

APPENDIX 1. SHORT-FORM CHECKLIST

This checklist can be used to verify information collected and to provide a quick overview of the different elements of a system.

Assessment element	Qualitative data
<p>National context</p> <p>Social-economic context: Political and legal systems, national culture and socio-economic environment</p> <ul style="list-style-type: none">▷ What is the political structure in place and who are the major decision-makers and stakeholders regarding OSH?▷ What is the current economic environment and what is the future economic prospects (e.g., GDP growth or contraction)?▷ What is the country's level of development and what are the prospects (e.g., foreign investment)?▷ What are the characteristics of the workforce population (i.e. active population, disaggregated by sex, age, geographical location and level of education).▷ How might the national culture affect what is acceptable/unacceptable with respect to OSH professionals' practices in enterprises?▷ How receptive are employers to OSH education and training, and can they see the business benefits in supporting employees to gain OSH qualifications?▷ What major disasters or OSH-specific events have shaped public opinion and interest in OSH? <p>Main industrial/sectoral activities</p> <ul style="list-style-type: none">▷ What are the major industries/sectors in terms of their share of total workforce employment?	

- ▷ What is the business confidence index and in what industries/sectors is confidence highest/lowest?
- ▷ What OSH standards, codes or other technical specifications are relevant/required for OSH professionals to know in order to work in certain sectors/industries (including any requirements imposed by multinational enterprises)?
- ▷ What are the profiles of enterprises in the main sectors/industries in terms of size, level of formality or informality and geographical location?
- ▷ How does the country's geography affect or determine the industry/sectoral profile? Are there large regional or remote areas and what industries are present in these areas?

Employment trends by industry: Types of OSH professionals engaged by different industries.

- ▷ What is the overall health of the labour market nationally (e.g., employment/unemployment rate)?
- ▷ Which industries tend to employ the greatest/least numbers of OSH professionals? Why?
- ▷ What are the patterns of movement for OSH professionals between different industries, and what cycles or factors determine these patterns?
- ▷ Where are OSH professionals likely to be heavily employed in the future?

Emerging industries: Current and emerging technologies and industries

- ▷ What new or emerging industry or changes in industry prevalence are apparent within the country (e.g., renewable energy, the hydrogen industry, changes in manufacturing to emphasize collaborative robotics)?
- ▷ What technologies show the most promise for implementation within the country (e.g., is there a government policy in place to stimulate the renewable energy sector)?

<ul style="list-style-type: none"> ▷ Are there novel technologies currently in development or planned for development within the country? How will these technologies be deployed locally? ▷ What specific occupational risks do these technologies pose to workers' health or safety? ▷ What are the emerging occupational risks? 	
<p>OSH context</p> <p>Strategic OSH context: Insights into the policy direction of OSH education, training and qualification</p> <ul style="list-style-type: none"> ▷ What national OSH policy and programme/strategy documents exist and what do these state regarding OSH competence, education and training? ▷ Do any professional associations provide national policy or position statements,¹ particularly regarding OSH education, training and/or qualifications? ▷ What stakeholders and institutions provide strategic direction or infer a direction for OSH professional education, training and qualification (e.g., the type of materials produced, the skills and competencies emphasized or encouraged)? <p>Evolution of the OSH profession: How the profession has matured and changed over time and its current status</p> <ul style="list-style-type: none"> ▷ What technical professions play a role in OSH in the country (e.g., engineers, psychologists, ergonomists, occupational hygienists, occupational physicians)? What are their main role, functions and duties (general overview). ▷ What professional beliefs and identities affect the role of the OSH professional? Are there strong technical influences that 	

¹ See Australian Institute of Health and Safety, [Policy and Related Publications](#), 2024.

<p>encourage specialization or are OSH professionals more driven to a generalist² identity?</p> <ul style="list-style-type: none"> ▷ What is the current status of the OSH profession (e.g., level of influence, professional recognition)? ▷ Are personnel engaged to manage OSH at the workplace level generally considered to be professionals in the country? Does the level of recognition for professional status differ by industry/sector (e.g., high-risk industries versus lower-risk industries)? ▷ Are the general characteristics of a profession (as defined by Ferguson and Ramsay 2010) found in your country? These include: <ul style="list-style-type: none"> ▪ a service orientation or culture (e.g., acknowledgement that OSH professionals provide a service to workers and employers) ▪ an ethical code of conduct and mechanisms to enforce the code ▪ a body of knowledge (e.g., the core knowledge required to perform the role successfully) that is specific to the OSH profession ▪ structured and consistent education and qualification ▪ ongoing professional development and learning ▷ Are any stakeholders currently lobbying for the OSH profession and how successful have their efforts been to date? ▷ Is there a political desire or justification/rationale for professionalizing OSH (e.g., concerns or reports about unethical or lack of skills)? 	
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² According to AIHS, *OSH Body of Knowledge* (2012), generalist OSH professionals have a “specialist” role in that they apply a multidisciplinary body of knowledge in a unique way to provide enterprises with advice on the organizational arrangements that will lead to the systemic and systematic management of OSH in order to prevent work-related fatalities, injuries, diseases and ill health.

