



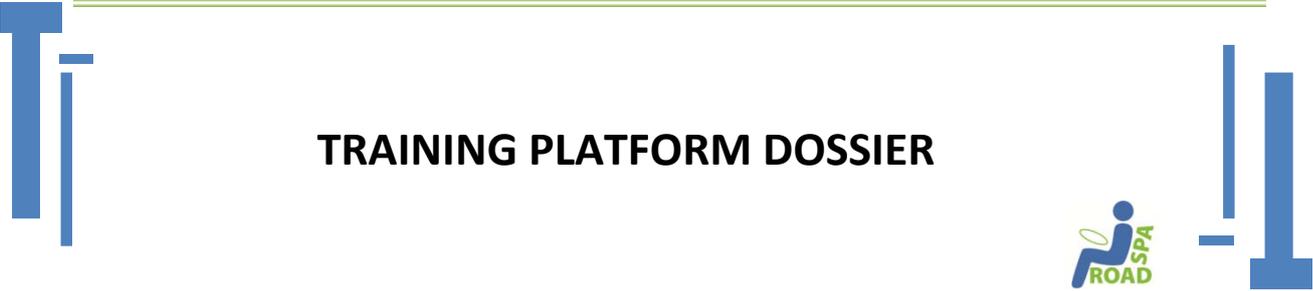
Training Platform Dossier

Result nº6

Stress Prevention Activities for the Road Transport Drivers and SME
(SPA-ROAD) 2010-1-ES1-LEO05-21000



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TRAINING PLATFORM DOSSIER



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1. Introduction.

SPA-ROAD project aims to prevent and combat the stress of road transport drivers and SME workers from this sector, in order to promote their health and the European road safety.

During the execution of WP2, the project consortium worked on the identification of the current situations at national level regarding the Stress Prevention Legislation and its inclusion in the Labour Risk Prevention Trainings. This identification was carried out through national documentary researches complemented with interviews. INVESLAN being the WP2 leader and using as basis the national reports along with European data and international bibliography elaborated the Report on the State of the Art of Stress Prevention Training in Road Transport.

The present report constitutes the main result of WP3: to update and adapt the contents coming from SPA project (EL/04/B/F/PP-148268). This document intends to provide SPA-ROAD partnership with the necessary explanations to understand the adaption process of SPA training contents to the new target group and to the new format in which the contents will be presented within SPA-ROAD project.

Following the project proposal, there is a very close link of WP3 with WP4, which aims at providing SPA-ROAD partnership with the necessary uniform guidelines, methodology and tools for developing the SPA-ROAD product, based on the transfer and adaptation of SPA training contents. The link between the two work packages exists both ways. First, the adaptation of the SPA project training contents will be the core content of SPA-ROAD product. Second, the software and tools to be used for developing SPA-ROAD product is one of the two constituents (the other one being the features and the needs of the target group) that determine what has to be adapted and in which way. For this reason, close co-operation between IDEC (being the WP3 leader) and NET-MEX (WP 4 leader) has been estimated as essential.

1.1 Activities to be developed in this WP.

1st phase

- 1. Elaborate the Training map SPA Road by IDEC.
- 2. Selection of training platform and mobile learning technology by NET-MEX.

2nd phase

- 2.1 Elaborate the Training platform dossier by IDEC.
- 2.2 Discussion on Training platform dossier, contents to be included (adapted from SPA and new ones), comments, by ALL PARTNERS.

3rd phase

- 3.1 Send to IDEC and NET-MEX the output on discussions and reflections done in this work package, by ALL PARTNERS.
- 3.2 Elaborate the Methodological Dossier for the Elaboration of the contents and training platform, by NET-MEX.

