify the definition of your safety trainer figure: *Health and Safety Trainer in companies of the Construction sector*
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?
  - YES (specify: *National regulations: R.D. 39/97*)
  - NO
  - I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?
  - YES, because *it is important to unify training and didactical criteria*
  - NO, because \_\_\_\_\_
  - I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:
  - the safety trainers teaching to students in the schools
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:

- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
- basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
- a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
- factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
- comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
- advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
- highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
- knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector (SPAIN)  
(Figure 2)

1. Please, specify the definition of your safety trainer figure: *Practical Health and Safety trainer for VET in the construction sector*
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?
  - YES (specify: \_\_\_\_\_)
  - NO
  - I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?
  - YES, because *it should be important to define in a clear manner.*
  - NO, because \_\_\_\_\_
  - I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:
  - the safety trainers teaching to students in the schools
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:

- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
- basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
- a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
- factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
- comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
- advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
- highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
- knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector (SPAIN)  
(Figure 4)

1. Please, specify the definition of your safety trainer figure: *Senior Health and Safety Technicien –External Risk Service Technicien*
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?
  - YES (specify: *National regulations: R.D. 39/97 and Prevention Services Regulation*)
  - NO
  - I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?
  - YES, because *to demand a specific knowledge in Safety matter at the Construction sector*
  - NO, because \_\_\_\_\_
  - I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:
  - the safety trainers teaching to students in the schools
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:

- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
- basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
- a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
- factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
- comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
- advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
- highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
- knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector (SPAIN)

(Figures 1 & 2)

1. Please, specify the definition of your safety trainer figure: *Theoretical and Practical Health and Safety trainer for the VET training in the construction industry*
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?
  - YES (specify: \_\_\_\_\_)
  - NO
  - I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?
  - YES, because *it should allow Health and Safety trainers to work in an appropriated regulatory framework, providing them, moreover, with tools which may help their task.*
  - NO, because \_\_\_\_\_
  - I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:
  - the safety trainers teaching to students in the schools
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:

- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
- basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
- a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
- factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
- comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
- advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
- highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
- knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research



### Tool 3

Overview on the specific characteristics of the safety trainers in Construction sector in *SPAIN*:

Safety trainers figures Characteristics	F1	F2	F3
The trainer teaches in formal or in informal / non formal learning contexts?	<input checked="" type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal	<input checked="" type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal	<input type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal / non formal
The trainer works in the education (school), in the vocational training (training agency) or in the company (enterprise) learning contexts?	<input type="checkbox"/> Education <input checked="" type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input checked="" type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input checked="" type="checkbox"/> Enterprise
The trainer figure is defined and/or regulated by the national, regional or sectoral laws and rules?	<input checked="" type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input checked="" type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input checked="" type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated
The trainer must have specific education, training or professional requirements?	<input checked="" type="checkbox"/> Education requirements (specify: <u>Universitary Degree</u> ) <input checked="" type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: <u>Senior Health and Safety Technicien</u> ) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input checked="" type="checkbox"/> Training requirements (specify: <u>Basic Health and Safety Technicien</u> ) <input checked="" type="checkbox"/> Professional requirements (specify: <u>Experience in the Construction sector</u> ) <input type="checkbox"/> No requirements	<input checked="" type="checkbox"/> Education requirements (specify: <u>Universitary Degree</u> ) <input checked="" type="checkbox"/> Training requirements (specify: <u>Senior Health and Safety Technicien</u> ) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements
Who are the trainer learners?	<input type="checkbox"/> School students <input checked="" type="checkbox"/> Apprentices and vocational trainees <input checked="" type="checkbox"/> Workers <input checked="" type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input checked="" type="checkbox"/> Workers <input checked="" type="checkbox"/> Entrepreneurs / responsible people
What is the trainer's EQF Level ?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input checked="" type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input checked="" type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input checked="" type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8

