

# BOHS Statement of Occupational Hygiene Competencies

## Introduction

### A Why we need competent professional workplace health protection advice (Occupational Hygiene Professional Services)?

Employers need to ensure that workers are protected from exposure to hazards to health. The modern workplace is complex and potential risks to health are wide-ranging. For this reason, it is a legal requirement (Management of Health and Safety at Work Regulations 1999) to ensure that a competent person assumes responsibility for ensuring the health of workers is protected against hazards.

This person may be an employee or may be a specialist contracted to provide this service. Expertise in preventing exposure to hazards harmful to workplace health is called “Occupational Hygiene.”

Inadequate workplace health protection in the UK in 2022 led to at least 1.8 million workers becoming ill as a result of exposures in the workplace. This included thousands of workers becoming ill with incurable, irreversible illnesses like cancer and noise-induced hearing loss. It costs UK businesses millions of pounds in lost productivity and results in serious fines and prosecutions. For every one death through safety failure, there are 99 deaths from health exposures.

These figures are contributed to by reliance on incompetent professional advice or the lack of access to competent professional advice.

The Faculty of Occupational Hygiene is the UK's professional body, entrusted with setting standards of competence and training for occupational hygiene. It is part of the British Occupational Hygiene Society, the Chartered Society for Worker Health Protection.

In order to assist employers, workers, fellow-professionals, stakeholders, learners and the Society's members in understanding what constitutes competence in workplace health protection (Occupational Hygiene), the Society has produced a Statement Competency of Occupational Hygiene Competences.

The Faculty of Occupational Hygiene recognises and values the contribution made by other professions to achieving workplace health protection through effective occupational health and hygiene practices. The scope of this is briefly outlined, but the expectation is that associated professionals, whether or not formally Associates of the Faculty of Occupational Hygiene, will provide services in line with the competency standards outlined in this document when providing occupational hygiene services.

## B Providers of Occupational Hygiene Professional Services

Services supporting the prevention of exposure to workplace hazards are provided by a range of professionals, not all of them are members of the Faculty of Occupational Hygiene. From 2024, it is an expectation that any competent professional, offering occupational hygiene services will be on the Register of Occupational Hygiene Professionals, whether or not they choose to be Faculty Members.

Competent professional services can be provided by a variety of providers, depending on the level and nature of the professional training and experience.

These services are divided into **Associated Professional Services**, which support the delivery of health protection outcomes in the workplace but are not fully qualified to manage health risks in most workplaces and **Qualified Occupational Hygienists** who can provide competent expertise.

### 1. Occupational Hygiene Associated Professional Services

- 1.1 *Other associated professions supporting occupational hygiene provision.* Several professions are important in providing services which can help support good occupational hygiene. While these are not occupational hygiene services in themselves, they are an important part of good occupational hygiene.

This includes Occupational Health Nurses, such as those who are members of the Faculty of Occupational Nursing, Local Exhaust Ventilation specialists, such as members of the Institute of Local Exhaust Ventilation and generalist Health and Safety Experts, such as holders of the NEBOSH Diploma.

These experts may provide services in support of occupational hygiene outcomes, but are not qualified to determine whether controls put in place to prevent workplace health exposures will be effective in protecting worker health.

- 1.2 *Occupational Hygiene Technicians.* Occupational Hygiene Technicians will have specialist training in the measurement and detection of occupational exposures, with qualifications drawn from BOHS qualifications framework (including P... and W...). They are among Faculty members who are entitled Associates of the Faculty of Occupational Hygiene.

These are vital experts in the support of good health outcomes and have the minimum level of competence needed to determine whether health exposures are being managed in accordance with the controls you have in place for the exposures that have already been identified.

Expertise at this level will not be able to determine whether workplace exposure controls are effective in protecting worker health, only whether the controls are operating within the parameters expected.

- 1.2 *Other Associates of the Faculty of Occupational Hygiene* The Faculty encourages those who are involved in the management and operation of workplace health to associate with it. For many, this association is as a result of undertaking basic awareness training, such as W201.

This level of training should make Associates aware of the range of workplace exposure risks and have the ability to identify the potential need for controls in certain circumstances.

Their association with the Faculty enables them, to keep up to date with the latest developments in workplace health protection, although it will not provide them with

- a sufficient level of competence to provide technical or operational advice on effective control of workplace health hazards.
- 1.4 *Trainee Occupational Hygienists* Occupational Hygiene professionals in training and registered for the Certificate of Competence in Occupational Hygiene may be able to offer a range of services, either under supervision or under limited supervision, or in the context of technician level support

**Note:** Wherever an Associated professional provides an occupational hygiene service, it is expected that they should be able to objectively demonstrate competence to the minimum competence level specified in the Statement of Occupational Hygiene Competences. No provision of occupational hygiene services should be made without meeting these threshold criteria.

