



empiric

WP 4- Strengthening the competitiveness of intermodal solution and services

Working paper

Szombathely – 2012/04/30



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Common approach for safety

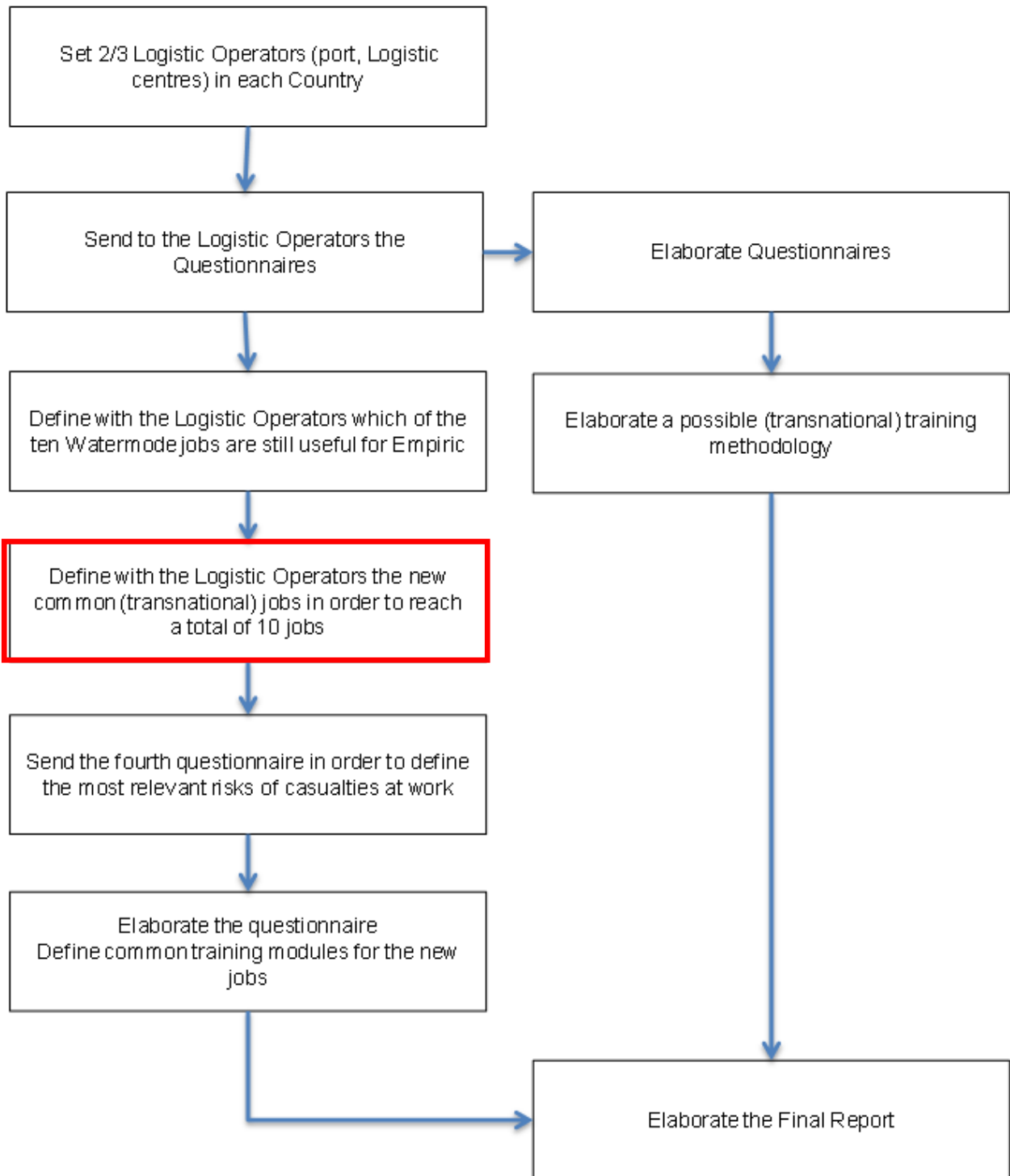
Comparison of current procedures – CZ: Starting from the activities and the methodology developed in the WATERMODE project, implementation of the analysis in CZ.

Comparison of current procedures – PL: Starting from the activities and the methodology developed in the WATERMODE project, implementation of the analysis in PL.

Comparison of current procedures and transnational report (VPA) – Starting from the activities and the methodology developed in the WATERMODE project, implementation of the analysis in CZ, DE, PL. VPA will integrate the analysis with the similar outputs obtained in the other countries.

Common tools for safety procedures: Common modules on safety procedures to be adopted in ports and logistics facilities. – n. 10 common modules

What we have to do?