<b>Safety trainers figures Characteristics</b>	<b>F4</b>	<b>F5</b>	<b>...</b>
The trainer teaches in formal or in informal / non formal learning contexts?	<input type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal / non formal	<input checked="" type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal	<input type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal
The trainer works in the education (school), in the vocational training (training agency) or in the company (enterprise) learning contexts?	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input checked="" type="checkbox"/> Enterprise	<input checked="" type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise
The trainer figure is defined and/or regulated by the national, regional or sectoral laws and rules?	<input checked="" type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input checked="" type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated
The trainer must have specific education, training or professional requirements?	<input checked="" type="checkbox"/> Education requirements (specify: University Degree) <input checked="" type="checkbox"/> Training requirements (specify: Senior Health and Safety Technician) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input checked="" type="checkbox"/> Education requirements (specify: University Degree) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements
Who are the trainer learners?	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input checked="" type="checkbox"/> Workers <input checked="" type="checkbox"/> Entrepreneurs / responsible people	<input checked="" type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people
What is the trainer's EQF Level ?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input checked="" type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input checked="" type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8

## The French situation

### Tool 1

The professional figures of safety trainers in the Construction sector in France: (French Ministry of Education)  
Inventory of figures with short description of each figure with its working context

#### 1 PROFESSIONAL FIGURE 1

##### 1.1 DENOMINATION

Trainer : mason/ electrician/ tile setter/plasterer... (all trades in the building sector),

##### 1.2 DESCRIPTION (max 10 lines)

Required pedagogical background as a trainer  
Required professional background in his domain (building sector trade)

##### 1.3 CONTEXT (max 10 lines)

This trainer trains safety and security while training his speciality. There is no specific course to safety and security. His training on the safety and security matters are in formal, informal and non formal contexts but strongly linked to his professional domain as mason, plasterer, ...  
On safety and security matters : he gives academic courses and spends much time in practical work with the trainees

## 2 PROFESSIONAL FIGURE 2

### 2.1 *DENOMINATION*

Trainer PSE (prevention santé, environnement : Prevention, Security, Environment)

### 2.2 *DESCRIPTION (max 10 lines)*

Required pedagogical background as a trainer  
Required professional background in his domain (Prevention, Security, Environment)

### 2.3 *CONTEXT (max 10 lines)*

This trainer teaches a transversal course (for all the trades in the building sector) to health and security as a domain. The course is general, not linked to a specific job, and the course is more formal, but he makes practical work as well with the trainees on safety and security matters.

## 3 PROFESSIONAL FIGURE 3

### 3.1 *DENOMINATION*

Specialised trainers in a matter linked to safety, security (ex electrical certification)

### 3.2 *DESCRIPTION (max 10 lines)*

Required pedagogical background as a trainer  
Required professional background in his domain

### 3.3

#### *CONTEXT (max 10 lines)*

A trainer (professional figure 1 or 2) receives an additional training by INRS Institut National de Recherche Scientifique / EDF (Electricité de France...) to be able to teach specific matter on reglementation , law, professional gestures and postures... linked to a specificity in a profession (ex electrical certification).  
He is a resource person for other trainers (fig 1&2), and informs and trains them if needed.

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure:    trainer in the building sector
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?
  - YES (specify: \_\_\_\_\_)
  - NO
  - I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?
  - YES, because there is no certificate in France today\_\_
  - NO, because \_\_\_\_\_
  - I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:
  - the safety trainers teaching to students in the schools
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies
  - the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

### Tool 3

Overview on the specific characteristics of the safety trainers in Construction sector in France: ( Ministry of Education)