## 2. Occupational Hygiene Professionals

- 2.1 *Occupational Hygienist (Licentiate Member)* holds a BOHS Certificate of Competence in Occupational Hygiene or equivalent.

At this level, an occupational hygiene professional should be expected to be able to undertake health risk assessments for non-complex situations, including the competence to:

- Undertake measurements for chemical agents, noise, vibration, thermal environment and non-ionising radiation and can interpret the results with respect to established criteria;
- Plan and organise surveys, developing sampling strategies in accordance with established guidance and protocols;
- Identify reasonably practicable control measures for non-complex situations.

**Note:** Specialist and Advanced Practitioners may be able to offer a wider range of services competently, subject to being able to demonstrate that they meet the criteria outlined in the Statement of Occupational Hygiene Competences.

- 2.2 *[Advanced or Specialist Practitioner]* represents the competencies of a more experienced/advanced member of the profession.

(BOHS does not currently have a postnominal or assessment threshold for this level of practice. However, for the purposes of professional development and the recognition of competence

- Undertakes health risk assessments in many familiar and some unpredictable contexts;
- Plans and organises occupational hygiene surveys and interprets the results;
- Can recommend reasonably practicable control methods and management strategies to prevent, control and manage health risks in familiar and some unpredictable contexts;
- Is able to develop and manage occupational hygiene programmes (including deciding on how they are resourced);
- Communicates effectively on the above with management, workers and other stakeholders.

2.3 *Occupational Hygienist (Chartered Member / Fellow)* holds a Diploma in Occupational Hygiene

- Undertakes health risk assessments, including covering complex situations;
- Develops strategies and protocols for occupational hygiene surveys and interprets the results;
- Develops cost effective and reasonably practicable control methods and management strategies to prevent, control and manage health risks;
- Is able to develop and manage occupational hygiene programmes (including deciding on how they are resourced);
- Communicates effectively on the above with management, workers and other stakeholders.

**Note:** A Chartered Hygienist may be generally qualified to undertake a range of Occupational Hygiene work, as outlined above. Some Specialist Hygienists may have a more limited level of operational or technical competence because of a focus on a particular specialism. It is an ethical, legal and professional duty for a Chartered Hygienist to decline to undertake work for which they do not have sufficient current expertise or competence.

**Note:** The levels outlined in this competency framework have mapped BOHS's current qualification framework to our national qualifications frameworks and to the European Qualifications Framework ([Description of the eight EQF levels | Europass](#)), developed as part of the Bologna Process to enable the mutual recognition of higher learning across Europe. As well as helping learners and other stakeholders, it is hoped that this will contribute to the development of an understanding occupational hygiene as a global discipline.

## Statement of Occupational Hygiene Competences

### A Knowledge and Understanding

<b>Outcome</b>	<b>Licentiate Level (Level 5 FHEQ)*</b>	<b>[Advanced or Specialist Practitioner] (Level 6 FHEQ)*</b>	<b>Chartered Level (Member or Fellow) (Level 7 FHEQ)*</b>
<b>Competency descriptor</b>	Can demonstrate accurate factual and theoretical knowledge about the general principles and practice of occupational hygiene	Can demonstrate an advanced knowledge and critical understanding of a broad range of principles and practices of occupational hygiene OR Shows deep specialist knowledge of an area of a specialist area of occupational hygiene science or practice	Can demonstrate highly specialized or advanced knowledge and original thinking in one or more field(s) of occupational hygiene practice
<b>How is this developed?</b>	<ul style="list-style-type: none"> <li>• Classroom Training OR University Course</li> <li>• Practical Training</li> <li>• Experiential learning</li> <li>• Structured Professional Reflection</li> <li>• Continual Professional Development</li> <li>• Mentoring and Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Training OR University Course</li> <li>• Practical Training</li> <li>• Experiential Learning</li> <li>• Structured Professional Reflection</li> <li>• Continual Professional Development</li> <li>• Mentoring and Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Training</li> <li>• Practical Training</li> <li>• Research and professional/academic publication</li> <li>• Experiential Learning</li> <li>• Structured Professional Reflection</li> <li>• Continual Professional Development</li> <li>• Mentoring and Coaching</li> <li>• Management experience</li> </ul>
<b>How is this assessed?</b>	<ul style="list-style-type: none"> <li>• Examination</li> <li>• Professional Development Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Examination</li> <li>• Workplace performance Assessment</li> <li>• Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Discussion</li> <li>• Personal Experience Portfolio</li> <li>• Research/publication assessment or peer review</li> <li>• Self-assessment</li> </ul>

\*Based on Framework for Higher Education Qualifications UK levels

## **A    Target competency level: Knowledge and Understanding**

A fully competent occupational hygiene professional should be able to:

### **A1   Principles of Workplace Health Exposure**

- Recognise work environments where workers may be exposed to chemical, physical and biological agents.
- Understand how such exposures may present significant health risks
- Recognise how exposures occur, and the ability to recognise all worker groups at risk
- Review the scientific literature to generate usable information on health effects caused by exposure to chemical, physical and biological agents in the workplace
- Apply physiological and toxicological principles to categorise hazards.

