

TRAINERS' EXCHANGE

TX



Chartered
Institute of
Environmental
Health

THE MAGAZINE FOR TRAINERS WHO DELIVER CIEH ACCREDITED QUALIFICATIONS

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ALSO INSIDE

**Teaching in
the lifelong
learning sector**

PLUS

**Training for a
better future**



**IN SAFE
HANDS**
**Preventing
the spread
of disease**

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Editorial



We start 2010 with a great deal of work in progress and a commitment to develop and deliver more new qualifications over the coming year. For the latest updates on qualification development you are advised to attend one of our regional trainers' forums (see Trainers' update on page 15 or www.cieh.org/forums for details of upcoming events). This year trainers' forums will also include a presentation by a CIEH auditor to assist centres with organisation and administration, which should prove useful for newly-registered centres who are setting up systems as well as established centres preparing for an audit (see page 12 for more information).

The outbreak of food poisoning in one of the world's best restaurants, The Fat Duck in Bray, serves as a reminder of the importance of effective personal hygiene policies. On pages 6–7 Dr Belinda Stuart-Moonlight reports on recent research into how to prevent infected food handlers spreading disease. The key recommendations from research will assist food safety trainers to convey simple and accurate hygiene messages to help food handlers better understand how to control food-borne disease.

In this issue of *TX*, as well as the usual case studies and regular columns, you can read about the new CIEH Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS) – which from this year becomes the minimum qualification required to deliver training in the publicly-funded sector. Alongside the launch of the PTLLS qualification, we are also replacing the CIEH Professional Trainer Certificate (PTC) with the new CIEH Level 3 Award in Teaching Skills and Practice (TSP). Many of you registered to deliver the CIEH PTC will meet the registration criteria to deliver PTLLS and TSP and so will be able to register for the new awards. To find out more information about PTLLS and TSP see pages 8–9.

We start 2010 with a great deal of work in progress and a commitment to develop and deliver more new qualifications

Marianne Phillips,
Director of Product Development & Delivery

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QUESTIONNAIRE

Ofqual PAM audit action plan

Following the Ofqual post-accreditation monitoring visit, CIEH was asked to produce evidence that a lack of proficiency in English/Welsh/Irish (Gaelige) does not prevent the candidate from properly carrying out the role that is supported by the qualification. Thank you to everyone who completed the 'English language proficiency and competence at work' questionnaire inserted in the last issue of TX.

18.5 per cent of responses came from EHPs, 63 per cent from CIEH trainers and 18.5 per cent from EHPs who are also CIEH trainers.

93 per cent of respondents come into contact with workers in the industry in the UK who are not proficient in the English language. 44 different languages were cited. CIEH provides exams in 23 languages. 33 per cent of respondents had delivered CIEH training courses in a foreign language, either themselves or through an interpreter. 37 per cent had facilitated CIEH exams for foreign language candidates.

When asked if an individual working in industry in the UK, who has completed a CIEH qualification, is properly able to carry out their role if they are not proficient in English:

- 20 per cent said 'yes'
- 16 per cent said 'no'
- 54 per cent said 'on occasions'

It was overwhelmingly acknowledged by the respondents, however, that CIEH qualifications are purely intended to assess knowledge, not competence, in the workplace. The respondents were satisfied that the knowledge attained by those that completed a CIEH course and exam in a foreign language was commensurate with their fellow candidates who received training and undertook the exam in English.

The lucky recipient of the iPod Nano is Peter Hare of PH Training, Coventry.

REPORT

Report on Fat Duck restaurant published



The Fat Duck: Norovirus was thought to have made 529 people ill last year

The in-depth investigation into what caused 529 people to report being ill after eating at the Fat Duck restaurant in Bray, Berkshire, during January and February 2009 concluded with publication of a report by the Health Protection Agency (HPA) in September.

Investigations focused on laboratory testing of diners with symptoms of diarrhoea and vomiting (where possible); analysis of detailed questionnaires sent to others who reported similar illness; investigation of illness among staff; examination of the restaurant environment and food processing, handling and supply; laboratory testing of food samples.

Putting together findings from all these parts of the investigation, the main conclusions were that:

- There was a large outbreak of food poisoning affecting over 15 per cent of those dining at the restaurant during the period.
- The organism responsible was Norovirus which was probably introduced via shellfish (more diners who ate shellfish dishes

reported illness). Oysters were served raw; razor clams may not have been appropriately handled or cooked; tracing of shellfish to source showed evidence of contamination and there have been reports of illness in other establishments associated with oysters from the same source.

- The outbreak continued for at least six weeks because of ongoing transmission at the restaurant – which may have occurred through continuous contamination of foods prepared in the restaurant or by person-to-person spread between staff and diners or a mixture of both.

- Several weaknesses in procedures at the restaurant may have contributed to ongoing transmission including: delayed response to the incident; staff working when they should have been off sick and using the wrong environmental cleaning products.

- Delays in notification of illness may have affected the ability of the investigation to identify the exact reason for the

Norovirus contamination.

The restaurant re-opened in March following recommendations to review the food management system to minimise risk of cross-contamination; to identify early warnings of increased staff or customer illness and ensure prompt notification to enforcing authorities and to use a variety of education tools to support understanding in those staff whose first language is not English.

Wider recommendations to other restaurants and food handlers are that Norovirus is an important cause of food poisoning and is easily spread so there needs to be scrupulous attention to food and personal hygiene especially when handling shellfish.

Restaurants that suspect food-poisoning among staff or diners should quickly seek advice and support from their local authority's environmental health team and the HPA. This can prevent incidents becoming prolonged outbreaks and reduce the number of diners and staff affected.

CURRICULUM MANAGERS' MEETING

The Curriculum Managers' meet three times a year to consider all of the regulatory and procedural aspects of CIEH qualification delivery – essential to ensure a smooth and high quality operation.

In November our Curriculum Managers – Carol Slinger,



Christine Jansz, Patricia Wherton and Steve Granger (Richard Ball was unable to join us) – along with our Chief External Examiner, Heather Hartwell and consultant for regulatory issues, Lindsay Forbes, met to discuss issues as diverse as QCF supplementary recognition, reasonable adjustments and special consideration monitoring, and JACQA submissions. It is essential for us all to work together to ensure rigour and consistency in the awarding body function.

CONTINUITY

Ofqual seeks views on transitional arrangements

In December Ofqual published a document *Ensuring Regulatory Continuity* setting out proposed transitional arrangements that should be put in place from 1 April 2010, to assist Ofqual in moving from the current regime to an independent body with new duties and powers.

The purpose of the transitional arrangements is to ensure a smooth transition from the current regulatory regime to the new one that will commence on 1 April 2010 under the Apprenticeships, Skills, Children and Learning Act 2009. The arrangements are intended to minimise the disruption to the system of regulated qualifications and assessment arrangements whilst

maintaining effective regulation.

The proposed arrangements do not, therefore, set out how Ofqual will regulate in the longer term. However, they represent what Ofqual thinks is a sensible starting point under the Apprenticeships, Skills, Children and Learning Act 2009, whilst it consults upon and considers longer term arrangements.

CIEH has been invited, along with other awarding organisations and National Curriculum and Early Years Foundation Stage responsible bodies, to offer a view on whether or not the proposed arrangements provide the best way of safeguarding standards and protecting learners during that time.

Your view counts

Do you have something to say about *Trainers' Exchange*?

Do you have any ideas for articles that you would like to appear in a future issue?

If so, we'd love to hear from

you. We want to make *Trainers' Exchange* work for you.

Do please email your comments and/or suggestions to the Editor, Anna Howells: a.howells@cieh.org



Examination and assessment Heather Hartwell

The CIEH curriculum managers play a central role in qualification development. Curriculum managers must ensure that qualifications are fit for purpose, endorsed by the relevant Sector Skills Council and accredited by Ofqual. CIEH curriculum managers have been instrumental in developing units for the new Qualifications and Credit Framework, which will replace the existing National Qualifications Framework in September 2010. CIEH has five curriculum managers each with responsibility for a specific subject area.

