

The Singapore Accord on the Standards of OHS Professionals

3 SEPTEMBER 2017
SINGAPORE

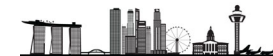


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Singapore Accord - What it is

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- ▶ Title:
"Singapore Accord on the standards of OHS Professionals"
("Singapore Accord")
- ▶ a commitment to improving OHS professional and practitioner capabilities so they may more effectively guide and lead the creation of healthier and safer workplaces



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Who is INSHPO

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- ▶ International Network of Safety & Health Practitioner Organisations
- ▶ A global voice for the OHS profession. An alliance dedicated to advancing the OHS profession



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INSHPO Member Organisations

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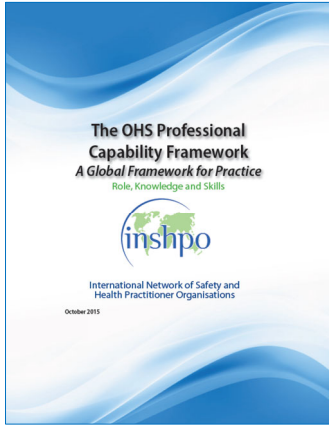
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Required of the OHS Professional

A Framework

- **Activities**
- **Knowledge**
- **Skills**



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Competence vs Capability

<p>Competence</p> <ul style="list-style-type: none"> ▶ the ability to transfer and apply knowledge and skills to new situations and environments, consistently applying knowledge and skills to a standard of performance required in the workplace. 	<p>Capability</p> <ul style="list-style-type: none"> ▶ The applied theoretical knowledge that underpins practice in occupations and professions and also the industry-specific knowledge and skills that transcend particular workplaces and the tacit knowledge of the workplace
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Competence vs Capability

- ▶ The difference between competency and capability is that competency is about delivering the present based on the past, while capability is about imagining and being able to realize the future
 - ▶ Stephenson, J. (2009). Introducing the ACEL leadership capability framework. *Curriculum and Leadership Journal*, 7(16).
- ▶ Capable people have knowledge, skills, self-esteem and values that make them confident in their ability as individuals and in association with others in a diverse and changing society
 - ▶ Stephenson, J. (1992). Capability and quality in Higher Education in J. Stephenson & S. Well (Eds.), *Quality in Learning*. Kogan Page.

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- ▶ "However, as OHS management has matured over the last century, it has taken two paths, one the vocationally-trained OHS Practitioner, the other a more managerial/professional role that influences, engages and coaches all levels of the organization, including senior management." (p10)

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OHS Professional vs. Practitioner

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Professional

- ▶ University Educated
- ▶ Designer of OSH strategy
- ▶ Influences Sr. Mgmt
- ▶ Develops Systems
- ▶ Looks at big picture
- ▶ Critical thinking
- ▶ Evaluates Complex Risk Scenarios

Practitioner

- ▶ Vocationally educated
- ▶ Implementer/Executor of OSH Strategy
- ▶ May work for an OHS Pro
- ▶ Tactical/Technical
- ▶ Drives monitoring/compliance
- ▶ Technical SME

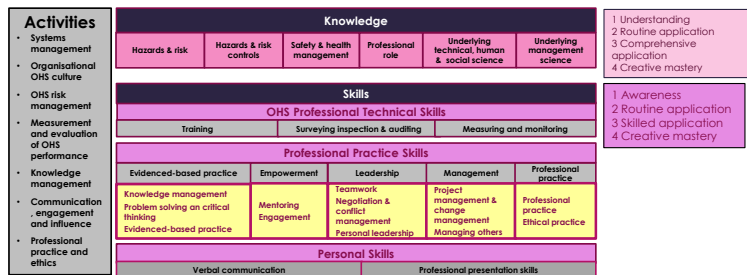
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INSHPO Framework - Activities, knowledge and skills

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Activities

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4.1 Activities for OHS Professional and OHS Practitioner