### **A2   Scientific Principles**

- Take account of the physical and chemical properties of substances when designing control strategies.
- Apply knowledge of the nature of physical hazards when designing control strategies
- Apply knowledge of the nature of biological hazards when designing control strategies

## **A    Minimum competency level: Knowledge and Understanding**

At minimum an occupational hygiene professional must be able to:

- Provide definitions of commonly used toxicological terms.
- Describe the main routes by which hazardous substances can enter the body, and the factors which influence their absorption, distribution, storage and elimination.
- Describe the main sources of information on hazardous substances and processes.
- Describe the main features of the principal target organs affected by hazardous substances at work, and the factors which influence the degree of harm.
- Describe the main routes of exposure and toxic and health effects for hazardous substances commonly encountered in the workplace.

(Achievement of these outcomes will typically be evidenced by having passed W507, an accredited University course or equivalent.)

- Describe the general approach to health risk assessment, including the role of atmospheric monitoring

(Achievement of this outcome will typically be evidenced by having passed W501, an accredited University course or equivalent.)

- Describe how airborne contaminants are generated by industrial processes, how this impacts on the control strategy, and how control solutions can thereby be optimised
- Describe the meaning of "adequate control", particularly in relation to personal exposures;
- Discuss the importance of design considerations in terms of the workplace, process, and plant, as a means of reducing occupational exposures;
- Describe the principal elements of a local exhaust ventilation system, give examples of typical installations
- Describe how personal protective equipment programmes may be used in an effective manner.

(Achievement of these outcomes will typically be evidenced by having passed W505, an accredited University course or equivalent.)

- Demonstration of contextual application of knowledge

(Achievement of this outcome will typically be evidenced by the successful assessment of a Professional Learning Portfolio)

## B Research Methods

Outcome	Licentiate Level	[Advanced or Specialist Practitioner]	Chartered Level
<b>Competency descriptor</b>	Can locate and interrogate core information relating to general principles and practice of occupational hygiene	Can demonstrate an advanced knowledge and critical understanding of the management of data and information sources to inform the analysis and practice of occupational hygiene OR Shows deep critical understanding of the management of data and information sources to inform the analysis of an specific area of occupational hygiene science or practice	Can engage in specialised or advanced enquiry and original thinking in relation to a field/fields of occupational hygiene practice which is at the forefront of the discipline. Can set in-house control limits based on control banding or toxicological information
<b>How is this developed?</b>	<ul style="list-style-type: none"> <li>• Classroom Training OR University Course</li> <li>• Practical Training</li> <li>• Experiential learning</li> <li>• Structured Professional Reflection</li> <li>• Continual Professional Development</li> <li>• Mentoring and Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Training OR University Course</li> <li>• Practical Training</li> <li>• Experiential Learning</li> <li>• Structured Professional Reflection</li> <li>• Continual Professional Development</li> <li>• Mentoring and Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Training</li> <li>• Practical Training</li> <li>• Research and professional/academic publication</li> <li>• Experiential Learning</li> <li>• Structured Professional Reflection</li> <li>• Continual Professional Development</li> <li>• Mentoring and Coaching</li> <li>• Management experience</li> </ul>
<b>How is this assessed?</b>	<ul style="list-style-type: none"> <li>• Professional Development Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Research/publication assessment or peer review</li> </ul>	<ul style="list-style-type: none"> <li>• Research Essay OR University Dissertation</li> <li>• Professional Discussion</li> <li>• Personal Experience Portfolio</li> <li>• Research/publication assessment or peer review</li> <li>• Self-assessment</li> </ul>

## **B Target Competency Level: Research Skills**

A fully competent occupational hygiene professional should be able to:

### **B1 Critical Thinking**

- Assess the quality of available evidence, and understand and communicate uncertainty
- Review information and makes judgements based upon evidence.
- Use reputable sources of information when making judgements.
- Apply critical analysis to others' reasoning.
- Know the difference between correlations and false correlations

### **B2 Statistical Analysis**

- Use statistical principles to plan sampling strategies and evaluate exposure data

### **B3 Occupational Epidemiology**

- Collect data and plan studies in a manner compatible with subsequent use of data in epidemiological studies.
- Know the difference between, and relevance of, different types of epidemiological study.
- Work as part of a multi-disciplinary team on epidemiological studies.
- Interpret and use data from epidemiological studies to plan appropriate control and worker health protection strategies.

## **B Minimum competency level: Research Skills**

At minimum an occupational hygiene professional must be able to:

- Carry out basic interpretation of the results from epidemiological studies

(Achievement of this outcome will typically be evidenced by having passed W507, an accredited University course or equivalent.)

- Use and interrogate core materials correctly

(Achievement of this outcome will typically be evidenced by the successful assessment of a Professional Learning Portfolio)

## C Assessment (Investigation, Assessment, Analysis and Diagnostic Skills)

Outcome	Licentiate Level	[Advanced OR Specialist Practitioner]	Chartered Level
<b>Competency descriptor</b>	Can demonstrate a range of cognitive and practical skills needed to generate solutions to specific problems in the field of occupational hygiene	Can demonstrate advanced skills and mastery of core techniques required to solve complex and unstructured problems to inform the analysis and practice of occupational hygiene OR Shows Advanced specialist knowledge of specialist assessment techniques relevant to a specific area of occupational hygiene science or practice	Can demonstrate expert critical insights into the knowledge issues in the field of occupational hygiene science and at the interface with other professional or scientific disciplines
<b>How is this developed?</b>	<ul style="list-style-type: none"> <li>• Classroom Training OR University Course</li> <li>• Practical Training</li> <li>• Experiential learning</li> <li>• Structured Professional Reflection</li> <li>• Continual Professional Development</li> <li>• Mentoring and Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Training OR University Course</li> <li>• Practical Training</li> <li>• Experiential Learning</li> <li>• Structured Professional Reflection</li> <li>• Continual Professional Development</li> <li>• Mentoring and Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Training</li> <li>• Practical Training</li> <li>• Research and professional/academic publication</li> <li>• Experiential Learning</li> <li>• Structured Professional Reflection</li> <li>• Continual Professional Development</li> <li>• Mentoring and Coaching</li> <li>• Management experience</li> </ul>
<b>How is this assessed?</b>	<ul style="list-style-type: none"> <li>• Examination</li> <li>• Professional Development Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Examination</li> <li>• Workplace performance Assessment</li> <li>• Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Discussion</li> <li>• Personal Experience Portfolio</li> <li>• Research/publication assessment or peer review</li> <li>• Self-assessment</li> </ul>

## **C    Target Competency Level: Assessment**

A fully competent occupational hygiene professional should be able to:

### **C1   Assessment of Exposure**

- Plan and assesses the effectiveness of different exposure assessment strategies in complex environments.
- Use limits of detection and other relevant parameters to select appropriate measurement methods.
- Apply appropriate quality assurance procedures to measurement systems.
- Present exposure data in a way that is accessible to both workers and management.

### **C2   Assessment of Risk**

- Integrate all relevant data when assessing levels of risk.
- Make sound and practical judgements based upon level of risk

### **C3   Existing work environments and processes**

- Effectively use observation and communication to aid in the understanding of unfamiliar work environments and processes.
- Draw on experience of other work environments and processes to aid understanding of unfamiliar work environments and processes.

### **C4   New and novel work environments**

- Effectively identify relevant information available on potential chemical and/or physical stressors in such environments in order to identify and understand the nature of hazards that may be present.
- Use knowledge and judgement to predict exposure risks in such environments and identify valid control options at the pre-operational phase.

## **C    Minimum competency level: Assessment**

At minimum an occupational hygiene professional must be able to:

- Recognise the range of approaches to risk reduction embodied in the hierarchy of control

(Achievement of this outcome will typically be evidenced by having passed W501, an accredited University course or equivalent.)

- Describe how airborne contaminants are generated by industrial processes, how this impacts on the control strategy
- Know how to carry out the necessary measurements to assess whether a local exhaust ventilation system is effective and operating to the design specification

(Achievement of these outcomes will typically be evidenced by having passed W505, an accredited University course or equivalent.)

- Problem-solving in terms of non-standard risk, hierarchy of control and control effectiveness and efficiency

(Achievement of this outcome will typically be evidenced by the successful assessment of a Professional Learning Portfolio)