Carol Slinger is the curriculum manager for food safety and also training. In 2009, Carol led the development of the CIEH Level 3 Award in HACCP for Food Manufacturing, CIEH Level 3 Award in HACCP in Catering and three Level 2 refresher qualifications. Carol also worked with the Food for Life Partnership, which includes the Health Education Trust, to develop a Level 1 Secondary Education Food Safety Certificate qualification, aimed at Key Stage 3. This qualification is presently being piloted in schools across England and Wales. Training qualifications are also part of Carol's brief and she has led the development of the new CIEH Level 3 Award in Preparing to Teach in the Lifelong Learning Sector and Level 3 Award in Teaching Skills and Practice.

Steve Granger is the curriculum manager for health and safety and is also the current President Elect of IOSH. In addition to leading the development of CIEH's new health and safety refresher and fire safety qualifications, in 2009 Steve started work on the development of generic health and safety units for the CIEH's, and other awarding body's, vocationally-related qualifications to be migrated onto the QCF.

Christine Jansz is the curriculum manager for first aid. Having successfully launched the CIEH Level 2 Award in Emergency First Aid at Work, Christine is now leading the development of a paediatric emergency first aid qualification, to be launched later this year.

Richard Ball is the curriculum manager for environmental protection. Richard led the development of the CIEH Level 2 Award in Environmental Principles and Best Practice and has now started work a new level 3 environmental qualification.

Patricia Wherton is the curriculum manager for cleaning. Pat led the development of the CIEH Level 2 Award in Cleaning in Food Premises and, in association with her colleague Mike Allen, is currently delivering train the trainer events.

In addition to leading qualification development, curriculum managers provide support to the Examination Services, Customer Services and Marketing teams as well advice and guidance to centres and trainers.

Heather Hartwell is Chief External Examiner

Curriculum managers play a central role



PA PHOTOS

HM Prison Elmley (above) offers inmates vocational training and also has links with Charlton Athletic FC, where football qualifications can be gained



Training for a better future

Learning, skills and work are all recognised elements of successful rehabilitation programmes designed to reduce the risk of inmates reoffending on release from prison

Staff at HM Prison Elmley view vocational training of their 900-plus inmates as vitally important to the long-term success of the rehabilitation process. The education programme aims to improve functional skills, as well as offering specific courses in information technology, art and employment skills. In conjunction with Charlton Athletic FC, the prison offers a range of football qualifications.

The prison also focuses on specific industry qualifications that are designed to improve inmates' chances of finding employment after

finishing their sentences. These include the CIEH Level 2 Award in Food Safety in Catering, which has been offered to both inmates and kitchen staff since 1996.

Adrian Short, a training officer at Elmley, responsible for delivering the CIEH qualification, said: 'I originally started delivering the CIEH Level 2 Award in Food Safety in Catering to kitchen staff and hotplate workers in the prison, but we have seen an increasing number of inmates signing up to the training of their own accord as they see the benefits that it will have for securing work when they are released from prison.'

'One of the biggest barriers we have to overcome is the fact that many inmates cannot read or write, or have had a bad experience at school which can inhibit their willingness to learn.'

The food safety training definitely increases inmates' chances of landing a job after leaving Elmley

For many, this will be the first exam they've ever taken. This means that the course can take several days as we need to provide additional learning support.'

Important

Training is important for all those involved in food operations. For managers, supervisors and food handlers the requirements may be different, but everyone needs to be aware of their roles and responsibilities in protecting food from contamination. Equipping prisoners with this knowledge means they stand a greater chance of securing a job in catering once settled into life away from the prison.

Adrian has witnessed firsthand the benefits that the training can bring: 'The food safety training definitely increases inmates' chances of landing a job after leaving Elmley. I've seen a number of former prisoners go on to work for catering companies. A few have even set up their own businesses in this area. Having the skills to secure a job also dramatically reduces the chances of them reoffending and sets them on track for a positive future.'

Valerie de Kergorlay reports on the positive outcomes of training

Success story



Today I am heading to St James's University Hospital, Leeds, where an official presentation of CIEH certificates to 80 estates and facilities staff will take place. In total, nearly 200 members of staff have achieved the CIEH Level 2 Award in Hygiene in Health and Social Care since the Leeds Teaching Hospitals NHS Trust introduced it early in 2009.

St James's University Hospital is the largest teaching hospital in Europe. It is so huge that I get lost three times before finding my way to the training centre. Tony Austwick and Cath Forber, both managers of the training department, are running around setting everything up but still give me the warmest welcome.

Extra mile

Tony talks me through the training programme and policies of the hospital and it becomes immediately clear that when it comes to supporting their staff, the training team go the extra mile. Working together with the Department of Infection Prevention and Control, the training team have extended the half-day Hygiene in Health and Social Care course to include the trust's specific concerns relating to healthcare-associated infections. The training is focused on the needs of non-medical staff and emphasises the paramount importance of hygiene for everyone involved in patient care.

Tony says: 'This training raises awareness of hygiene issues, promotes a sense of belonging

as part of a team and provides an opportunity for professional development.'

And it works. Many of the estates and facilities staff had no qualifications when they first joined the trust. Today, most of them do, in food safety, health and safety and/or hygiene.

Craig Richardson, Head of Facilities, explains: 'The achievement of vocationally-related qualifications is all part of the appraisal system, which includes the setting of personal development plans for each member of staff. Investing in training results in increased efficiency and effectiveness but also, and as important, staff feel recognised and valued and, therefore, motivated to excel in their jobs.'

Pride

The trust's Chief Nurse, Ruth Holt, is here today to present the certificates underlining the high regard given to the training. Every candidate is applauded and the sense of pride is palpable.

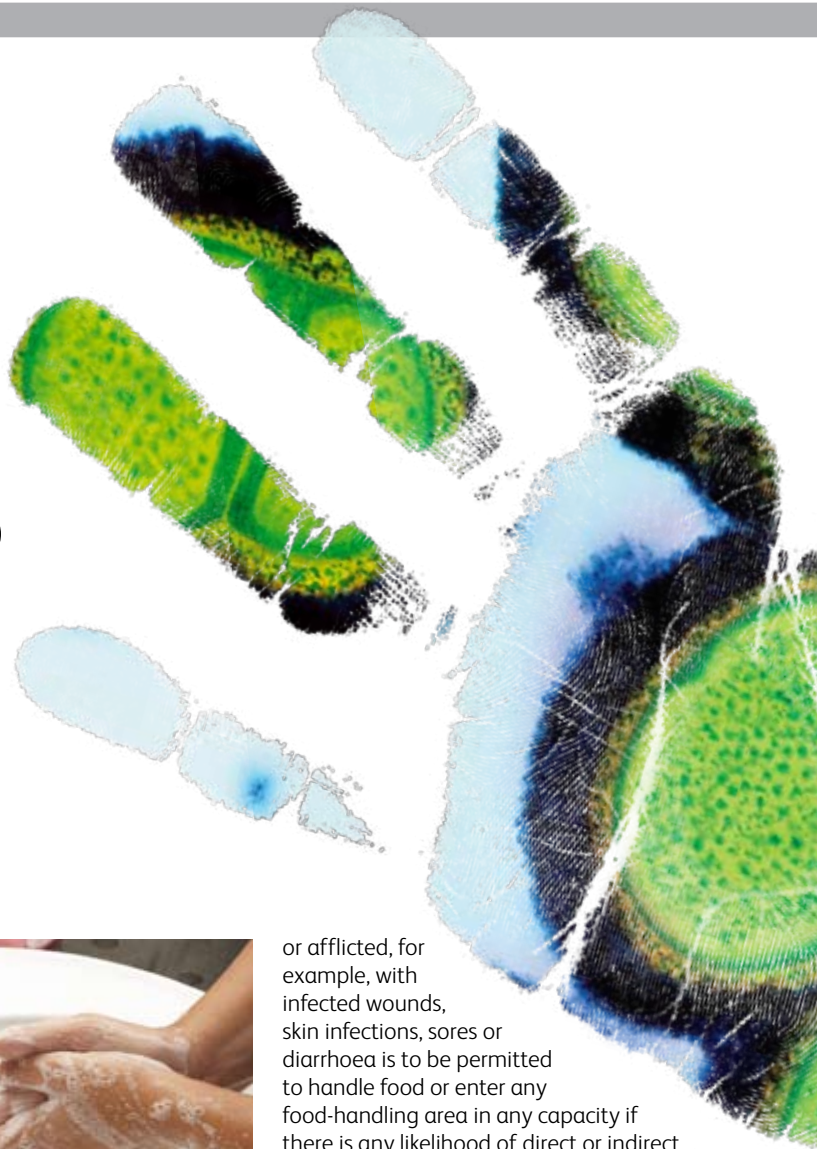
When the ceremony is concluded, I get to talk to the trainers and candidates and find out their views. They are all very positive. Many of the candidates, like Lee Holdsworth, have worked at the hospital for years and have worked their way up from bottom. As Lee says: 'Craig pushed me to take qualifications when my role was to maintain the cleaning equipment. I developed confidence and am now site supervisor. Some people feel anxious about training and, particularly, about taking exams, but Tony is such a supportive trainer, he makes it easy. If you listen, it is not hard.'