Please be careful that the ten jobs must be common and transnational

D. The instruments for research and defining the Guidelines

D.1: Questionnaire 01: home regulations

No.	Question	Answer	
		Yes	No
	(Put an X in the YES or the NO column)		
01	Is there a National safety law relative to safety in the workplace?		
02	If yes, what fields of safety are regulated?		
	Means of transportation (forklifts, cranes, trucks, etc.)		
	Workers self moving into logistics space		
	Workers: Safety clothes, shoes etc.		
	Workers: Health controls		
	Workers: first aid training		
	Fire fighting		
	Safety Quality System (OHSAS)		
	New technologies for safety improvement		
	Safety and communication		
	Safety systems (e.g. Sirens etc.)		
	Dangerous goods		
	(Other. To be specified)		
03	Does the law provide training in specific moments?		
04	If yes, when?		
	On hiring		
	When the person is moved or the job changes		
	When new working equipment, technology and new harmful substances and preparations are introduced		
	Training must be periodically repeated in relation to the development of the risks or the arrival of new risks		

FIELDS OF SAFETY AND TRAINING GENERALLY

05	Does the law provide figures that are responsible for company safety?			RESPONSIBLE FIGURES: SKILLS AND TRAINING ARGUMENTS
06	If yes, who are they?			
	Figure 1: committee of hygiene & safety at work			
	Figure 2: safety technician			
	Figure 3: doctor			
	Figure 4:			
07	If yes, what abilities are provided for the safety managers?			
	Access to the workplace where the work is carried out			
	Consulted beforehand and promptly relative to risk assessment, to identifying, planning, implementing and controlling risk prevention in the company			
	Consulted in appointing the safety prevention service workers, in fire prevention, first aid, worker evacuation			
	Consulted in organising the training for the personnel assigned to first aid, fire fighting and worker evacuation			
	Receives company data and documentation relative to risk assessment, etc.			
	Receives suitable training			
	Makes observations during visits and controls by the relative authorities			
	Takes part in the periodic prevention meetings			
	Makes proposals for prevention actions			
	Informs company management of the identified risks			
	Can appeal to the relative authorities			
	(Other. To be specified)			
08	Is training provided for these figures?			
09	If yes, what are the training topics?			
	Communications			

	Juridical source hierarchy			
	The company system subjects: obligations, tasks and responsibilities			
	Criteria and tools for identifying risks			
	Risk assessment document			
	Risk classification			
	Specific risk assessment			
	Applications and organisations effects of risk assessment			
	(Other. To be specified)			

010	Does law provide safety training actions for newly-employed persons?			TRAINING NEWLY- EMPLOYED
011	If yes, what training topics does the law provide			
	Regulations frame work			
	Supervision authorities			
	Insurance protection			
	Contracts, autonomous work and safety			
	Risk assessment			
	The main types of risks and relative technical, organisation and safety procedure measures			
	Personal protection equipment			
	Fire prevention and emergency plans			
	Health prevention			
	Informing and training workers			
	(Other. To be specified)			
012	Is the length of the training course for newly-employed provided?			
013	If yes, how long must it last?			
014	Does the law provide special training methods?			
015	If yes, what are they?			
	Individual and joint empowerment			

	Active participation			
	Project work			
	Role Play			
	Activities c/o pilot companies			
	Witnesses			
	Use of films			
	Company visits			
	Problem based learning			

016	Does the law provide safety training for the workers?			WORKER TRAINING
017	If yes, what training topics are provided by the law?			
	Regulations frame work			
	Supervision authorities			
	Insurance protection			
	Contracts, autonomous work and safety			
	Risk assessment			
	The main types of risks and relative technical, organisation and safety procedure measures			
	Personal protection equipment			
	Fire prevention and emergency plans			
	Health prevention			
	Informing and training workers			
	(Other. To be specified)			
018	Is the length of the training course for the workers provided?			
019	If yes, how long must it last?			
020	Does the law provide special training methods?			
021	If yes, what are they?			
	Individual and joint empowerment			
	Active participation			
	Project work			

	Role Play			
	Activities c/o pilot companies			
	Witnesses			
	Use of films			
	Company visits			
	Problem based learning			

D.2: Questionnaire 02. The archetypal teacher/consultant requested by the company

KEY:

- 1 Necessary
- 2 Very important
- 3 Important
- 4 Not important, but it is better if he has it
- 5 OK, even if he doesn't have it

"The teacher I wish for"

NB: Mark your choice with an X

no. Questions

01	The teacher/consultant must have full knowledge about the company, its organisation and the safety devices it provides	1	2	3	4	5
02	The teacher/consultant must have a degree in one of the course topics (biology, chemistry, physics, medicine)	1	2	3	4	5
03	The teacher/consultant must have perfect knowledge of the reference legislation	1	2	3	4	5
04	The teacher/consultant must make the lesson interesting, analysing specific cases and bringing the problems to the forefront	1	2	3	4	5
05	The teacher/consultant must always assess the workers' level of learning	1	2	3	4	5
06	The teacher/consultant must have work experience	1	2	3	4	5
07	The teacher/consultant must have important safety consultation experience (at least 3 years)	1	2	3	4	5
08	The teacher/consultant must be at least 40 years old	1	2	3	4	5
09	The teacher/consultant must use different teaching tools (e.g. special videos, simulation tests, etc.)	1	2	3	4	5
10	The teacher/consultant must be present at work to check the	1	2	3	4	5

	adequacy of the behaviour with respect to the norms					
11	The teacher/consultant must offer part of the on the job training, following the workers while they are working	1	2	3	4	5
12	The teacher/consultant must obtain the trust of company management before beginning training	1	2	3	4	5
13	The teacher/consultant must know the means controlling processes and train the course members	1	2	3	4	5
14	The teacher/consultant must know the first aid practices	1	2	3	4	5
15	The teacher/consultant must periodically visit the company	1	2	3	4	5
16	What importance do you give to the teacher's ability to handle transversal topics (communications, company organisation, etc.)	1	2	3	4	5
17	What importance do you give to the teacher's ability to handle administrative topics (company documents on the safety system, safety costs, measuring non-conformities, etc.)	1	2	3	4	5
18	What importance do you give to the teacher's ability to handle juridical and standards topics relative to safety problems	1	2	3	4	5
19	What importance do you give to the teacher's ability to handle technical-practical topics (alarm and prevention systems, machine controls, etc.)	1	2	3	4	5
20	What importance do you give to the teacher's ability to handle scientific topics (risks involved with biological, chemical and physical agents)	1	2	3	4	5

D.3 Standard teaching methods and materials: scenarios to analyze

SCENE DESCRIPTION				
No.	Scene title	Scene sequence	Alternative	
			Number of drawings	Video in seconds
01	Health effects from biological agents (case 1)	(Which?)		
02	Health effects from biological agents (case 02)			
03	Health effects from biological agents (case 03)			
04	Dangerous chemical reactions: contact between substances that can be dangerous in the hold (case 1)			
05	Dangerous chemical reactions: contact between substances that can be dangerous in the hold (case 2)			
06	Dangerous chemical reactions: contact between substances that can be dangerous in the hold (case 3)			
07	Controlling handling means, cranes and forklifts			
08	Moving containers and driving the means			
09	Intermodal: ship – crane – lorry			
10	Safety distance during movement			
11	Clothing to use (which, when, how and why they should be used)			
12	Using the spaces			
13	Road safety signs (when they are found, what attention should be paid, etc.)			
14	Safety signs on the means (when they are found, what attention should be paid, etc.)			
15	Controlling movement means (trucks)			
16	Using the devices provided by the company			
17	First aid practice			
18	... going onboard (case 01)			
19	... going onboard (case 02)			
20	... going home from work....			

D.4 Training Methodologies assessment;

QUESTIONNAIRE 3		
TRAINING METHODOLOGIES ASSESSEMENT	Yes	No
Behaviour Based Safety (BBS)		
Self-Assessmen questionnaires		
External Teachers		
Internal Teachers		
Real Cases Discussion		
Critical Incidents Discussion		
Training on the job		
Tutoring		
Mentoring (on going discussion and assessment)		
Simulators (cranes, trucks, ships, forklifts, etc.)		
Briefing-Debriefing techniques		
Classroom training		
Distance Learning		
Departments Visits		

The Polish and Czech partners have to fill the WATERMODE questionnaires. The other countries have already filled the questionnaires within the WATERMODE project.

VPA will match the country reports and will choose 10 common modules for the training on safety.

Common tools for safety procedure

Watermode project defined 10 common training modules on safety procedures. Empiric partners involved in this activity will chose 10 professional profiles and will complete the table below with data collected. In some cases, professional profiles could coincide with professional profiles considered in Watermode analyses. VPA supported by partners involved will choose 10 common modules on safety training procedures to be adopted in ports and logistics facilities.

Questionnaire for casualties' risks analysis:

job	Task	Risk	Relevance (1 Max – 5 min)	Necessary Knowledge to avoid the risks	Proposed training

Complete the table below considering the attached final report of Watermode project especially from pag. 11 to pag 61. PP13 and PP6 have to coordinate the selection of the professional profiles to consider in their analysis in order to have a common base and common results of analysis. This means that if possible, partners should select the same professional profiles.

Indications for the elaboration of the information collected

When the two partners collect the information required they have to produce a specific report evaluating the process used to collect the analysis and the most significant aspects and trends.