**D Decision-making (problem-solving, planning, designing, negotiation of courses of action)**

	Licentiate Level	[Advanced OR Specialist Practitioner]	Chartered Level
<b>Competency descriptor</b>	Can exercise self-management within professional guidelines in predictable occupational hygiene contexts, which are sometimes subject to change.	Can manage complex technical activities or projects, taking responsibility for decision-making in sometimes unpredictable practical occupational hygiene contexts OR Shows deep specialist knowledge of management and decision-making in a specialist area of occupational hygiene science or practice	Can demonstrate specialised problem-solving skills required in practice or research in order to develop new knowledge and procedures in the field of occupational hygiene science
<b>How is this developed?</b>	<ul style="list-style-type: none"> <li>• Classroom Training OR University Course</li> <li>• Practical Training</li> <li>• Experiential learning</li> <li>• Structured Professional Reflection</li> <li>• Continual Professional Development</li> <li>• Mentoring and Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Training OR University Course</li> <li>• Practical Training</li> <li>• Experiential Learning</li> <li>• Structured Professional Reflection</li> <li>• Continual Professional Development</li> <li>• Mentoring and Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Training</li> <li>• Practical Training</li> <li>• Research and professional/academic publication</li> <li>• Experiential Learning</li> <li>• Structured Professional Reflection</li> <li>• Continual Professional Development</li> <li>• Mentoring and Coaching</li> <li>• Management experience</li> </ul>
<b>How is this assessed?</b>	<ul style="list-style-type: none"> <li>• Examination</li> <li>• Professional Development Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Examination</li> <li>• Workplace performance Assessment</li> <li>• Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Discussion</li> <li>• Personal Experience Portfolio</li> <li>• Research/publication assessment or peer review</li> <li>• Self-assessment</li> </ul>

## **D Target Competency Level: Decision-making**

A fully competent occupational hygiene professional should be able to:

### **D1 Control of Exposure**

- Select effective and practical control options based upon good occupational hygiene practice.
- Identify industry and/or other situation-specific barriers to the implementation of effective controls and to tailor advice accordingly
- Select the most appropriate control measure, or combination of control measures, for complex environments
- Design integrated hazard control and risk reduction programmes.
- Apply the Principles of Good Control Practice. Designs for adequate control or SFARP/ALARP, as appropriate.
- Design control strategies based on elimination/substitution
- Understand the difference between minimum legal compliance and good practice.
- Understand the human factors element of control
- Assess the effectiveness of risk reduction programmes.
- Identify actions required to ensure legislative compliance

### **D2 Selecting engineering controls**

- Select the most appropriate engineering controls for complex environments.
- Use cost-benefit analysis in the selection of engineering controls.
- Identify maintenance and testing requirements for engineering controls.

### **D3 Selecting Non-Engineering Controls**

- Select the most appropriate and practicable non-engineering controls for complex environments.

### **D4 Project Planning and Management**

- Design occupational hygiene projects to meet specific goals.

## **D Minimum competency level: Decision-making**

At minimum an occupational hygiene professional must be able to:

- Devise a suitable sampling strategy

(Achievement of this outcome will typically be evidenced by having passed W501, an accredited University course or equivalent.)

- Select appropriate strategies for implementation

(Achievement of this outcomes will typically be evidenced by having passed W505, an accredited University course or equivalent.)

- Devise and select appropriate strategy

(Achievement of this outcome will typically be evidenced by the successful assessment of a Professional Learning Portfolio)

## **E Implementation and Management Skills (Implementing and Taking Action)**

	Licentiate Level	[Advanced OR Specialist Practitioner]	Chartered Level
Competency descriptor	<p>Can guide the routine work of non-hygienists, taking some responsibility for the evaluation of occupational exposure, exercising self-management within professional guidelines and the limits of personal knowledge.</p>	<p>Can direct the work of non-hygienists and take responsibility for managing professional development of individuals and groups to develop appropriate responses to occupational hygiene problems OR Shows deep specialist knowledge of implementation and management in the context of a specialist area of occupational hygiene science or practice</p>	<p>Can manage occupational hygiene programmes in contexts that are complex, unpredictable</p>
How is this developed?	<ul style="list-style-type: none"> <li>• Classroom Training OR University Course</li> <li>• Practical Training</li> <li>• Experiential learning</li> <li>• Structured Professional Reflection</li> <li>• Continual Professional Development</li> <li>• Mentoring and Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Training OR University Course</li> <li>• Practical Training</li> <li>• Experiential Learning</li> <li>• Structured Professional Reflection</li> <li>• Continual Professional Development</li> <li>• Mentoring and Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Training</li> <li>• Practical Training</li> <li>• Research and professional/academic publication</li> <li>• Experiential Learning</li> <li>• Structured Professional Reflection</li> <li>• Continual Professional Development</li> <li>• Mentoring and Coaching</li> <li>• Management experience</li> </ul>
How is this assessed?	<ul style="list-style-type: none"> <li>• Examination</li> <li>• Professional Development Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Examination</li> <li>• Workplace performance Assessment</li> <li>• Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Discussion</li> <li>• Personal Experience Portfolio</li> <li>• Research/publication assessment or peer review</li> <li>• Self-assessment</li> </ul>

## **E Target Competency Level: Implementation**

A fully competent occupational hygiene professional should be able to:

### **E1 Project Planning and Management**

- Design occupational hygiene projects to meet specific goals.
- Manage occupational hygiene projects to ensure successful completion.
- Understand the basic principles of project planning and delivery

### **E2 Resource Management**

- Identify, acquire and manage resources required for occupational hygiene programmes.