<b>Safety trainers figures Characteristics</b>	<b>1</b>	<b>2</b>	<b>3</b>
The trainer teaches in formal or in informal / non formal learning contexts?	<input checked="" type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal / non formal	<input checked="" type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal / non formal	<input checked="" type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal / non formal
The trainer works in the education (school), in the vocational training (training agency) or in the company (enterprise) learning contexts?	<input type="checkbox"/> Education <input checked="" type="checkbox"/> Vocational Training <input checked="" type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input checked="" type="checkbox"/> Vocational Training <input checked="" type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input checked="" type="checkbox"/> Vocational Training <input checked="" type="checkbox"/> Enterprise
The trainer figure is defined and/or regulated by the national, regional or sectoral laws and rules?	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input checked="" type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input checked="" type="checkbox"/> Not defined /regulated	<input type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input checked="" type="checkbox"/> Not defined /regulated
The trainer must have specific education, training or professional requirements?	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input checked="" type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input checked="" type="checkbox"/> No requirements	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input checked="" type="checkbox"/> No requirements
Who are the trainer learners?	<input type="checkbox"/> School students <input checked="" type="checkbox"/> Apprentices and vocational trainees <input checked="" type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input checked="" type="checkbox"/> Apprentices and vocational trainees <input checked="" type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input checked="" type="checkbox"/> Apprentices and vocational trainees <input checked="" type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people
What is the trainer's EQF Level ?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input checked="" type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input checked="" type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input checked="" type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8



## The Polish situation

### Tool 1

The professional figures of safety trainers in the Construction sector in **POLAND**:  
Inventory of figures with short description of each figure with its working context

#### 1 PROFESSIONAL FIGURE 1

##### 1.1 DENOMINATION

Health and Safety Inspector, Senior H&S Inspector,

##### 1.2 DESCRIPTION (max 10 lines)

HSI – HS technician (1,5 year post secondary technical school)/// SHSI - HS technician and 3 years experience or higher education H&S 3 years requirement (7 semesters -bachelor level) or higher education another than H&S and post graduate studies. Usually the background for post secondary technical school/course should be construction VET (building technician)

##### 1.3 CONTEXT (max 10 lines)

HSI and SHSI are responsible for employees basic training and can train in the frames of periodical training out of the frames of professional duties (not in working time), They can be H&S lecturers in schools (only with higher education) – requirement of pedagogical preparation,  
Educational paths for HSI and SHSI are strictly limited. Only 1,5 technical school courses for post graduate school leavers on the technician level, H&S bachelor studies (with the title of H&S engineer) and post graduate supplementary studies 1,5 year (with the title of H&S engineer). It means that H&S technician is located on the level 4 and H&S engineer on the level 5 - 6

#### 2 PROFESSIONAL FIGURE 2

##### 2.1 DENOMINATION

Health and safety Specialist – higher education H&S 3 years requirement (7 semesters -bachelor level) or higher education another than H&S and post graduate studies and at least 1 year professional experience

Senior Specialist - higher education H&S 3 years requirement (7 semesters -bachelor level) or higher education another than H&S and post graduate studies and at least 3 years professional experience  
Main Specialist - higher education H&S 3 years requirement (7 semesters -bachelor level) or higher education another than H&S and post graduate studies and at least 5 years professional experience

2.2 *DESCRIPTION* (max 10 lines)

There is another group of employees responsible for H&S. They played usually role of H&S co-ordinators, H&S team leaders, and persons responsible for H&S in bigger companies. They have right for training employees on the basic level (general). They can train in the frames of periodical H&S courses (out of the work time) but they need pedagogical preparation.

2.3 *CONTEXT* (max 10 lines)

In Poland in companies with more than 100 employees H&S service is obligatory, in bigger companies – at least 1 H&S inspector/specialist for each 600 employees. Over 200 employees – obligation to create H&S council. H&S inspectors/specialists has various duties. One is general/basic training of workers. Periodical H&S training is external. Employees can be trained by external specialistic companies. Trainers of this companies should have at least H&S technical preparation with pedagogical course.