1.2 Schedule.

Deadline		Activity	Version	Responsible
May	12	Sending the Map transfer draft to INVESLAN.	draft	IDEC
June	1	Sending the Map transfer to all partners.	draft	IDEC
June	21	Input from NET-MEX about technologies to be used	-	NET-MEX
June	30	Sending of Training platform dossier	draft	IDEC
July	31	Sending comments to IDEC and NET-MEX.	-	ALL PARTNERS
September	30	Sending the Methodological Dossier for the Elaboration of the contents and training platform.	final	NET-MEX

2. Summary findings of WP2, taken into consideration in WP3

2.1 Objectives of analysis of findings of WP3.

1. To take into account the work done in the first phase of the project and more concretely of the situation and training needs of the target group as far as work-related stress prevention and management are concerned.
2. To follow a methodology that ensures that SPA ROAD final products will indeed correspond to the needs of the target group, in this way maximizing the impact of the project.

2.2 Key findings of WP2.

Main findings of WP2 may be depicted as follows:

2.2.1. Profile of the sector

The transport sector is constituted by SMEs and micro companies.

The sector shows signs of crisis in all participating countries.

The profile of the average professional driver is to very big extent men, of middle age, having a background of primary or secondary education plus some compulsory training seminars preview by the regulations. They are not accustomed in following training courses and many of them are not familiar with the use of computers.

2.2.2. Legislation

According to findings of the research undertaken in WP2, in none of the participating countries there is a specific regulation for the prevention of work-related stress. This stands both for road drivers and for workers and employees of the companies in the road transport sector. The labour risk related to occupational stress in some cases (e.g. Spain) is inserted tacitly within the generic national laws that regulates and provides information about the health and safety at workplace. In other cases, it is raised with fragmented legislation coming from different work sectors.

2.2.3. Work-related health problems and stress

Road drivers, according to sources, face working conditions prolonged sitting, tiring and painful conditions, long and non standard working hours (including night and evening work sometimes against regulations surpassing 10 hours per day). The road transport sector scores relatively unfavourably on work–life balance. In addition, drivers have limited opportunities to eat healthy meals and take exercise breaks while on the road. In the current economical situation, road transport companies are partially transferring the pressure of reducing costs and increasing benefits. Pressure from customers for quick delivery of goods has also impact on stress and the workers' health problems.

Most usual health problems endured by them are lower back pain, overweight, cardiovascular diseases, respiratory problems and last but not least stress.

Main sources of stress reported in the research undertaken under SPA ROAD project are: work (static work, excessive and not regular hours, lack of time-outs and poor resting places etc.) and working environment (poor work organization, pressure for delivery times, poor recruitment procedures, road and traffic conditions, behaviour of other drivers etc.) as well as individual risk factors (such as lack of exercise, unhealthy diet and alcohol abuse, smoking, age and pre-existing diseases).

2.2.4. Requirements for training developed by SPA ROAD

Following the research undertaken in WP2, the training platform and training materials to be developed in the framework of the SPA ROAD project should meet the following requirements:

- The course on stress prevention should be short (circa 8 hours).
- Training material has to be available in national languages (and English).
- The training material has to be on-line and to be adaptable and usable both in computers and in mobile learning (PDA, Mobile phones).
- In the development of the content, one has to have in mind the educational background and the general profile of the target group, i.e. the vocabulary of the training material has to be simple, the main notions have to be explained, there should be some tips as well as case studies, self-evaluation tests and demonstration of good practices.

- As far as the training platform is concerned, the user interface has to be user-friendly, the navigation easy to understand, fonts that will be used have to be big and legible, scroll bars have to be avoided.
- Training has to be independent from the availability of trainers, this meaning that training may be effectuated either through self-learning or through asynchronous communication with trainer(s). This statement is based on the fact that drivers may use the learning material at their convenience, potentially in irregular hours. A forum option in the training platform may be useful to this end. The exact profile and the availability or not of trainers depend on the individual partners. Their functions on the other hand should be two. The first function of the trainer (which is compulsory and in the case there is no trainer available for trainees should be assigned to another suitable person) is the one of adapting, updating and adding materials to the platform. The second function (which is optional and depends on each project partner) is educational. Trainers (in the case they exist) should be able to assign tasks and respond to the feedback and the questions posed by the trainees.