Many of the estates and facilities staff had no qualifications when they first joined. Now, most of them do



Infected food handlers

Dr Belinda Stuart-Moonlight, managing director of Moonlight Environmental Ltd – Scientific and Legal Consultancy, reports on recent research into how to prevent infected food handlers spreading disease



The Health Protection Agency's report¹ into the Norovirus outbreak at the Fat Duck restaurant early last year highlighted the risk associated with food handlers working when infected with food-borne disease. Recent evidence-based research², summarised in this article, has helped identify the organisms most commonly passed on by infected food handlers.

The researchers also looked at how infected food handlers can be identified and prevented from spreading disease. The conclusions and recommendations made are helpful for food safety trainers. Simple and accurate hygiene messages will help food handlers better understand how to control food-borne disease.

The scale of the problem

The true scale of food-borne disease is unknown. The Health Protection Agency (HPA) estimates that only one in 130 cases are formally reported. For 2005, the Food Standards Agency (FSA) and HPA estimated that food-borne disease cost the economy just under £1.4billion with just over three quarters of a million cases – the impact of which will be felt by employers and employees.

Various estimates within the literature indicate that food handlers cause between four and 33 per cent of all food-borne disease outbreaks in the UK.

The legal context

It is a criminal offence for a food handler to work while ill or not report symptoms. Regulation (EC) 852/2004 on the hygiene of foodstuffs³ Annex II Chapter VIII states: 'No person suffering from, or being a carrier of a disease likely to be transmitted through food



Putting proper hand washing protocols in place can help prevent outbreaks

or afflicted, for example, with infected wounds, skin infections, sores or diarrhoea is to be permitted to handle food or enter any food-handling area in any capacity if there is any likelihood of direct or indirect contamination. Any person so affected and employed in a food business and who is likely to come into contact with food is to report immediately the illness or symptoms, and if possible their causes, to their manager or supervisor.'

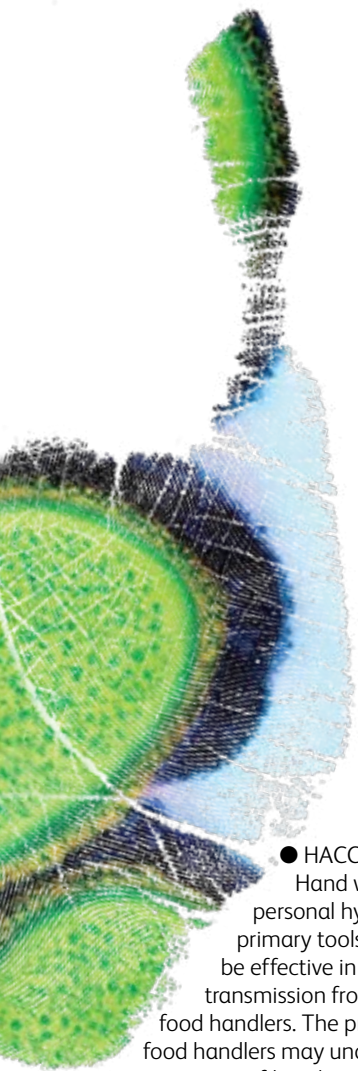
A word of caution

Information analysed within the research was gathered primarily from a review of scientific literature and, as such, is limited. The focus of scientific papers is often on unusual or significant events or outbreaks and there are few published papers about infected food handlers causing disease. Those that do exist do not reflect patterns of disease recorded on the HPA disease database. There is, therefore, bias and underreporting within the scientific literature. In rating the importance of recommendations, the limitations of the research must be acknowledged.

Preventing disease outbreaks

There are a number of interventions that are known to help prevent disease outbreaks from infected food handlers:

- investigating outbreaks
- microbiological screening of food handlers
- hand washing and personal hygiene
- immunisation
- food safety inspections
- food safety training



● HACCP.

Hand washing and personal hygiene are the primary tools shown to be effective in preventing transmission from infected food handlers. The problem is that food handlers may understand the importance of hand washing but fail to wash their hands. In a FSA survey cited in the research, 1,000 catering workers and managers were observed and it showed 39 per cent did not wash hands after visiting the lavatory and 53 per cent did not wash hands before preparing food.

Other than relying on individuals to report symptoms of food-borne disease, identifying infected food handlers is difficult. There is no evidence to justify routine microbiological screening of food handlers. It is, however, vital to confirm fitness to work after certain illnesses such as *Salmonella* Typhi, *Salmonella* Paratyphi A, B or C, or *E coli* O157⁴. Similarly, there is no evidence that vaccination of food handlers will prevent transmission (except in countries where Hepatitis A is more common).

Which micro-organisms?

Depending upon the data source and review period, the question of implicated micro-organisms does vary. What is clear, however, is that Norovirus, *Salmonella* enteritidis and *Salmonella* typhimurium appear to account for the majority of cases.

A small number of outbreaks described in the literature were attributable to Hepatitis A and also *Shigella flexneri/sonnei*.

Given the attention paid to *Staphylococcus aureus* within food safety training programmes, is there much evidence that it

actually causes many cases or outbreaks of food poisoning? Well, no! However, as the symptoms are relatively mild and it is not a particularly noteworthy poisoning in terms of complications or longevity, any absence of evidence may be because researchers have not found it interesting enough to study and report. As trainers, we often say that between a third and a half of people will be carriers of *Staphylococcus aureus* at some point in their lives – a fact borne out by the evidence – but what we fail to say is that of all strains of *Staphylococcus aureus*, only 10–25 per cent actually carry the gene to produce toxin. In other words, 75+ per cent of *Staphylococcus aureus* strains are non-pathogenic⁵.

Which type of businesses?

The research describes the food business settings associated with infected food handlers causing illness. Restaurants, pubs and bars and hotels account for almost half of all settings where outbreaks attributable to infected food handlers occurred. Other settings (such as private houses, institutions, hospitals, holiday camps and workplaces) had fewer outbreaks.

Do food handlers work when sick?

In 22 per cent of outbreaks of Norovirus analysed, food handlers worked when sick. In 37 per cent of outbreaks of *Salmonella* enteritidis, food handlers worked when sick.

Which types of food?