3 **PROFESSIONAL FIGURE 3**

3.1 *DENOMINATION*

H&S school teacher/trainer and H&S higher education lecturer

3.2 *DESCRIPTION* (max 10 lines)

School H&S teacher should have higher education (at least bachelor degree)and pedagogical preparation. There are some exceptions for H&S trainers in non-school training centres – it is enough to have technician degree. For higher education lecturers – requirement of master degree at least. In the construction industry H&S teacher needs professional (construction) background, but it is no formal restriction.

### 3.3 *CONTEXT* (max 10 lines)

The whole group of safety teachers and trainers need pedagogical preparation. In Poland there are requirement of higher pedagogical preparation for all school teachers and pedagogical courses for another trainers (practical preparation). The possibility to be a H&S trainer is limited only for two groups of employees – H&S technicians and H&S engineers. On the university level there H&S faculties and post graduate courses. There are no special requirements for lecturers of this faculties (of course master degree at least). All the periodical and specialistic training is external – provided and performed by external training companies.

Another training path: state labour inspector – requirement of higher education and at least 1,5 special inspector course in State Labour Inspection training centre.

There are legal possibilities for employers in small companies (less than 10 employees or less than 20 (III risk group) to play a role of H&S inspector and train employees (only general instruction). Training requirement – as OSH technician)

## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

**There are no specific formal regulations for trainers in construction sector. There are specialistic professional requirements for candidates for H&S trainers and H&S services in the construction sector (construction professional background)**

1. Please, specify the definition of your safety trainer figure: **H&S senior inspector (3) H&S Specialist (4)**
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?  
x YES (specify: Act of Ministry of Labour on 27 July 2004, Act of Council of Ministers on 2 September 1997) – **7 responses**  
 NO  
 I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?  
x YES, because we need European common labour market and comparable H&S requirements – **5 responses**  
x NO, because the national requirements are very different – **2 responses**  
 I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:  
 the safety trainers teaching to students in the schools  
 the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies  
x the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises – **7 responses**

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:
- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
  - basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
  - a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems – **7 resp**
  - factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities – **5 resp**
  - comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others = **2 resp**
  - advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
  - highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
  - knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

### Tool 3

Overview on the specific characteristics of the safety trainers in Construction sector in **(POLAND)**

Safety trainers figures Characteristics	H&SI, SH&SI	H&S Specialist, Senior Specialist, Main Specialist	Teacher, trainer, lecturer (school, university)
The trainer teaches in formal or in informal / non formal learning contexts?	<input type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal / non formal	<input checked="" type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal / non formal	<input checked="" type="checkbox"/> Formal <input type="checkbox"/> Informal / non formal
The trainer works in the education (school), in the vocational training (training agency) or in the company (enterprise) learning contexts?	<input type="checkbox"/> Education <input checked="" type="checkbox"/> Vocational Training <input checked="" type="checkbox"/> Enterprise	<input type="checkbox"/> Education – <b>but possible</b> <input checked="" type="checkbox"/> Vocational Training <input checked="" type="checkbox"/> Enterprise	<input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Vocational Training <input type="checkbox"/> Enterprise
The trainer figure is defined and/or regulated by the national, regional or sectoral laws and rules?	<input checked="" type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input checked="" type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input checked="" type="checkbox"/> National / regional <input type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated
The trainer must have specific education, training or professional requirements?	<input checked="" type="checkbox"/> Education requirements (specify: at least 1,5 post graduate technical school) <input type="checkbox"/> Training requirements (specify:) <input checked="" type="checkbox"/> Professional requirements (specify: construction professional orientation – but not obligatory by law) <input type="checkbox"/> No requirements	<input checked="" type="checkbox"/> Education requirements (specify: at least bachelor level) <input type="checkbox"/> Training requirements (specify:) <input checked="" type="checkbox"/> Professional requirements (specify: at least 1 year experience – obligatory, construction professional orientation – but not obligatory by law) <input type="checkbox"/> No requirements	<input checked="" type="checkbox"/> Education requirements (specify: master level education ) <input checked="" type="checkbox"/> Training requirements (specify: pedagogical preparation/course/studies) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements
Who are the trainer learners?	<input type="checkbox"/> School students <input checked="" type="checkbox"/> Apprentices and vocational trainees <input checked="" type="checkbox"/> Workers <input checked="" type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input checked="" type="checkbox"/> Apprentices and vocational trainees <input checked="" type="checkbox"/> Workers <input checked="" type="checkbox"/> Entrepreneurs / responsible people	<input checked="" type="checkbox"/> School students <input checked="" type="checkbox"/> Apprentices and vocational trainees <input type="checkbox"/> Workers <input checked="" type="checkbox"/> Entrepreneurs / responsible people
What is the trainer's EQF Level ?	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input checked="" type="checkbox"/> EQF Level 4 <input checked="" type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input checked="" type="checkbox"/> EQF Level 5 <input checked="" type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input checked="" type="checkbox"/> EQF Level 6 <input checked="" type="checkbox"/> EQF Level 7 <input checked="" type="checkbox"/> EQF Level 8