3. Transfer process from SPA to SPA-ROAD project: Which products could be used and in which way?

As put in the introduction the aims of the adaptation of SPA process are the following:

- To identify which of the SPA products are suitable for the road transfer sector (taking into account that SPA was designed for seafarers, SMEs and training organisations).
- To identify which of the SPA products are suitable to be used in e-learning and mobile learning.
- To identify which of the SPA products are useful for the needs of specific target group, as defined following research in WP2.
- To identify which contents are missing.
- To update the contents identified.

In Annex 1 there is the Table of Map transfer explaining the Transfer process.

In this table one may see the products of the SPA project and how they could be adapted to suit the requirements of the SPA-ROAD project.

As far as the **curriculum** is concerned, the training curriculum is intended to the trainers or to those organising a training course. This does not stand in the case of e-learning and mobile learning, where there are set training materials, the trainer is optional and the trainee may follow the path and the pace that best suit him/hem for training. In this case, the curriculum is substituted by the mapping of the training materials and a help file.

The second SPA product is the **training guide**. In the case of SPA-ROAD the existence of trainers is not compulsory, their competencies and function are different and the sector is different from SPA as well. Hence it is recommended that on the training platform there is a FAQ section addressing mainly trainees. On the other hand it would be useful to have the training guide adapted and updated for the use of trainers (if any).

Table 1. Adaptation of the training guide

Chapters to be reviewed/ updated/ added	Adaptation needed	Partner responsible
1.2 SPA products	SPA-ROAD products	FTCM-UGT CyL, INVESLAN
2.4 Mode of delivery	e-learning, m-learning	FTCM-UGT CyL, INVESLAN
2.5 Training materials and contents	SPA-ROAD training materials	FTCM-UGT CyL, INVESLAN
3 Competence criteria	Competences of a trainer in an e-learning environment (Knowledge of ICT, distance animation, etc.)	NET-MEX
4.2 Work-related stress in SMEs, training organisations and shipping companies	Work-related stress in the road sector	FTCM-UGT CyL, INVESLAN
4.3-end	To be deleted	
	4.3. How to change or add materials to the training platform	NET-MEX

Concerning the next SPA product the **training handbook**, there is a detailed reference in the following chapter and in ANNEX 2.

Case studies developed in the framework of the SPA project are not useful for the SPA-ROAD project because they address different sectors. The existence of case studies though is very important, because the trainee may identify problems he/she faces in real life and how they could be dealt with. The structure of case studies of the SPA project (though in a shorter version) may be transferred to the new, road-related, case studies to be developed.

Role play games, though extremely effective and enjoyable to use in in-class training, are not suitable for e-learning or m-learning, or to be more precise they are too expensive to develop

in an e-learning environment. This is the reason they are not to be transferred to the SPA-ROAD product.

4. Guidelines for the training platform

4.1 Content.

Materials will be organised in 6 learning modules. Two additional transversal modules are preview, one for glossary and one for case studies.

Modules preview (apart from the transversal ones) are the following:

1. What is stress?
2. Causes of stress (stress related hazards)
3. Effects of stress (individual and organisational)
4. Stress risk assessment
5. Stress management
6. Prevention of work stress

As shown in the Transfer Map (Annex I), there should be two sources of materials, those based on the SPA material, adapted for the needs of the target group as described in the above and the newly developed in the framework of the SPA ROAD project as a result of the findings of WP2.

Main differences between the target groups of SPA and SPA ROAD is first that SPA addresses mainly SME managers or owners and SPA ROAD drivers and road transport workers and second that SPA ROAD is sector-specific.

Both adaptation and new materials, thus have to respect three main guidelines:

1. To be sector specific (relevant for road transport companies)
2. To address road drivers (freights and passengers) and road transport SME workers
3. To be flexible and suitable for mobile learning as well.

In Annex II there are guidelines about the learning materials and which partner is going to adapt or develop them.

4.2 Training platform.

According to the suggestion of NET-MEX the training platform will be developed by using the on-line content management software DRUPAL.

If a system is too simple, it can only be used for a single purpose - but if it is too flexible, it may be too difficult for new users to learn.