It is of little surprise that in most outbreaks where food handlers worked while infected, the foods transmitting infection were primarily raw or ready-to-eat products such as sandwiches, salad, buffet items, mayonnaise and cakes.

Exclusion

The mechanics of exactly when to exclude staff are well documented in the updated FSA *Food Handlers: Fitness to Work*⁶ guidance. The document provides clear guidance for businesses. For most cases of diarrhoea and or vomiting a 48-hour exclusion following cessation of symptoms is advisable.

There is a paradox: although the legal requirement for food handlers not to work is clear, there is no incentive to comply. In smaller businesses pay is rarely given to staff who take one or two sick days off work – in fact, they are often treated with suspicion – and food handlers, worried about job security, may be reluctant to take time off.

Conclusion

Food-borne disease can be contracted from food handlers working whilst infectious. The scale is unclear, but may be as high as one third of all outbreaks. Raising awareness among food handlers and putting in place proper

Food safety trainers have a significant role to play in educating food handlers and supervisors/managers

Recommendations

The key recommendations to control food-borne disease from infected food handlers²

A. Raising awareness

1. Food handlers need to be aware of the increased risk if a member of their household has diarrhoea or vomiting
 2. Managers should emphasise the need for food handlers to report symptoms
 3. Separation of food preparation from nappy changing areas will help prevent *Shigella*
 4. Hand hygiene is important between changing nappies and preparing food
- #### B. Identifying infected food handlers before transmission
5. Suitable health surveillance questionnaires may detect potentially infected food handlers

C. Preventing transmission

6. Food handlers with diarrhoea and vomiting should be excluded from work until 48 hours after cessation of symptoms
7. Hand washing with soap and water should be the preferred method of hand hygiene
8. Dry hands after washing
9. Finger nails should be short enough to be effectively cleaned
10. Training sessions for hand washing should be varied, participatory and repeated on a three monthly basis
11. Standardised hand wash procedures should be included in all induction and regular training programmes for food handlers
12. Gloves should not be used solely to prevent disease transmission from infected food handlers

hand washing protocols (including training) will help combat the problem. When a handler is infected, stopping transmission should start with exclusion. Unfortunately, despite legal sanctions, there are few incentives to comply.

Food safety trainers have a significant role to play in educating food handlers and supervisors/managers in controlling disease from infected handlers. Arguably, along with other professionals in the field, they too have a moral duty to put pressure on aberrant businesses to consider how to manage sickness policies that effectively support exclusion to prevent transmission.

1. HPA (2009) Foodborne Illness at the Fat Duck Restaurant
2. NHS Plus and Royal College of Physicians (2008) Infected Food Handlers Occupational Aspects of Management – A National Guideline
3. Regulation (EC) 852/2004 on the hygiene of foodstuffs
4. Working Group of the former PHLS Advisory Committee on Gastrointestinal Infections (2004) Preventing person to person spread following gastrointestinal infections: Guidelines for Public Health Physicians and Environmental Health Officers Communicable Disease and Public Health 7 4 December 2004
5. Grant K - HPA (2009) personal communication
6. FAS (2009) Food Handlers Fitness to Work – Regulatory Guidance and Best Practice Advice for Food Business Operators

Starting on c

Introducing you to the Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS)

In 2002 the Department for Education and Skills published their strategy 'Success for all: reforming further education and training – our vision for the future' which triggered a consultation phase with the Government licensed Sector Skills Council (SSC), Lifelong Learning United Kingdom (LLUK), taking the lead to develop and ensure approval of occupational standards. The development of these standards represented a vital step in the construction of a new framework of qualifications for trainers and teachers in the publicly-funded sector.

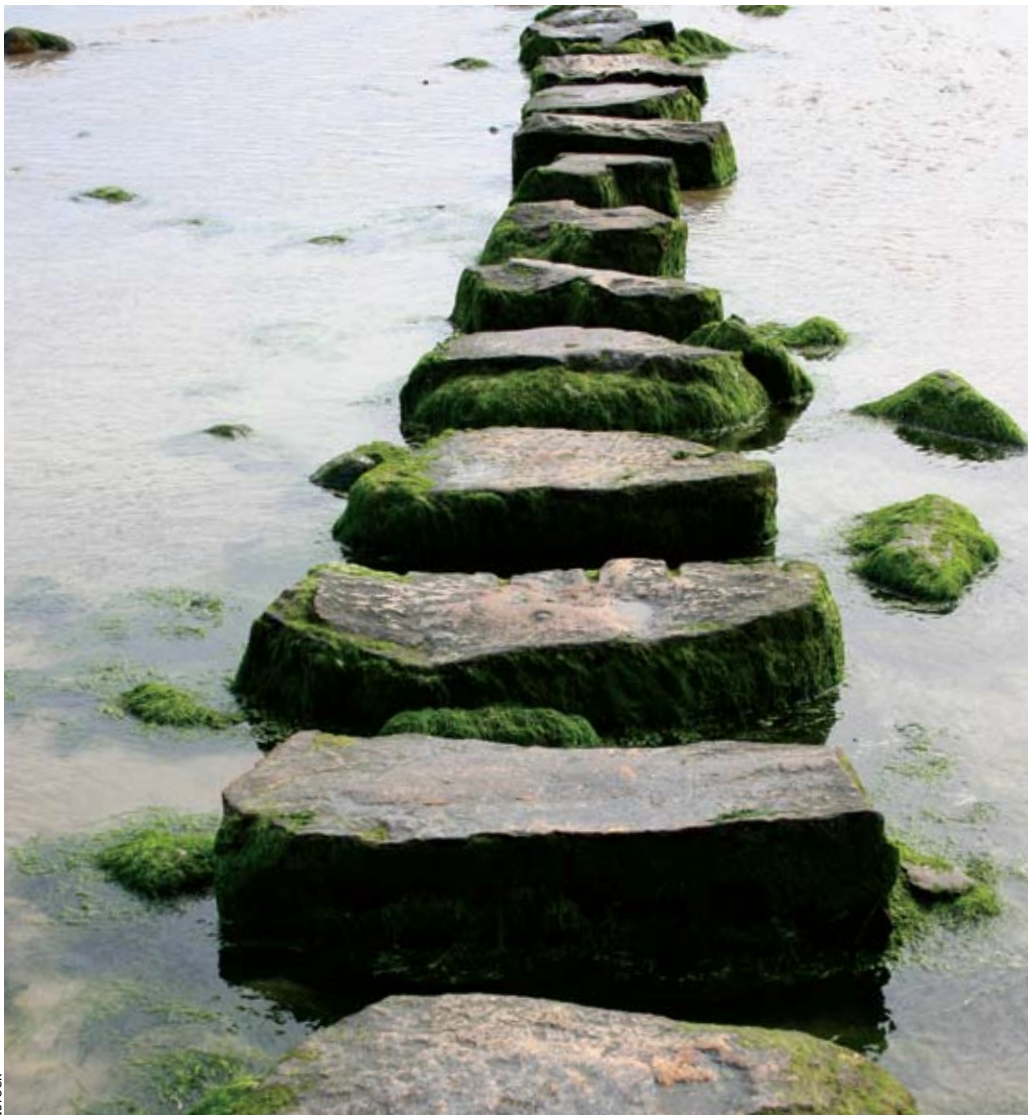
In the White Paper *Further education: raising skills, improving life chances*, the Government pledged its commitment to introducing, from September 2007, a new initial 'preparing to teach' award. Units of learning, with clearly set out learning outcomes and assessment criteria that trainers and teachers have to achieve, were approved by LLUK and uploaded onto the Qualifications and Credit Framework (QCF). Awarding organisations, including CIEH, have used these units to develop new Ofqual accredited teaching qualifications thus ensuring that all new teaching qualifications have common structures, content and credit levels.

Endorsement

It is intended that by 2010 all existing trainers and teachers working in the publicly-funded sector will have to hold a recognised teaching qualification – either a Certificate or Degree in Education or one of the new qualifications.