## The Swiss situation

### Tool 1

The professional figures of safety trainers in the Construction sector in *Switzerland*:  
Inventory of figures with short description of each figure with its working context

#### 1 PROFESSIONAL FIGURE 1

##### 1.1 DENOMINATION

Safety assistant

##### 1.2 DESCRIPTION (max 10 lines)

Worker with experience (f.i. head of team) or basic technical or, in the little companies, the entrepreneur himself, in the enterprise, active with a role of safety basic training for other workers.

##### 1.3 CONTEXT (max 10 lines)

This is a specific figure for the companies. The training percourse is a module named "A" of 8 whole days (64 hours) held at SUVA (National safety and health agency and insurance) or at Building schools. The worker has to be experienced from at least 3 years on the job.

#### 2 PROFESSIONAL FIGURE 2

##### 2.1 DENOMINATION

Safety expert

##### 2.2 DESCRIPTION (max 10 lines)

Worker in the enterprise or external consultant, that trains entrepreneurs and workers.

2.3 *CONTEXT* (max 10 lines)

The training percouse is composed by module named "B" of whole 14 days (112 hours) + or Federal certificate of competence -Afc- or diploma at secondary (or terthiary level) + 3 years experience in the work + qualification as Safety assistant + completion of module A.  
The module is held at SUVA (National safety and health agency and insurance) or at Building schools

3 PROFESSIONAL FIGURE **3**

3.1 *DENOMINATION*

Safety engineer

3.2 *DESCRIPTION* (max 10 lines)

Worker in the entreprise (in case of big dimension) or external consultant able to train the Safety assistant in the company and to develop the safety organisation and system in the company.

3.3 *CONTEXT* (max 10 lines)

The training percouse is composed by module named "C" of whole 10 days (80 hours) + personal project work of 5 days (40 hours).  
Are required a technical secondary or terthiary diploma + completion of A and B modules.  
The module is held only at SUVA (National safety and health agency and insurance).



## Tool 2

Questionnaire addressed to the safety trainers in the European VET systems of Construction sector

1. Please, specify the definition of your safety trainer figure:    Safety engineer\_\_\_\_\_   
Beniamino Sartorio\_\_\_\_\_
  
2. Your safety trainer figure is foreseen by national, regional, sectoral qualification framework or regulations ?  
x YES (specify: National and sectoral level, classified in the SUVA - National safety and health agency and insurance)  
 NO  
 I DON'T NOW
  
3. Do you think that it would be important to define in a clear manner and to certificate at European level the competences of the trainers in safety matter in the Construction sector ?  
x YES, because the mobility might be increased and the scenario might be more clear at European level.  
 NO, because \_\_\_\_\_  
 I DON'T NOW
  