- ▷ Are there existing national OSH initiatives, strategies and aspirational goals to enhance the OSH profession?

The OSH workforce: information about the OSH workforce profile and how the workforce characteristics may change into the future

- ▷ What is the national OSH workforce profile (OSH professionals by industry/sector, enterprise type and size, gender, age and other labour-related demographic categories; example job titles and roles; example tasks and duties required from OSH professionals)?
- ▷ What is the forecast/estimation of demand for OSH workers? This should include:
 - data on the number of enterprises required to hire an OSH professional, ensure OSH competence in workplaces and/or to implement an OSH management system; and
 - data on workplaces employing OSH professionals (desegregated by industry, sector, formal/informal enterprises, workforce size, types of occupational risks and participation in a global supply chain).
- ▷ How is entry into the profession promoted nationally and what pathways/options are available/common to enter the OSH workforce?
- ▷ What level of investment is required to engage and retain OSH resources within an enterprise (e.g., average salary, salary range by experience and qualification level)?
- ▷ What are the key challenges in given sectors/locations in terms of their access to qualified OSH professionals?
- ▷ What national recruitment and OSH workforce profile-raising activities/initiatives currently exist, if any?
- ▷ Are there any workforce diversity sensitivities and considerations (including gender considerations in access to the profession and retention of professionals, as well as consideration for age and ethnicity)?

Regulatory framework

OSH legislation (brief overview)

- ▷ What is the profile of national OSH legislation (brief overview, including overview of state/provincial/territory OSH legislation, if applicable)?
- ▷ What are the mechanisms to enforce compliance with legislation (brief overview)?

Regulation of OSH competence and qualifications: How a country can ensure competence of OSH professionals

- ▷ Institutional framework and stakeholder analysis that at least covers the following:
 - authorities, institutions and other actors involved in the national qualification system, and their roles (e.g. ministry of labour, ministry of education, OSH professional associations, education/training institutions, employers and workers' organization, etc.);
 - existence and functions of external advisory OSH services and/or internal/external occupational health services (including requirements to set up or adhere to an internal or external occupational health service and whether all enterprises are covered); and
 - coordination and collaboration mechanisms between stakeholders.
- ▷ What is the general approach to regulating the competence of workers engaged in OSH management activities?
- ▷ What requirements are placed on employers to ensure OSH competence in workplaces and/or implement an OSH management system? In particular"
 - are all enterprises covered?
 - do requirements vary according to specific criteria (e.g., enterprise size and/or sector)?

<ul style="list-style-type: none"> • are there any specific requirements for multinational enterprises? <p>▷ What mechanisms/strategies exist to promote and enforce employer requirements to ensure OSH competence in the workplace, where applicable?</p> <p>Certification and registration: Certification is generally a system designed to verify and validate competence through a structured assessment process, whereas registration is keeping an ongoing record of who is practising in the profession</p> <p>▷ What are the requirements for OSH certification and/or registration, if applicable (e.g., mandatory versus voluntary, qualification or experience levels)?</p> <p>▷ What process is followed for certification and/or registration?</p> <p>▷ What authority/institution is responsible for certification and/or registration?</p> <p>▷ What data exists on the number and type of OSH professionals who have achieved certification and/or registration? Do these data reveal any trends or patterns in terms of professional demographic and characteristics (e.g., age, gender, previous careers and work experiences) or industry/sector?</p>	
<p>Education, training and qualifications</p> <p>OSH professionals' competency profile: The bundles of knowledge, skills and abilities required to perform a role successfully</p> <p>▷ What critical (knowledge, skills and abilities) do industries/sectors/enterprises require from OSH professionals (e.g., obtained through consultation or review of representative position descriptions)?</p> <p>▷ What competencies are likely needed into the future to address emerging OSH challenges/demands from enterprises (through synthesis and extrapolation of the findings from section 2.1.2 of the guide, entitled "Industrial/sectoral context")?</p>	

- ▷ Are there any legal, social, and accreditation/certification requirements placed upon OSH professionals that result in a need for specific skills, knowledge, abilities and/or experience?
- ▷ Are there gaps between OSH professionals current or actual knowledge, skills and abilities and what is required of them from industries/sectors/enterprises now, and into the future?