The CIEH has worked with LLUK, and gained their endorsement for a new qualification – the Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS). This qualification will help candidates to gain a threshold licence to practise as a teacher. The programme is ideal for:

- those entering teaching
- those already in service who need the minimum threshold status as a teacher within a FE College, adult and community learning centre, work-based learning or training organisations



ISTOCK

- environmental health practitioners and others wishing to register to deliver CIEH vocationally-related qualifications in the publicly-funded sector.

There are no formal entry requirements for candidates who want to take this qualification, however it is the centre's responsibility to access, and keep a record, of a candidate's suitability for the programme.

On achieving this qualification candidates may progress onto a Level 4 PTLLS, Level 3 or Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS) or the Diploma in Teaching in the Lifelong Learning Sector (DTLLS) qualifications.

The CIEH Level 3 Award in Preparing

to Teach in the Lifelong Learning Sector introduces candidates to:

- understanding their own role, responsibilities and boundaries of role in relation to teaching
- understanding appropriate teaching and learning approaches within a specialist area
- demonstrating their session planning skills – planning, delivering, observing and evaluating a micro-teaching session
- understanding how to deliver inclusive sessions that motivate learners
- understanding the use of different assessment methods
- understanding and analysing the need for accurate record keeping and procedures that can be adopted – including internal and

a new path

external assessment information.

The training programme for the CIEH Level 3 PTLLS is designed to be delivered in 30 hours of teaching time, not including refreshment breaks, and revision and practice sessions, with an additional 30 hours for assimilation, consolidation and assignment planning, development and submission.

CIEH Level 3 Award in Teaching Skills and Practice

Alongside the launch of the CIEH PTLLS qualification the CIEH are launching the new Level 3 Award in Teaching Skills and Practice (TSP) qualification, which will replace the popular CIEH Professional Trainer Certificate (PTC). This qualification is aimed at those who want to develop practical training skills and will replace the PTC as the minimum requirement for anyone wishing to register to deliver CIEH qualifications in food safety, health and safety and environmental protection without public funding – for example, in the workplace.

PTLLS candidates will complete three assignments, including delivery of a micro-teach session

Conversion programme

Candidates who have previously achieved the CIEH Professional Trainer Certificate (PTC) or the CIEH Level 3 Award in Teaching Skills and Practice (TSP) (see below), and have practised as a trainer in the interim, can have their prior learning accredited towards the CIEH Level 3 Award in Preparing to Teach in the Lifelong Learning Sector qualification. They will need to provide a copy of their certificate and evidence of delivering at least one successful teaching/training programme in the previous six months in order to enrol on the two-day PTLLS conversion programme.

Assessment

For PTLLS there are three assignments that candidates need to complete. They are assessed on their competence in delivering and observing a 30-minute micro-teach session and are required to submit two further assignments – an outline of teachers' responsibilities and a review of a teaching session. All three

assignments must be passed for the candidate to receive the award.

For TSP there is one assignment – a 30-minute micro-teach session. Candidates undertaking the conversion programme will need complete the two written assignments – an outline of teachers' responsibilities and a review of a teaching session.

Assignments will be first marked by the trainer before being submitted to CIEH for moderation. Centres should submit the complete set of candidate assessment record(s) and assignment(s) as a batch for results to be processed by CIEH. The assignments will be moderated and results and certificates will be sent to the centre in approximately eight weeks.

Should a candidate's marks for any one assignment be moderated to a fail, the candidate will be referred and he/she will be allowed to re-submit the assignment within a two-month time period.

External verification

As PTLLS has one competency-based assessment, the CIEH has appointed a team of external verifiers who will periodically contact centres to arrange an external verification visit.

They will carry out checks on a sample of courses throughout the year to ensure that the practical micro-teach session is conducted correctly and assessments are made to an appropriate standard.

Support materials

The CIEH has developed material to help trainers to deliver the TSP, PTLLS and conversion programmes in a structured way. The training pack contains a copy of the course book entitled *Preparing to Teach – The first steps* and a Trainers' Notes manual, including a CD containing a PowerPoint presentation.

To purchase the course book, training pack and/or candidate assessment records please contact the Sales team on 020 7827 5900 or email: sales@cieh.org.

Order forms and other resources for trainers are available on our website www.cieh.org/training.

Centre and trainer registration

Active centres and trainers registered to deliver PTC will be automatically registered to deliver TSP.

Trainers wishing to deliver PTLLS and the conversion qualifications will need to have an accredited teaching/training qualification at level 4 or above – for example, a Level 4 PTLLS or a degree, certificate or diploma in education – and recent experience of training trainers/teachers.

There will be a six-month transition period following the launch of the new awards, after which results for the CIEH Professional Trainer Certificate will not be processed.

CIEH Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS) External Verifiers



With the development of the CIEH Preparing to Teach in the Lifelong Learning Sector (PTLLS) qualification, CIEH is seeking to recruit a team of external verifiers.

External verifiers are required to organise and carry out visits to centres, within a specific region, to observe micro-teaching assessments and provide constructive verbal and written feedback to candidates, trainers and centres.

Applications are invited from experienced CIEH trainers who have a high-level professional qualification in education, such as a BED, PGCE or MA in Education, and an assessor's or verifier's qualification, for example A1 or V1. Additional training will be provided for successful candidates.

Successful applicants must be available to attend a mandatory training day in London on 17 March 2010.

**To request a specification please email g.herrington@cieh.org
Applications by CV and supporting evidence by email to: c.slinger@cieh.org
Closing date for applications: 28 February 2010**

Profile Richard Ball

For jargon-free, straight-talking on corporate social responsibility, Richard is your man



Richard Ball is the CIEH curriculum manager for environmental protection vocationally-related qualifications and is leading the development of new CIEH environmental awards.

Last year, the first of these, the CIEH Level 2 Award in Environmental Principles and Best Practice, was launched and work has already commenced on a Level 3 award.

Alongside his role as curriculum manager for the CIEH, Richard is

He advised on environmental best practice programmes

Head of Environment at Corporate Risk Systems Limited, a Chartered Health and Safety Practitioner and co-author of *Do the Right Thing*, the practical, jargon-free guide to corporate social responsibility, published by IOSH.

Richard graduated with a BSc (Hons) Environmental Management, before commencing work within the automotive sector, where he advised on environmental best practice programmes and implementing environmental management systems.

He then moved into facilities management in the public sector, working for charities and voluntary

organisations, and advising on risk management responsibilities.

In his current consultancy role, Richard develops and delivers training courses across the broad field of health, safety, environmental and CSR

for organisations such as the London Eye (left), Heathrow Terminal 5, the police, nightclubs, higher education institutions, local authorities, and for the petro-chemical, pharmaceutical, logistics, and construction industries.

Richard also advises on CSR projects, implementation of ISO 14001, carbon foot printing, health and safety risk management and auditing.



Critical reviewers for foreign language exam papers



We are currently looking for critical reviewers on foreign language exam papers for candidates for whom English is a second language. They must be fluent in a language other than English and have background knowledge in food safety and/or health and safety. All languages are welcome, but in particular: **French, Hungarian, Tamil, Sri Lankan, Punjabi and Thai.**

Apply by CV and covering letter only. Please clearly state which foreign language and your relevant background knowledge.

Send to: Sofi Paraskou, Product and Development Department, CIEH, 15 Hatfields, London, SE1 8DJ

REX FEATURES

Environmental Principles and Best Practice – train the trainer

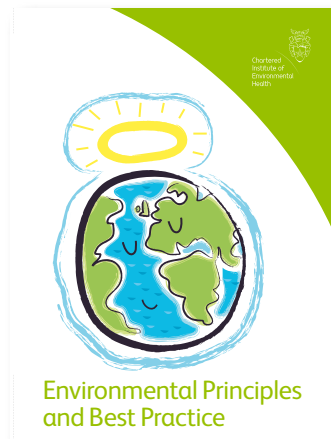
A blended learning programme to boost subject knowledge

The 'Green Agenda' has moved on considerably in the last ten years – green issues have become mainstream and every organisation is under increasing pressure to reduce its carbon footprint, minimise waste and reduce costs.