### **E3 Team Working**

- Work effectively as a member of a team with both fellow occupational hygiene professionals and other relevant disciplines and operational personnel.
- Exercise leadership skills when leading teams.

### **E3 Cost-Benefit Analysis**

- Use the principles of cost-benefit analysis and applies them appropriately when making project decisions

### **E4 Auditing**

- Uses auditing as a key element of managing occupational health and safety within the workplace.
- Works effectively as a member of multi-disciplinary audit teams.

## **E Minimum competency level:**

At minimum an occupational hygiene professional must be able to:

- Select appropriate equipment to measure specific airborne contaminants

(Achievement of this outcome will typically be evidenced by having passed W501, an accredited University course or equivalent.)

- Determine how control solutions can thereby be optimised
- Recognise the limitations of local exhaust hoods and enclosures and the means to optimise their effectiveness

(Achievement of these outcomes will typically be evidenced by having passed W505, an accredited University course or equivalent.)

- Implementation and management

(Achievement of this outcome will typically be evidenced by the successful assessment of a Professional Learning Portfolio)

**F General Evaluative skills (monitoring, reviewing and evaluate)**

Outcome	Licentiate Level	[Advanced OR Specialist Practitioner]	Chartered Level
<b>Competency descriptor</b>	Can demonstrate a range of cognitive and practical skills needed to understand how to monitor, review and evaluate occupational hygiene interventions or problems in the workplace	Can demonstrate advanced skills and mastery of core techniques required to solve complex and unpredictable problems to inform the monitoring, review and evaluation of occupational hygiene practice OR Shows deep specialist monitoring and evaluation skills in a specialist area of occupational hygiene science or practice	Can demonstrate expert critical insights into effective and meaningful monitoring, review and evaluation in the field of occupational hygiene science and at the interface with other professional or scientific disciplines
<b>How is this developed?</b>	<ul style="list-style-type: none"> <li>• Classroom Training OR University Course</li> <li>• Practical Training</li> <li>• Experiential learning</li> <li>• Structured Professional Reflection</li> <li>• Continual Professional Development</li> <li>• Mentoring and Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Training OR University Course</li> <li>• Practical Training</li> <li>• Experiential Learning</li> <li>• Structured Professional Reflection</li> <li>• Continual Professional Development</li> <li>• Mentoring and Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Training</li> <li>• Practical Training</li> <li>• Research and professional/academic publication</li> <li>• Experiential Learning</li> <li>• Structured Professional Reflection</li> <li>• Continual Professional Development</li> <li>• Mentoring and Coaching</li> <li>• Management experience</li> </ul>
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## **F Target Competency Level: Evaluation**

A fully competent occupational hygiene professional should be able to:

### **F1 Uses Data and Information for Effective Evaluation**

- Review exposure data to evaluate the potential for adverse health effects.
- Recognise and take into account the potential for interaction (synergistic, antagonistic, potentiation and similar) from exposure to different hazards.
- Use statistical principles to plan sampling strategies and evaluate exposure data
- Gather relevant information to aid evaluation of unfamiliar work environments and processes.

### **F2 Applies Knowledge and Professional Judgement to Evaluate Risks**

- Use knowledge of the physical and chemical properties of substances and the control measures in place to evaluate exposure risks.
- Use knowledge of the nature of physical hazards and the control measures in place to evaluate the potential exposure risks.
- Use knowledge of the nature of biological hazards and the control measures in place to evaluate the potential exposure risks.

### **F3 Evaluates the Effectiveness of Controls**

- Evaluate the effectiveness of engineering control systems.
- Design and evaluates effective PPE programmes.

## **F Minimum competency level: Evaluation**

At minimum an occupational hygiene professional must be able to:

- Recognise the impact that control measures may have on other workplace hazards
- Understand the need to take a holistic approach to the design of control solutions

(Achievement of these outcomes will typically be evidenced by having passed W505, an accredited University course or equivalent.)