4. Considering that there are several figures of trainers in safety matter in the Construction sector, operating in the education, in the vocational training, and also within the company, do you mean that it should be given priority to the definition and certification of competences for:  
 the safety trainers teaching to students in the schools  
x the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the training agencies  
x the safety trainers teaching to apprentices/vocational trainees/workers/entrepreneurs in the enterprises

5. Please, classify your trainer figure selecting, within the following knowledge, skills and competences options, the answer better corresponding to your professional profile:

- basic general knowledge; basic skills required to carry out simple tasks; work or study under direct supervision in a structured context
- basic factual knowledge of a field of work or study; basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools, work or study under supervision with some autonomy
- a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information; take responsibility for completion of tasks in work or study, adapt own behaviour to circumstances in solving problems
- X factual and theoretical knowledge in broad contexts within a field of work or study; a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study; exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
- X comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge; a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
- X advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study; manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
- X highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research / critical awareness of knowledge issues in a field and at the interface between different fields; specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
- knowledge at the most advanced frontier of a field of work or study and at the interface between fields; the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice, demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

**Tool 3**

Overview on the specific characteristics of the safety trainers in Construction sector in (Switzerland)

Safety trainers figures Characteristics	Safety assistant...	Safety expert	Safety engineer
The trainer teaches in formal or in informal / non formal learning contexts?	<input type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal / non formal	<input checked="" type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal / non formal	<input checked="" type="checkbox"/> Formal <input checked="" type="checkbox"/> Informal / non formal
The trainer works in the education (school), in the vocational training (training agency) or in the company (enterprise) learning contexts?	<input type="checkbox"/> Education <input type="checkbox"/> Vocational Training <input checked="" type="checkbox"/> Enterprise	<input type="checkbox"/> Education <input checked="" type="checkbox"/> Vocational Training <input checked="" type="checkbox"/> Enterprise	<input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Vocational Training <input checked="" type="checkbox"/> Enterprise
The trainer figure is defined and/or regulated by the national, regional or sectoral laws and rules?	<input checked="" type="checkbox"/> National / regional <input checked="" type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input checked="" type="checkbox"/> National / regional <input checked="" type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated	<input checked="" type="checkbox"/> National / regional <input checked="" type="checkbox"/> Sectoral <input type="checkbox"/> Not defined /regulated
The trainer must have specific education, training or professional requirements?	<input type="checkbox"/> Education requirements (specify: _____) <input type="checkbox"/> Training requirements (specify: _____) <input checked="" type="checkbox"/> Professional requirements (specify: Worker in the sector with experience of at least 3 years on the job) <input type="checkbox"/> No requirements	<input checked="" type="checkbox"/> Education requirements (specify: Or Federal certificate of competence –Afc- or diploma at secondary or tertiary level + 3 years in the work + qualification as Safety assistant) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements	<input checked="" type="checkbox"/> Education requirements (specify: or high secondary technical school or tertiary diploma + 3 years in the work + other 2 previous qualifications) <input type="checkbox"/> Training requirements (specify: _____) <input type="checkbox"/> Professional requirements (specify: _____) <input type="checkbox"/> No requirements
Who are the trainer learners?	<input type="checkbox"/> School students <input type="checkbox"/> Apprentices and vocational trainees <input checked="" type="checkbox"/> Workers <input type="checkbox"/> Entrepreneurs / responsible people	<input type="checkbox"/> School students <input checked="" type="checkbox"/> Apprentices and vocational trainees <input checked="" type="checkbox"/> Workers <input checked="" type="checkbox"/> Entrepreneurs / responsible people	<input checked="" type="checkbox"/> School students <input checked="" type="checkbox"/> Apprentices and vocational trainees <input checked="" type="checkbox"/> Workers <input checked="" type="checkbox"/> Entrepreneurs / responsible people
What is the trainer's EQF Level ?	<input type="checkbox"/> EQF Level 1 <input checked="" type="checkbox"/> EQF Level 2 <input checked="" type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input type="checkbox"/> EQF Level 5 <input type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input checked="" type="checkbox"/> EQF Level 4 <input checked="" type="checkbox"/> EQF Level 5 <input checked="" type="checkbox"/> EQF Level 6 <input type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8	<input type="checkbox"/> EQF Level 1 <input type="checkbox"/> EQF Level 2 <input type="checkbox"/> EQF Level 3 <input type="checkbox"/> EQF Level 4 <input checked="" type="checkbox"/> EQF Level 5 <input checked="" type="checkbox"/> EQF Level 6 <input checked="" type="checkbox"/> EQF Level 7 <input type="checkbox"/> EQF Level 8