		OHS Practitioner	OHS Professional
	Dimension	Domain	Domain
1 Systems management approach	Support the implementation of a systems approach to OHS.	1.1 Support implementation of and monitor compliance with defined OHS management system, policy and procedures. Builds relationships as a basis for influence with managers to understand the limitations of written safety rules and procedures and to favour control through workplace and process design, critical controls and proven competence.	Lead the development of OHS management systems, policies, procedures. Understand management systems, policies and procedures in the broader context of the business as a sociotechnical system and develop effective, non-bureaucratic management systems that will be accepted by all stakeholders.
		1.2 Contribute to identification of required resources and work within resource framework.	Advise on and facilitate commitment of appropriate resources for sustainably managing OHS.
		1.3 Support and motivate line management and supervisors to provide OHS leadership and through them to influence workers to give appropriate priority to OHS in relation to other organisational objectives.	Support and motivate senior management and through them, all people in the organisation, to provide OHS leadership and to give appropriate priority to OHS in relation to other business objectives.

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Knowledge

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Topic areas

- A. Hazards and risks
- B. Hazard and risk controls
- C. Safety and health management
- D. Professional role and functioning
- E. Underlying technical and social sciences
- F. Underlying management science

Knowledge Level
for each topic area:

- 1. Awareness
- 2. Routine application
- 3. Comprehensive application
- 4. Creative mastery

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Knowledge Matrix

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Table 5: Knowledge matrix for OHS Practitioners and OHS Professionals (Continued)

Code	Knowledge category	Illustrative generic topics	OHS Practitioner	OHS Professional
C.	Safety & health management			
12.	Safety management	<ul style="list-style-type: none"> OHS management systems (structure and elements, relevant standards, limitations) Processes for implementing a critical control management program System safety Systems of work, work procedures and instructions Decision making Theories of safety management, including new and emerging theories and insights Relationship of safety management systems to environmental, quality and business management approaches OHS roles and responsibilities 	2-3	4
			2-3	3-4
			1-2	3-4
			2-4	3-4
			2	3-4
			1-3	3-4
			1-2	3-4
			2-4	4
			3-3	3-4
13.	Organizational culture	<ul style="list-style-type: none"> Organizations as complex sociotechnical systems Concepts of national, organizational and safety culture Relationship between employee (manager and workforce) behavior, organizational culture, safety culture and safety climate Organizational maturity Role of leadership Healthy work Limitations of the role and use of safety and health incentives, awards and competitions in relation to culture 	1-2	3-4
			1-2	3-4
			1-3	3-4
			2-3	3-4
			2-3	4
			2	3
			2-3	3-4
14.	Law, regulation and societal context ²⁴	<ul style="list-style-type: none"> International regulatory context Regional and national regulatory context Legal principles and comparative legal systems and regulatory frameworks Criminal and civil law and effect on OHS 	0-1	2-4
			2	3-4
			1	3-4
			1	3-4

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Skills

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Skill Level
1. Awareness
2. Routine application
3. Skilled application
4. Creative mastery

- A. Personal skills
 - Verbal communication
 - Professional presentation
- B. Professional practice
 - Evidenced based practice
 - Influence
 - Leadership
 - Management
 - Professional & ethical practice
- C. Professional technical skills
 - Training
 - Surveying, inspecting and auditing
 - Investigating
 - Measuring and monitoring

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Example - Skills

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B. Professional skills			
B1	Evidence-based practice		
B1.1	Knowledge management	<p>Accesses information from a range of workplace sources using digital skills and a variety of strategies.</p> <p>Uses a mix of strategies to access information from a range of external sources.</p> <p>Reviews uses literacy skills to read and interpret OHS legislation, codes of practice, guidance material, policies and procedures.</p> <p>Investigates and assesses the credibility of sources and reliability and validity of information.</p> <p>Collates information to identify common themes.</p> <p>Critically evaluates and validates results through challenging information, concepts, and theories.</p> <p>Synthesises information to identify implications for practice.</p> <p>Applies information, concepts and theories to inform practice</p>	<p>3</p> <p>2</p> <p>3</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p> <p>3</p>
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