- Monitor review and evaluate

(Achievement of this outcome will typically be evidenced by the successful assessment of a Professional Learning Portfolio)

## G Communication and Reporting

Outcome	Licentiate Level	[Advanced OR Specialist Practitioner]	Chartered Level
<b>Competency descriptor</b>	Can accurately and effectively articulate core principles of occupational hygiene, including specific hazards and risks in a way that can be acted upon appropriately by the intended audience	Can consistently produce technically accurate and evidentially grounded reports that explain complex occupational hygiene problems to all intended audiences and are capable of standing up to critical interrogation by peers OR Shows advanced specialist communication or evidencing skills in a specialist area of occupational hygiene science or practice	Can create authoritative and definitive reports and publications which provide leadership and insight in the field of occupational hygiene.
<b>How is this developed?</b>	<ul style="list-style-type: none"> <li>• Classroom Training OR University Course</li> <li>• Practical Training</li> <li>• Experiential learning</li> <li>• Structured Professional Reflection</li> <li>• Continual Professional Development</li> <li>• Mentoring and Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Training OR University Course</li> <li>• Practical Training</li> <li>• Experiential Learning</li> <li>• Structured Professional Reflection</li> <li>• Continual Professional Development</li> <li>• Mentoring and Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Training</li> <li>• Practical Training</li> <li>• Research and professional/academic publication</li> <li>• Experiential Learning</li> <li>• Structured Professional Reflection</li> <li>• Continual Professional Development</li> <li>• Mentoring and Coaching</li> <li>• Management experience</li> </ul>
<b>How is this assessed?</b>	<ul style="list-style-type: none"> <li>• Professional Development Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Workplace performance Assessment</li> <li>• Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Discussion</li> <li>• Personal Experience Portfolio</li> <li>• Research/publication assessment or peer review</li> <li>• Self-assessment</li> </ul>

## G Target Competency Level: Communication and Reporting

A fully competent occupational hygiene professional should be able to:

### **G1 Communication and reporting**

- Communicate the nature of hazard and risk effectively to the workforce.
- Communicate the difference between minimum legal compliance and good practice.
- Communicate required steps to control exposure effectively to senior managers and/or the workforce.
- Communicate formally via clear, unambiguous and authoritative reports.
- Choose the most effective communications methods/channels.
- Obtain feedback to ensure that messages are correctly understood.
- Communicate (orally and in writing) technical information on occupational hygiene issues to all levels of an organisation

### **G Minimum competency level: Communication and Reporting**

At minimum an occupational hygiene professional must be able to:

- Present the results in a form useful for health risk assessment purposes to enable management to comply with relevant legislation

(Achievement of this outcome will typically be evidenced by having passed W501, an accredited University course or equivalent.)

- Communicate effectively

(Achievement of this outcome will typically be evidenced by the successful assessment of a Professional Learning Portfolio)

## H Interprofessional Working

	Licentiate Level	[Advanced OR Specialist Practitioner]	Chartered Level
Competency descriptor	<p>Understands the role and importance of other professionals and can work interprofessionally within professional guidelines and the limits of personal knowledge.</p>	<p>Can work under the guidance of other professionals and also guide their work to respond effectively and constructively to complex and sometimes unpredictable occupational hygiene problems</p> <p>OR</p> <p>Shows deep specialist knowledge of working within a distinct and complex area of interprofessional workplace health practice or science, perhaps as a result of advanced cross-qualification in another related discipline</p>	<p>Can effectively contribute to the management and transform workplace health programmes (including through the appropriate involvement, development and direction of other professions) in contexts that are complex, unpredictable and require new strategic approaches.</p>
How is this developed?	<ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Structured Professional Reflection</li> <li>• Continual Professional Development</li> <li>• Mentoring and Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Learning</li> <li>• Structured Professional Reflection</li> <li>• Continual Professional Development</li> <li>• Mentoring and Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Research and professional/academic publication</li> <li>• Experiential Learning</li> <li>• Structured Professional Reflection</li> <li>• Continual Professional Development</li> <li>• Mentoring and Coaching</li> <li>• Management experience</li> </ul>
How is this assessed?	<ul style="list-style-type: none"> <li>• Professional Development Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Workplace performance Assessment</li> <li>• Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Discussion</li> <li>• Personal Experience Portfolio</li> <li>• Research/publication assessment or peer review</li> <li>• Self-assessment</li> </ul>

## **H Target Competency Level: Interprofessional Working**

A fully competent occupational hygiene professional should be able to:

### **H1 Environmental pollution**

- Identify the need for emission monitoring programmes.
- Select control measures that will reduce and control emissions to the environment.
- Demonstrate awareness of current thinking on major environment issues such as global warming and how they relate to work environments.

### **H2 Emergency planning**

- Work with relevant environmental and safety professionals and managers to develop emergency preparedness and response programmes.
- Assess the effectiveness of projects in meeting stated goals.