## **First hypothesis for a common European perimeter of safety trainers professional figures on which CeSaTra will focus to activate ECVET**

In order to define the common European perimeter of safety trainers in the construction sector, upon which CeSaTra will activate the ECVET process, two criteria were proposed and discussed by the consortium:

- 1- limiting the common perimeter to the figures until EQF level 5 included;
- 2- limiting the common perimeter to the trainers characterized by similar figures and similar contexts. The perimeter is circumscribed to the figures defined as "trainers", who operate in formal contexts in classrooms and in practice.

Following the debate on the above criteria and on their first application, the partners decided that it is more appropriate to keep only the first criterion. This allows to maintain, in this phase of the work, an open approach in respect to the large number of figures detected in the various countries. It is conveyed that a more precise identification of the perimeter will be carried out during the definition of the learning outcomes units phase. This process will allow to establish for each singular figure if and how many learning units it will be composed of.

Below there is a list of the different figures detected in the different countries, where the **yellow** highlights indicate the classification of EQF level 5 or lower, whether the **bold** character denote the formal context where the figures operates.

### ❖ **Italy**

- Head Prevention and Protection Service – Level EQF 4;
- Workers' Safety Representatives of the territory - Level EQF 3;
- Craft master – Level EQF 4;
- Safety trainer certified by the Tuscany Region – Level EQF 6;
- **Non certified theoretical trainer operating in formal contexts Level EQF 5;**
- **Non certified practical trainer operating in formal contexts – Level EQF 4.**

### ❖ **Germany**

- Diploma-Geologist - Level EQF 5;
- Safety specialist / health and safety officer / health and safety engineer - Level EQF 5;
- Civil Engineer and Supervisor along Code of Social Law part VII §§ 18, 19 – Level EQF 6;
- Head of Centre Work-, Health and Environment Protection (in German abbreviation "AGU"), chief executive – Level EQF 4;
- Expert for Work Safety in the "AGU"-centre – Level EQF 4;
- Diploma-Engineer (University of Applied Sciences = FH) in Soil Sciences – Level EQF 6;

➤ **Work safety trainer, expert for work safety, safety technician, safety engineer (German: "SiFa") – Level EQF 5;**

➤ Craft Master as Roofer as well as specialist for insulation of walls and waterproofing, company employment – Level EQF 6;

➤ **Trainer, building-constructions (high-building), ex-company services in VET-centre (lecturer), special lecturer in Chamber of Skilled Crafts – Level EQF 5;**

➤ Safety inspector, member of the committee for work safety – Level EQF 5;

➤ Craft Master in Masonry and concrete/re-inforced concrete, company employment – Level EQF 6;

➤ **Trainer, building-constructions (high-building), ex-company services in VET-centre (lecturer) – Level EQF 5;**

➤ Safety inspector, member of the committee for work safety, member of the workers' council also for work and health safety – Level EQF 5;

➤ Site manager – Level EQF 6;

➤ Director of VET-centre – Level EQF 6.