Drupal, following information provided by NET-MEX, strives to reconcile the need to balance flexibility and simplicity by providing its users with the tools they need to make their own content management solution, while still providing some prebuilt components to help them get started. Thus, it can be described both as a content management system (CMS) and a content management framework (CMF) - one system which strives to have the strengths of both, without their deficiencies.

Most CMS's are like a toy boat or toy truck - specific assumptions have been made about their use, assumptions hard to override. Frameworks, on the other hand, provide users with raw materials only - one needs to know a programming language, and have a clear design vision, to put them together.

Module

A module is software (code) that extends Drupal features and/or functionality. Core modules are those included with the main download of Drupal, and one can turn on their functionality without installing additional software. Contributed modules are downloaded from the Modules download section of drupal.org, and installed within one's Drupal installation. One can also create his/her own modules; this requires a thorough understanding of Drupal, PHP programming, and Drupal's module API.

Content types in Drupal 7 core

Article

The *Article* content type is enabled in Drupal in the default installation profile. Articles are generally used for information that is updated more frequently and often cross-referenced and categorized (such as news items or resources). By default, Articles are sorted with the most recent post at the top, but this can be customized with contributed modules like *Views*.

Basic page

The *Basic page* content type is enabled in Drupal in the default installation profile. Typically Basic pages are used for static content that can (but are not required to) be linked into the main navigation bar.

Blog Entry

A *Blog* (short for weblog) is an online journal or diary, and the core Blog module allows registered users on your site to create their own blogs. Each entry in a user blog has content type *Blog Entry*.

Book Page

Book pages are designed to be part of a collaborative book, enabled by the core Book module. An example of a collaborative book is the Drupal developer documentation. In older versions of Drupal, only nodes of content type Book Page could be added to a book, but now nodes of any content type can be part of a book.

Comment

Comments actually aren't nodes, so Comment is technically not a "content type". Enabled by default, the Comment module allows site visitors to add comments (typically short notes and replies to other comments) to nodes on the site.

Forum

A *Forum* node defines a topic for a forum discussion; people can reply to the topic by using comments. Forum nodes are organized into subject areas via Taxonomy (list of categories).

Poll

A *Poll* is a question that offers the visitor a set of multiple choice responses. A poll, once created, automatically provides a simple running count of the number of votes received for each response.

The exact content types that will be activated in the case of SPA ROAD will be decided in WP4, following the discussion of the suggestion of NET-MEX, which is not finalised at this stage.

4.2.1. Features of the training platform

There should be the possibility for communication between trainers and trainees or between the trainees.

4.2.2. Users

The **Super Administrator** (NET-MEX) creates courses and gives administrator rights. The super administrator has the overall administration of the platform and can make any amendments to it. All partners having problems address the super administrator.

There should be one “course” per country, therefore a **national administrator per country**. The administrator creates accounts for trainers and trainees. He/she also may add materials. All users having problems address their national administrator.

There should be at least a **trainer** per country. Even in the case a project partner decides not to activate the animation and backing of trainees by a trainer, a person assigned in the training platform as trainer may adapt and update training materials or develop further training materials and upload them in the platform. On the other hand, trainers actively involved in training must answer the questions of trainees, if any. Communication between trainers and trainees has to be optional. Partners in each country may decide if they wish to activate this possibility and the period of availability of the trainer. In any case, even if a trainer is available, communication with trainees will be asynchronous.

Trainees participate in training, by inscribing themselves to the course and taking a user name and a password, using the pace they select. They will have the opportunity to self evaluate the knowledge they have acquired through the course or revisit the training platform at their convenience. It will also be possible for them to make questions to the trainer (in the case this option is activated) and/or the administrator and receive feedback from them.

All users (super administrator, administrators, trainers and trainees) will have to use their own user names and passwords.

4.2.3. Pedagogical approach

The pedagogical approach chosen is based on the profile of learners. It has to be not too time-consuming and enable active participation and interaction of learners.