At the end of last year, CIEH launched the new CIEH Level 2 Award in Environmental Principles and Best Practice. Centres and trainers already delivering the Environmental Awareness Certificate were automatically registered for the new award.

To meet the growing demand for environmental training, the CIEH has designed a 'blended' learning programme to help other CIEH-registered trainers to achieve the level of subject knowledge required to deliver CIEH Level 2 Environmental Principles and Best Practice.

The programme comprises two



one-day sessions held two weeks apart, with trainer-supported research, reading and preparation remotely in the intervening period.

Day 1

The first session will provide you with an in-depth understanding of the areas covered in the syllabus, including a thorough review of the new training materials.

Distance learning

In the two-week interval, you will be required to:

- prepare a micro-teach session on a specific area of the CIEH Level 2 Environmental Principles and Best Practice syllabus
- follow a study programme to extend your knowledge and understanding of environmental issues.

Day 2

In the second session you will deliver your micro-teach session, and peer review those of others, before completing a one-hour examination based on the content of the whole programme.

Delegates who pass the assessment will be registered to deliver the CIEH Level 2 Award in Environmental Principles and Best Practice.

Outcomes:

- develop your knowledge and understanding to deliver CIEH Level 2 Environmental Principles and Best Practice with confidence
- find out about the latest developments in the field of environmental protection
- extend your training portfolio

and skills in delivering engaging programmes.

Who should attend?

CIEH registered trainers wishing to qualify to deliver the CIEH Level 2 Environmental Principles and Best Practice.

Costs

- CIEH registered trainers: £390.00 + VAT = £458.25. This fee includes:
 - a blended learning programme (including attendance at two one-day sessions)
 - training pack comprising a course booklet and a Trainers' Notes manual, including a CD containing a PowerPoint presentation
 - CIEH trainer and centre registration*

* Standard registration terms apply, please contact Customer Services on 020 7827 5800 for more information. Centre registration is included for existing registered CIEH centres only.

TRAINING TODAY

Politics of training health & safety

As if it wasn't hard enough maintaining training sales through recession we now have Tory leader David Cameron ridiculing health and safety legislation and red tape. Why?

My guess is that it is because very few people understand what is actually required and perceive that it is a complicated and time-wasting activity.

This is largely due to bad press combined with a lack of trained people who understand how to manage their employer's health and safety affairs.

The development of UK health and safety legislation now places the responsibility for deciding how to deal with the most workplace

hazards on the employer. This delegated approach has proved unpopular – employers are not sure how to undertake the process of risk assessment, and are afraid of the consequences if it is wrong. With a little understanding and effort, however, employers can learn how to carry out their responsibilities and recognise the business benefits of health and safety.

So how do employers make sure that they are doing enough to protect their employees?

The message needs to be simple:

1. Careful investment in targeted training to develop staff capability and competence.
2. Make use of free guidance from government departments,



David Cameron

the Health and Safety Executive, local authorities and the fire authorities.

3. There is no need for red tape – policies, procedures and actions should be proportionate to the extent of workplace hazards.

And how do you help an employer to develop a 'reasonably practicable' approach to safety?

Health and safety is about the relationship between employees, their employer, their place of work and the job they do. From the start of employment, employees should understand the importance of looking after themselves and others and of following safety information.

Similarly, managers need to know how to undertake an appropriate risk assessment. Good risk assessments can be simple and will demonstrate that an employer has considered and, where necessary, implemented effective controls. Even when specialist input is required, employers armed with a reasonable understanding of risk assessment will be able to ask consultants the right questions and specify the work to be undertaken to ensure that money is well spent.

CIEH health and safety qualifications provide an opportunity for employers to develop all levels of staff to contribute to health and safety improvements at work.

Steve Granger, CIEH Curriculum Manager for Health and Safety

Frequently asked questions

What is the difference between centre and trainer registration?

All CIEH qualifications must be delivered via a CIEH registered centre and a CIEH registered trainer.

The centre is the administration hub and is accountable for the control, management and co-ordination of training delivery, examination materials and results distribution. The trainer is responsible for the successful design, delivery and specific administration of any

CIEH qualification training programme. This includes provision of pre-course information and assessment administration.

Upon registration, centres and trainers are presented with an agreement which details the procedures and standards that must be observed when delivering CIEH qualifications. CIEH registered centres and trainers are presented with a Charter certificate that confirms the commitment to quality of the centre and trainer.

How quickly can registration be completed?

We aim to complete trainer or centre registrations within 28 days of receipt. This includes the issuing of all relevant paperwork and associated training packs.

If you would like to register more quickly than this, we offer a "fast track" service for an additional fee, which guarantees registration within 5 working days.

We will also try to deliver the training pack within this time, but this cannot be guaranteed.

INSIDE

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- P16 TRAINER'S LIFE



New edition now available on website following annual review

Changes to the CIEH Procedure Manual



Who's who? The updated CIEH Procedure Manual gives details of the functions of the Sales Team, Customer Services and Examination Services as well as latest contact information

The annual review of the CIEH Procedure Manual has taken place and the new edition was published on the website in October.

Registered centres and trainers should now refer to this edition of the Procedure Manual when preparing for an audit and for all other matters relating to the delivery of CIEH qualifications.

Main changes to the Procedure Manual:

Candidate Charter: this is to be downloaded from the website and given to all candidates as part of pre-course information.

Each centre is to have its own equality and diversity procedure

Contacting CIEH: an explanation of the function of the Sales Team, Customer Services and Examination Services should help centres and trainers to know who to contact if any issue arises.

Registration of the centre and trainer: this now an annual event and centres must ensure contact

details are kept up-to-date by notifying Customer Services if any changes occur.

Documentation and record-keeping: copies of documents that will be required for audits and should be retained by the centre for a minimum of three years include:

- examination seating plans
- records of the type of photo identification for candidates taken before the examination
- examination summary sheets
- feedback forms
- reasonable adjustment forms and CIEH authorisation
- special consideration forms
- all documents pertaining to a candidate appeal
- all documents pertaining to a candidate complaint
- all documents pertaining to a plagiarism case.

Evaluation forms: should be reviewed by centres and documentary evidence of the review retained. Evaluation forms should be retained for three months.

Equality and diversity: each centre is to have its own equality and diversity procedure to be made available to the CIEH on request.

Changes to trainers' names on exam documents

It is the centre's responsibility to check the information supplied on Answer Information Sheets and Summary Sheets prior to submitting results for processing. If the named trainer is not registered to deliver the qualification, results will not be processed.

Any centre requesting a change to the name of the trainer after the results are submitted will be referred to the Quality Assurance Department as a case of suspected malpractice.

The centre will be requested to provide documentary evidence of the true identity of the trainer and candidates may be asked to verify this information. Until the matter is resolved CIEH will retain the certificates. If the trainer named is not registered to deliver the qualification, all certificates will be cancelled and the centre will be required to re-train and re-examine the candidates at its own expense.

Trainers' forums

Arrangements have been made to assist centres with the organisation and administration of their centres at trainers' forums across the country. CIEH auditors will make presentations outlining the correct administration procedures, the monitoring and review of the trainers who work for the centre and the examination procedures. Advice will also be provided for the successful completion of an audit.

Newly-registered centres are strongly advised to attend the auditors' presentation at a trainers' forum – see Trainers' update on page 15 or go to www.cieh.org/forums.

Auditors

With the introduction of a greater programme of audits for CIEH training centres, we are seeking to recruit more auditors to join our Quality Assurance team.

These posts will be home-based and the successful applicant will be expected to dedicate up to two days per week, making them ideal for those employed part-time.

Applications are especially welcomed from current CIEH trainers with auditing qualifications and experience.

**To request a job specification, email g.herrington@cieh.org
Applications by CV and a supporting statement to h.hartropp@cieh.org**





The CIEH's Strategic Marketing manager looks at the pros and cons of different techniques

Getting the right marketing research

Questionnaires, surveys, polls and focus groups can all be used to gather valuable information for your business. They can be used to help you to research new products, explore new markets, measure customer satisfaction or even to find out how your brand is perceived by your customers. But whatever you're researching, you'll get better, more meaningful results if you follow these tips.

What are you trying to find out?

Rather obviously, good research should be designed so that the results will tell you what you want to find out. Start by writing down your objectives in a few clear sentences, and design your research plan around this.

Don't worry at this stage about your chosen method of research or constraints such as money, time and skills.

How are you going to use the information?

There is no point conducting research if the results aren't going to be used – make sure you know why you are asking the questions in the first place. Take care to cover everything you will need when it comes to analysing the answers. For example, compare answers given by men and women – you will only be able to do this if you've remembered to record the sex of respondents when you ask them the questions.

Research methodologies?

There are many ways to ask a question and each has its good and bad points. For example, postal questionnaires can be cheap but response rates can be low and response times slow; face-to-face interviews can be expensive but will generate the fullest responses; web surveys can be cost-effective but hit and miss on response rates; and telephone



can be costly, but will often generate high response rates, give fast turnaround and allow for probing.

Qualitative or quantitative?

Do you want to focus on the number – for example, 87 per cent of respondents thought this – or are you more interested

There is no point conducting research if the results aren't going to be used

in interpreting feedback from respondents to bring out common themes? The method used will generally be determined by the subject matter you are researching and the types of respondents you will be contacting.

Keep it short

The shorter the better. We are all busy, and as a general rule people are less likely to answer a long questionnaire than a short one. Read each question and ask, 'How am I going to use this information?' If you don't know, don't include it.

Use simple and direct language

The questions must be easily understood by the respondent. The wording of a question should be simple and to the point. Do not use obscure words, jargon, unusual abbreviations or long sentences.

Start with something general

Respondents will be put off and may even refuse to complete your questionnaire if you ask questions that are too personal at the start. Begin with general questions leading up to more specific questions at the end.

Leave enough space to record the answers

If you are going to include questions that may require a long answer, make sure you leave enough room to write in the possible answers.

It sounds obvious, but it's very often overlooked. You also need to consider what you will do with such qualitative information, as it may be difficult to summarise and too cumbersome to report.

Test your questionnaire on colleagues, relatives and friends

No matter how much time and effort you put into designing your questionnaire, there is no substitute for testing it. This allows you to time your questionnaire and, if necessary, make any final changes.

Keep asking questions

Once you've completed your first piece of research, reported your results and set some targets for improving what it was you researched, set a date for the next piece of research.

You'll want to hone your research, but most importantly you should be looking to compare results and track progress for the future. Then you really start benefitting from your research.



Our Customer Services team are keen to provide you with the support, information and advice that you need to deliver training for CIEH qualifications.

We aim to get you through to the right person, the first time you call without waiting in long queues.

We are here between 8.30am and 5.30pm Monday to Friday on 0207 827 5800 or, if you prefer, email us at customerservices@cieh.org and we guarantee to get back to you within two working days.

Candidate Charter

The CIEH Candidate Charter outlines the standards of commitment that can be expected of all CIEH-registered centres, trainers and staff to assist candidates in their learning.

Please note: it is the centre's responsibility to make candidates aware of the charter and its purpose.

You can download a copy of the Candidate Charter from our website at www.cieh.org/customerservices.

Environmental Awareness Certificate

Following the launch of the new CIEH Level 2 Award in Environmental Principles and Best Practice, results for the Environmental Awareness Certificate will continue to be processed until 31 May. After this date certificates will no longer be issued.

Summary sheet

We have revised the summary sheet that is used for all scan-marked examination papers.

The revisions include:

- space to enter the details of 40 candidates on each summary sheet – if more than 40 candidates have taken the examination, please complete an additional summary sheet and submit this with the associated

answer information sheets as a separate batch

- a check box if you require joint logo certificates (for further information see www.cieh.org/jointlogos.html)

- a 'Proof of ID' column to note candidate ID – please use abbreviations such as DL for driving licence or P for passport and initial each entry.

To reduce unnecessary waste, we will no longer be sending out packs of summary sheets. The number of summary sheets you will be sent will now be determined by the number of exam papers you order. If you require additional summary sheets, you can request these when you place your exam paper order.

Please note: you can continue to use the old-style summary sheets until your stock has run out.

Trainer registration

Trainers need to register with us for each subject they wish to deliver, in order to ensure that all trainer meet the criteria for CIEH

qualifications.

A registration fee applies for each qualification for all trainer registration applications.

Registration forms and details of registration requirements and registrations fees can be found at www.cieh.org/customerservices

Photocopied exam papers/ assessment records

The use of photocopied assessment documents is prohibited except where prior approval has been agreed and confirmed in writing.

Written approval, quoting the authorisation number, must be submitted with results.

The CIEH reserves the right to not process photocopied assessment documents submitted without an authorisation number.

Authorisation is subject to approval and will not be given to accommodate short-notice courses or to allow for additional candidates.

WebWatch

The best training-related blogs and other web-based resources

Top five blogs and online communities

I'm sure you've all heard of them and many of you might already read a few but just in case you're still scratching your head and quietly wondering what blogs are, here's the short and simple answer:

Blogs (an abbreviation of weblogs) are journals (or diaries) which are published online and are publicly accessible to all Internet users. Entries usually appear in reverse chronological order.

Blogs were initially created for individuals to share their day-to-day musings with friends and family, however many individuals, small businesses and corporate organisations now use them for a variety of purposes.

WebWatch reviews five of the best blogs for keeping you informed and current on all things training.



Ditch 80s-style ideas with nomore80straining.com

Training Zone UK

Topical and practical content for training professionals and training service providers

Link: www.trainingzone.co.uk/blogs

Training Zone UK is not just a collection of insightful blogs by a range of experienced training professionals, but is also an all-encompassing online community

for training professionals and service providers worldwide.

One of the best training industry resources available, it combines up-to-the-minute industry news with in-depth features, loads of free resources and trainer tips, advice for continuing professional development (CPD), networking forums, discussion groups and member polls.

Sign up to receive bi-weekly e-newsletters and create your free online profile to start networking with peers.

You can also follow them on Twitter (<http://twitter.com/trainingzone>) or join their LinkedIn Group (www.linkedin.com/groups?gid=1965996).

The Bob Pike Group – Unlock Learning, Unleash Performance
Another fantastic collection of

industry resources, including an online community, from US-based coaching consultancy, The Bob Pike Group.

Resource link: www.bobpikegroup.com/articles.asp
Community: www.trainingandperformance.com

Although linked to a commercial business, this website is continuously updated with new content and provides comprehensive, useful and unbiased training tips and resources.

No More 80s Training

The 80s are over! You don't have the same hairstyle, why use the same training?

Link: www.nomore80straining.com
Whilst not often updated, this perceptive and, at times, hilariously

Trainers' Events

YOUR TRAINERS' FORUM NEEDS YOU
Please give these FREE events your full support

www.cieh.org/forums
for up-to-date details of all events
Contact: Pauline Joyce,
Email: forums@cieh.org

Trainers' forums

Herts & Beds

12 March
Welwyn Garden City
Contact: Sue Foster
Sue.Foster@stevenage.gov.uk

North West

9 February
Warrington
Contact: Julie Yates
[jyates@partnershipsincare.co.uk](mailto: jyates@partnershipsincare.co.uk)
20 October
Bolton
Contact: Mark Milaszewicz
olceurope07@olceurope.com

Eastern

10 May
Breckland Lodge, Attleborough
Contact: Peter Watson
peterjwatson@hotmail.com

South East

13 May & 10 November
Kings Hill, West Malling
Contact: Linda Deppe
Linda.deppe@tmbc.gov.uk
or Jane Heeley
jane.heeley@tmbc.gov.uk

London

13 April
Chadwick Court
Contact: Pauline Joyce
p.joyce@cieh.org

West Midlands

16 February
Herefordshire College of Technology
Contact: Charlotte Thomas
thomasc@hct.ac.uk
27 October
Shrewsbury College
Contact: Adrian Cooper
adrianc@shrewsbury.ac.uk

East Midlands

17 February
Nottingham
Contact: Kevin Ward
k.b.ward.1@ntlworld.com

North Yorkshire

3 March
Harrogate
Contact: Steve Pepper
mail@steve-pepper.co.uk

North Wales

11 March
Llandrillo College
Contact: Mal Gilligan
[Marilyn.gilligan@gmail.com](mailto: Marilyn.gilligan@gmail.com)

South Wales

10 June & 3 November
Valleys Innovation Centre, Rhondda Cynon Taff
Contact: Ann Williams
Ann.williams@rhondda-cynon-taff.gov.uk Or Geoff Tookey
Geoff.tookey@safefoodsolutions.co.uk

South West

10 February
Cornwall College
Contact: Beverly Thomas
beverly.thomas@cornwall.ac.uk

Hampshire & Dorset

7 October
Paultons Park, Hants
Contact: Gary Weldon-Jones
garyweldon-jones@paultons.co.uk

Essex

23 April
Chelmsford
Contact: Yinka Tayo
ATTSfidsafety@aol.com

West Yorkshire

31 March
Bradford College
Contact: Hayley Lomas
h.lomas@bradfordcollege.ac.uk
17 November
Hunslet
Contact: Cedric Wood
cedric.wood@hotmail.com

Northern Ireland

Date TBC
Northern Regional Antrim Campus
Contact: Patrick Diggan
p.diggan@btinternet.com
24 September
Millisle, Co. Down
Contact: David Mulholland
david.mulholland@nio.x.gsi.gov.uk

North East

31 March
Kirkley Hall, Ponteland
Contact: Rosie Jones
rosie.jones@northland.ac.uk

South Yorkshire

8 April
Rotherham
Contact: Sharon Penn
spenn@exemplarhc.com

Somerset Region

21 April
Bridgewater
Contact: Mags Gooding
mgooding@proserve.uk.com

Exhibitions

23-24 February 2010

Health and Safety
Sandown Park

9-10 March 2010

Health & Well Being
NEC Birmingham

18-19 March 2010

PACE
Whittlebury Hall, Northants

21-24 March 2010

Foodex
NEC, Birmingham

24-25 March 2010

IOSH
Glasgow

11-13 May 2010

Safety & Health
NEC, Birmingham

8 June 2010

Safety, Health & Environment
Hilton, Blackpool

15-16 September 2010

Health and Safety
Royal Highland Centre, Edinburgh

13-14 October

Health and Safety

WebWatch continued

funny blog offers tips to help trainers ditch the outdated and boring training styles of the 80s which are still (yes, really) being used throughout the profession.

Learn how to revolutionise your training programmes and create high-quality learning using multiple media formats. Down with clip art!

Thoughts from Training Time

Ideas and issues for corporate and government trainers and HR managers

Blog link: <http://training-time.blogspot.com>

Resource link: www.trainingtime.com/



Get on the right track with trainingtime.com

trainingtime.com/
The Training Time website is a comprehensive resource for workplace training and development products, seminars and articles across a variety of

formats, topics and industries.

Their blog is updated several times a month and aims to be a complementary tool to their full network of resources.

Read the blog, join the discussion or simply sign up for the monthly Training Trends email which covers training news, tips and industry best practice.

The Coaching Commons

Where radical possibilities are explored and pursued.

The Coaching Commons, launched in January 2008, is a professional online resource bank and social network with a vast collection of coaching information,

articles, discussions and networking tools.

They are neutral and non-profit making, promoting themselves as a coaching think tank with a vision to provide:

- future-oriented information and trends
- advanced dialog between users
- a social focus.

Connect with them via Facebook (www.facebook.com/pages/Coaching-Commons/114108905978), **Twitter** (<http://twitter.com/coachingcommons>) and **view their videos posted on YouTube** (<http://www.youtube.com/user/coachingcommons>).

Trainer's life Steve Saunders



Keeping an open mind has helped Steve keep fresh and rise to new challenges

I'm still learning – after 25 years



Steve would like to present to government ministers so they could experience life on the frontline

Steve Saunders has been a health and safety practitioner for more than 25 years and an environmental practitioner for the past 15 years. He delivers training for accredited health, safety and environmental qualifications as part of his much wider role of supporting and guiding businesses in health, safety and environmental management.

Steve's clients come from the private sector and include manufacturing, engineering, security, office/warehousing, marketing and administrative companies. Steve is also a proud grandfather.

What's the most overused sentence in training?

'What you need to do is ...' As a trainer, I have never believed that my role is to tell people what to do – my job is to present relevant information in a way that can be

Cleverness comes from experience and, importantly, from listening

easily understood to allow others to learn. I find this approach to training is both challenging and rewarding because my delegates have such diverse backgrounds and opinions I can never pre-empt what questions are going to be asked.

What's the biggest challenge facing professional trainers at the moment?

Delivering training courses that are as practicable as they can be, add value to the business and, importantly, meet the needs of the company. For my clients, delivering a purely theoretical training course is pointless and does nothing to help them through difficult times.

How do you find new customers?

I don't – they seem to find me!

What's the biggest opportunity in the next couple of years?

As an environmental trainer, one of the biggest opportunities for me will be to deliver irrefutable, factual environmental information to an understandably sceptical audience. I have a real opportunity to engage with people who are often put off environmental

matters because of politics and wrongly believe that individual action is of no consequence. My response is simple – it was individuals who collectively have helped to create some of the problems in the first place.

Do you have a dream customer?

I am an environmental and health and safety practitioner first and foremost. As such, 70 per cent of my delegates are identified almost by default – usually as a result of me supporting a company as it implements environmental and health and safety management systems. My 'dream' customers are the ones that want to be trained because their companies need them to be trained and, when they have completed the training, they are able to make a difference.

Who (real or fictional) would you most like to have in your training session, and why?

I would like to present a course in which a couple of the delegates were government ministers with environmental or health and safety briefs. I would then be sure that they had been exposed to

the very real problems faced by all small/medium-sized enterprises. I would also like to think that, from that moment on, they would inject a healthy dose of realism and common sense into politics, in support of what the health, safety and environmental enforcing authorities are struggling hard to achieve.

Who would you least like to have attending a training session, and why?

The faceless people behind the current 'eliminate all risks or get sued' movement.

What is the most amusing thing that ever happened in a training session?

It was more 'unexpected' than 'amusing', but many years ago, when I was still in the Royal Navy, I was running a training course and I had my back to the delegates because I was writing bullet points on a chalkboard when there was a bit of a 'kerfuffle' behind me. I turned around to find three or four lads were each spreading a small mat on the floor and then they started praying. So I learnt, the hard way, how important it is to find out about learners' needs before delivering training.

Tell us one thing (person, product or service) that you like about the CIEH?

The CIEH qualifications allow competent trainers to deliver bespoke courses to meet clients' specific needs.

Finally, what is the one thing you wish you'd known when you started training?

In the early days, I think I understood that I would become more knowledgeable as the years unfolded, but I wish I had known that the acquisition of knowledge alone does not make you more clever. Cleverness comes from experience and, importantly, from listening to and interacting with delegates. At 58, I am still working hard to become a clever trainer.