#### ❖ **Belgium**

➤ Supply trainer since 2001 at Formation PME, "continuing training" service – Level EQF 6;

➤ Supply trainer working at Formation PME since 1997, especially for the training «entrepreneur chief» – Level EQF 6;

➤ **Supply trainer working by Formation PME since 2002. He works mainly in apprenticeship sections and teaches the courses linked to safety – Level EQF 5;**

➤ **Teacher of professional courses teaching in technical and professional education (Liege Province) – Level EQF 4;**

➤ **Safety trainer giving lessons in a Competences Centre Level EQF 5;**

➤ **Professional trainer working in construction sector (building) – Specialized worker "first step" – Level EQF 3;**

➤ Professional working in construction sector (mason). He is Crew Chief in a structure of for about 20 workers. He has got the VCA certificate – Level EQF 4.

#### ❖ **Spain**

➤ **Theoretical Health and Safety Trainer for VET of Construction workers – Level EQF 5;**

➤ **Practical Health and Safety Trainer for VET of Construction workers – Level EQF 4 ;**

➤ **Health and Safety Trainer in companies – Level EQF 5;**

➤ **Health and Safety Trainer in a External Risk Prevention Service – Level EQF 5;**

➤ **Health and Safety Trainer in the Initial Vocational Training in the Construction trades (IVT) – Level EQF 5.**

#### ❖ France

- **Trainer: mason/electrician/tile setter/plasterer (all trades in the building sector) – Level EQF 5;**
- **Trainer PSE (prevention santé, environnement: Prevention, Security, Environment) – Level EQF 5;**
- **Specialised trainers in a matter linked to safety, security (ex electrical certification) – Level EQF 5.**

#### ❖ Poland

- Health and Safety Inspector, Senior H&S Inspector - Level EQF 5;
- **Health and safety Specialist - Senior Specialist - Main Specialist – Level EQF 5;**
- **H&S school teacher/trainer and H&S higher education lecturer - Level EQF 6**

#### ❖ Switzerland

- Safety assistant – Level EQF 3;
- **Safety expert – Level EQF 5;**
- Safety engineer - – Level EQF 6.

At the end the final perimeter shared by partners is the following :

#### ❖ Italy

- Head Prevention and Protection Service;
- Workers' Safety Representatives of the territory;
- Craft master;
- Non certified theoretical trainer operating in formal contexts;
- Non certified practical trainer operating in formal contexts.

#### ❖ Germany

- Diploma-Geologist;
- Safety specialist / health and safety officer / health and safety engineer;
- Head of Centre Work-, Health and Environment Protection (in German abbreviation "AGU"), chief executive;
- Expert for Work Safety in the "AGU"-centre;
- Work safety trainer, expert for work safety, safety technician, safety engineer (German: "SiFa");
- Trainer, building-constructions (high-building), ex-company services in VET-centre (lecturer), special lecturer in Chamber of Skilled Crafts;
- Safety inspector, member of the committee for work safety;
- Trainer, building-constructions (high-building), ex-company services in VET-centre (lecturer);

- Safety inspector, member of the committee for work safety, member of the workers' council also for work and health safety;

#### ❖ **Belgium**

- Supply trainer working by Formation PME;
- Teacher of professional courses teaching in technical and professional education;
- Safety trainer giving lessons in a Competences Centre;
- Professional trainer working in construction sector (building);
- Professional working in construction sector (mason).

#### ❖ **Spain**

- Theoretical Health and Safety Trainer for VET of Construction workers;
- Practical Health and Safety Trainer for VET of Construction workers;
- Health and Safety Trainer in companies;
- Health and Safety Trainer in a External Risk Prevention Service;
- Health and Safety Trainer in the Initial Vocational Training in the Construction trades (IVT).

#### ❖ **France**

- Trainer: mason/electrician/tile setter/plasterer (all trades in the building sector);
- Trainer PSE (prevention santé, environnement: Prevention, Security, Environment);
- Specialised trainers in a matter linked to safety, security (ex electrical certification).

#### ❖ **Poland**

- Health and Safety Inspector, Senior H&S Inspector;
- Health and safety Specialist - Senior Specialist - Main Specialist.

#### ❖ **Switzerland**

- Safety expert.