Each of the six modules has to contain the following elements:

- Learning objectives in order that each trainee can have a clear view of what he/she is expected to learn while studying the module.
- A short theory part (not more than 6 screens with no more than 100 words each, in the English text). Texts have to be relevant for a worker or a driver of the road transport sector. Terminology has to be easy to understand. For terms presenting some difficulty or specificity for a normal lower secondary graduate there should be possibility to click and have the explanation from the glossary module. The slides- and of course the training handbook- produced within the SPA project (see ANNEX II) are a good base for this part.
- A part with additional materials (e.g. sort examples, tests, tips, FAQs, videos, links, sources for further reading etc.), relevant to target group. Some of these materials already exist in SPA products, but most have to be elaborated.
- Possibility of interaction with trainers (if any) and/or other trainees e.g. comments, blog, forum and potentially collaborative book.
- A control questions part in order to evaluate the achievement of the learning objectives set in the beginning.

There should be a link with the case studies module, which should be accessed both through the menu and the six modules.

As far as mobile learning is concerned, in WP4 it should be decided (taking into account technical and financial resources available), which part of the full version will be used for it. We insist that the content of m-learning should-be a comprehensive **part** of the training contents in the e-learning platform in a readable format for notepads, PDAs, mobiles etc. and **not** some additional materials intended only for this reason.

4.2.4. Formation of training material

- The style, design and colours used in the training platform should be compatible with those of the website and the promotional materials of SPA ROAD project.
- Navigation of the training platform has to be very clear and visible in each screen.
- Learning objectives for each module have to be limited to 2-4. They have to form a separate screen.

- The short theory part has to be maximum 6 screens. The exact lay-out has to be determined by NET-MEX and its sub-contractor in WP4.
- Additional materials (e.g. short examples, tests, tips, FAQs, videos, sources for further reading etc.). These materials cannot be grouped because they are too diverse, but they have to be short. Specifically, videos, if any, have to last for max 60" and to be easily downloadable.
- Buttons have to be compatible with the whole design of the SPA ROAD logo and site and to have a clear reference to their function.
- Control questions have to be a separate screen and to be 3-5. They will preferably be a short test containing multiple choice or true/false questions. The platform should provide learners with feedback on their achievement of learning objectives.
- Case-studies should present some cases of stress assessment, stress management, stress prevention etc. in the sector. The case study should have three parts: one narrative of the case and one with comments and one with open questions for reflection. Extent of the case study 3-4 pages.

4.2.5. References and bibliography for further reading.

In the training platform partners should follow the same rules set in WP2, namely:

All quotations should be referenced by author, year of publication and page reference, i.e. Alonso & al. (2004, p. 325-328)

Bibliographic reference should be listed alphabetically at the end of the paper. Publisher and place of publication should always be given.

Example:

ALONSO M.A. PRIETO P. (2004) Validación de la versión en español del test conductual de memoria Ribermead (RBMT) para población mayor de 70 años. Psicothema, 16: p. 325-328

Websites:

Including date or year of consultation: Example

A National Dementia Strategy (2009), UK Department of Health Living well with dementia, access through internet:

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_094058

4.2.6. Copyrights

All partners involved should certify that the material they have used is an output of the SPA project, or is developed by them in the framework of the SPA ROAD project or is copyright-free or they have the copyright for using it.

4.2.7. Disclaimer

The disclaimer of Lifelong learning programme has to be visible in the learning platform.

Official logos are available at:

<http://www.oapee.es/oapee/inicio/oapee/imagen-institucional.html>



And at:

http://ec.europa.eu/dgs/education_culture/publ/graphics/identity_en.html



The funding disclaimer text is available in all official EU languages at:

http://ec.europa.eu/dgs/education_culture/publ/graphics/agencies/use-translation.pdf

5. ANNEXES

- Annex1: Transfer Map.