### **H3 Working with other Occupational Health Professionals**

- Work effectively with other Occupational Health and other workplace health Professionals to identify, evaluate and assess risks, decide upon and design options for controls and evaluate and manage their effectiveness

## **H Minimum competency level: Interprofessional Working**

At minimum an occupational hygiene professional must be able to:

- Understand the complementary roles of other professionals relevant to their work

(Achievement of this outcome will typically be evidenced by the successful assessment of a Professional Learning Portfolio)

## I Professional Record Keeping

Outcome	Licentiate Level	[Advanced OR Specialist Practitioner]	Chartered Level
<b>Competency descriptor</b>	Can accurately and effectively record information appropriate for occupational hygiene and understand the management and regulatory implications of doing so	Can maintain and develop recording systems, including those required to address complex occupational hygiene problems, including the sharing of records in accordance with relevant regulation	Can provide guidance and governance in relation to occupational hygiene recording systems and understand the core principles of occupational hygiene records management at a strategic level
<b>How is this developed?</b>	<ul style="list-style-type: none"> <li>• Classroom Training</li> <li>• Practical Training</li> <li>• Experiential Learning</li> <li>• Structured Professional Reflection</li> <li>• Mentoring and Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Training</li> <li>• Practical Training</li> <li>• Experiential Learning</li> <li>• Structured Professional Reflection</li> <li>• Mentoring and Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Training</li> <li>• Practical Training</li> <li>• Research and professional/academic publication</li> <li>• Experiential Learning</li> <li>• Structured Professional Reflection</li> <li>• Mentoring and Coaching</li> </ul>
<b>How is this assessed?</b>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Continuing Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Continuing Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Continuing Professional Development</li> </ul>

## **I Target Competency Level: Record Keeping**

A fully competent occupational hygiene professional should be able to:

### **I Maintain accurate and suitable records**

- Make contemporaneous notes and describes the process in sufficient detail for the reader to understand the process.
- Describe the existing exposure controls.
- Maintain records in line with legal duties of confidentiality and good data management
- Ensure that records are effective and accurate to enable collegiate and interprofessional working
- Understand when it is appropriate, legal and necessary to disclose data and information in line with legal and professional obligations

## **I Minimum competency level: Record-Keeping**

At minimum an occupational hygiene professional must be able to:

- Maintain appropriate, legal and accurate records which form a sufficient basis for effective professional practice.

(Achievement of this outcome will typically be evidenced by the successful assessment of a Professional Learning Portfolio)

## J Ethics, Professionalism and Judgement

Outcome	Licentiate Level	[Advanced OR Specialist Practitioner]	Chartered Level
<b>Competency descriptor</b>	Understands the values and importance of occupational hygiene, the core ethical challenges and subscribes to and understands a recognised occupational hygiene ethics framework	Is a proponent of ethical values in occupational hygiene and is capable of identifying, managing and addressing the ethical and professional problems in day-to-day occupational hygiene practice	Can provide guidance and governance in relation to occupational hygiene ethics and can address complex and novel ethical and professional challenges
<b>How is this developed?</b>	<ul style="list-style-type: none"> <li>• Classroom Training and experiential learning</li> <li>• Experiential Learning</li> <li>• Structured Professional Reflection</li> <li>• Mentoring and Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Training</li> <li>• Practical Training</li> <li>• Experiential Learning</li> <li>• Structured Professional Reflection</li> <li>• Mentoring and Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Training</li> <li>• Practical Training</li> <li>• Research and professional/academic publication</li> <li>• Experiential Learning</li> <li>• Structured Professional Reflection</li> <li>• Mentoring and Coaching</li> </ul>
<b>How is this assessed?</b>	<ul style="list-style-type: none"> <li>• Examination</li> <li>• Performance Assessment</li> <li>• Assessment of reflection</li> <li>• Self-assessment</li> <li>• Continuing Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• Examination</li> <li>• Performance Assessment</li> <li>• Assessment of reflection</li> <li>• Self-assessment</li> <li>• Continuing Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• Examination</li> <li>• Performance Assessment</li> <li>• Research/publication assessment or peer review</li> <li>• Assessment of reflection</li> <li>• Self-assessment</li> <li>• Continuing Professional Development</li> </ul>

## **J Target Competency Level: Ethics, Professionalism and Judgement**

A fully competent occupational hygiene professional should be able to:

### **J1 Ethical Principles**

- Recognise situations in professional practice where ethical decisions need to be made.
- Apply the key ethical principles of beneficence, autonomy and justice and the relevant secondary principles derived from these when making decisions relating to professional practice.

### **J2 Occupational Hygiene Professional Code of Ethics**

- Work within their national professional occupational hygiene organisation code of ethics or, if that is not available the IOHA Code of Ethics.

## **J Minimum competency level: Ethics, Professionalism and Judgement**

At minimum an occupational hygiene professional must be able to:

- Understand and demonstrate in application the importance of, and adherence to, the BOHS Code of Ethics or other relevant professional Code of Ethics

(Achievement of this outcome will typically be evidenced by the successful assessment of a Professional Learning Portfolio)

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