Approved qualification framework: A consistent and coherent structure for the education of OSH professionals

- ▷ What is (are) the approved qualification framework(s) in your country, if applicable (in particular, what are the strategic purposes and core objectives of such framework(s))?
- ▷ What is the profile of education and training generally in the country, including regional differences, (e.g., enrolment rates in higher education and vocational training, disaggregated into age, gender, industry/sector, geographical location, etc.)?
- ▷ Who are the key stakeholders and institutions involved in qualification and education/training and how do they relate to one another?
- ▷ What are the mechanisms for governance, oversight and maintenance of quality (e.g., training regulator, the regulator's legislated powers, role and objectives)?
- ▷ Are there any issues or considerations for compatibility with territory/state/provincial qualification frameworks (if applicable)?

OSH professionals' education and training: Learning/education opportunities provided to OSH professionals by various training/education stakeholders/institutions

- ▷ What education and training pathways/options are currently available for OSH professionals in the country (undergraduate and postgraduate degrees offered through private or public universities/Institutes: degrees, diplomas and certificates offered by TVET, training courses provided by employers' or workers' organizations, training courses and certificates offered by

<p>professional associations and private consultancy/audit firms, etc.)? In particular:</p> <ul style="list-style-type: none"> • who are the stakeholders delivering training and education and what are the relationships between them? • which institutions award OSH professional qualifications, if applicable? • what are the training/education courses/programmes available (curricula, topics, content, objectives, length, costs, geographical location, delivery mechanisms) <p>▷ How does formal education and training in OSH compare to the current informal experience that OSH professionals accumulate? For instance, is on-the-job experience currently an acceptable way to become a recognized OSH professional in the country or are formal qualifications required?</p> <p>▷ Are there currently any transitional arrangements³ in place regarding OSH qualifications? How long will these transitional arrangements last and what are the future plans to ensure sufficient supply of suitably qualified and trained OSH professionals?</p> <p>▷ What is the current OSH education and training profile across the country? In particular:</p> <ul style="list-style-type: none"> • what are the current numbers of students (disaggregated by gender)? • what are the course enrolments (applicants versus intrants, by gender)? 	
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³ In certain countries, particularly in developing countries, the law requires a certain number of qualifications to carry out certain tasks (control of electrical installations, for example); however, faced with the absence of the required skills and adequate training at the national level, the law or custom defines transitional measures with lower qualification requirements than the legal provisions. These transitional measures sometimes become permanent and result in the quality of the service provided being below standards and the training system not developing.

- what are the successful/unsuccessful completions (disaggregated by gender)?
- what data exist on reasons for non-completion of OSH qualifications or training courses, if applicable?

- ▷ What are the country's current education and training capacities and resources (e.g., the maximum capacity of students versus demand for training, the number of people qualified to provide training, the infrastructure status)?
- ▷ Are there any measures/accommodation in place to ensure access to education and training for persons with disabilities?
- ▷ Who generally covers the costs of OSH professional training and are there any current or planned funding schemes to promote education and training of OSH professionals?
- ▷ Are there any mechanisms in place for employers or training/education institutions to verify the competence of OSH professionals once graduated or awarded the relevant qualification?
- ▷ Are there any data available that describe the numbers and characteristics of OSH professionals who are available and suitably competent to provide effective OSH management to enterprises? In particular:
 - can these data be disaggregated by industries/sectors?
 - can these data be compared against anticipated future needs for suitably qualified and competent OSH professionals?

Continuous professional development (CPD): Ongoing training and education to ensure OSH professionals remain up-to-date with their knowledge and practice

- ▷ What stakeholders or organizations/institutes promote or require CPD by OSH professionals and what are the requirements, if

applicable (legal, tertiary, vocational, industrial and professional associations' requirements)?

- ▷ What are the major options for CPD that are available to OSH professionals, if applicable (e.g., providers, costs, locations, medium/channels of delivery, content/topics)?
- ▷ What, if any, mechanisms exist to provide governance and assurance over the quality and impact of the CPD of OSH professionals?

Ethics and professional practice

- ▷ Is there a recognized or widely endorsed ethical code or guideline for the OSH profession in your country? In particular:
 - who has oversight and management of this code?
 - is the code generally accepted and implemented by OSH professionals?
- ▷ What is the country's ethical practice governance system (i.e., models/frameworks, stakeholders, responsibilities, requirements, etc.)?
- ▷ How is monitoring and enforcement of ethical conduct undertaken?
- ▷ What are major past, current and emerging ethical issues for OSH professionals in your country (such as prosecutions of OSH professionals, national and/or local OSH practice issues/concerns)?