SPA PRODUCTS	OBJECTIVE OF THE DOCUMENT	USEFULLNESS FOR ROAD TRANSPORT DRIVERS AND WORKERS FROM ROAD TRANSPORT SME	ALL CONTENTS TRANSFERABLE	ADDITIONAL CONTENTS NEEDED	LANGUAGE ADAPTATION NEEDED	SPA-ROAD PRODUCTS e-learning	SPA-ROAD PRODUCTS m-learning
Curriculum	Organize the training materials to facilitate the development of the participants' knowledge and skills in recognizing the indicators of work-related stress, in assessing stress-related risks and in identifying and tackling the structural problems that cause stress in different work situations	Yes	Adaptable to the needs of the on-line version. It will rather be a mapping and some instructions for use of the training platform.	No	All languages	SPA-ROAD Curriculum	SPA-ROAD menu. Mapping
Trainers' guide	Guidance for the use of the didactic tools and materials	Yes	Adaptable	The trainers' guide should be addressed to trainees rather than trainers explaining the way the learning platform may be used.	All languages	SPA-ROAD Trainers'/ trainees' guide (User's guide)	Explication of buttons (tooltip)

				Additional instructions may be given to trainers (depending on the platform used). The instructions may be given in a FAQ form.			
Handbook	Delineates basic facts about the causes of stress and techniques on how to manage stress at work	Yes	Adaptable	It should be split into learning units and for each unit there should be an introduction with learning objectives in the beginning and control questions checking learning acquired at the end. The examples should be adapted to the sector.	All languages	SPA-ROAD on-line training material (6 units)	SPA-ROAD 6 units downloadable in pdf
Case studies	Illustrate practical examples and further enhance the learning experience	No	No	Examples of the sector	All languages	SPA-ROAD case studies available on the training platform	SPA-ROAD Case studies downloadable in pdf
Role-play games	Are used to make the content of the training concrete and relevant	No	No	Not relevant	-	-	-

New SPA-ROAD PRODUCTS						
	OBJECTIVE OF THE DOCUMENT	USEFULLNESS FOR ROAD TRANSPORT DRIVERS AND WORKERS FROM ROAD TRANSPORT SME	ALL CONTENTS TRANSFERABLE	ADDITIONAL CONTENTS NEEDED e-learning	ADDITIONAL CONTENTS NEEDED m-learning	LANGUAGE ADAPTATION NEEDED
Physical and physiological exercises and techniques	Practical guidance on how to prevent burnout and diminish stress symptoms	Yes		tips, FAQ, small videos	Tips, small videos	All languages, videos mainly visual

- **Annex2: Guidelines about training materials.**

Module	Contents	Adapt/Develop	Slide No, Handbook Page	Partner
1. What is stress?	Learning objectives	D	S 1-6	IDEC
	Theory	A		INVESLAN
	Additional materials	D		FTCM-UGT CyL, HST, AFT
	Control questions	D		IDEC
2. Causes of stress (hazards)	Learning objectives	D	S 7-15,25 H 9-11	IDEC
	Theory	A		Wisamar
	Additional materials	A, D		FTCM-UGT CyL, HST, AFT
	Control questions	D		IDEC
3. Effects of stress (individual and organisational)	Learning objectives	D	S 16-24 H 15-16 H 17-19	IDEC
	Theory	A		INVESLAN
	Additional materials	A, D		FTCM-UGT CyL, HST, AFT
	Control questions	D		IDEC
4. Stress risk assessment	Learning objectives	D	S 26-34, S 39-41 H 29-30	IDEC
	Theory	A		Wisamar
	Additional materials	A, D		FTCM-UGT CyL, HST, AFT
	Control questions	D		IDEC
5. Stress management	Learning objectives	D	S 35-36, S 60-68	IDEC
	Theory	A		INVESLAN
	Additional materials	D		FTCM-UGT CyL, HST, AFT
	Control questions	D		IDEC
6. Prevention of work stress	Learning objectives	D	S 47-59	IDEC
	Theory	A		Wisamar
	Additional materials	D		FTCM-UGT CyL, HST, AFT
	Control questions	D		IDEC
Glossary	Transversal, explanation of terms used	D		Each partner for terms used by him/her
Case studies		D		All partners 1 case study each
Bibliography	References and citations for more reading	D		All partners

SPA-ROAD PROJECT

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The consortium:

