

# ***BLUEPRINT FOR THE CANADIAN REGISTERED SAFETY PROFESSIONAL EXAMINATION (CRSPEX)***

*June 2005*

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# PREFACE

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The Board of Canadian Registered Safety Professionals (BCRSP) is pleased to present the *Blueprint for the Canadian Registered Safety Professional Examination (CRSPEX)*. Administration of the first examination developed from the new Blueprint is targeted for May 2006.

The Blueprint was developed to guide those involved in the development of the *Canadian Registered Safety Professional Examination* and to provide the public (e.g., examinees, educators, administrators) with practical information about the examination.

The Blueprint has two major components: (1) the content domain to be measured and, (2) the explicit guidelines on how this content is to be measured. The content domain consists of the CRSPEX set of competencies (i.e., the competencies expected of entry-level registered safety professionals), and the guidelines are expressed as structural and contextual variables. The Blueprint also includes: a *Summary Chart* (p. 10) that summarizes the examination guidelines; a *Glossary* (p. 11) that provides definitions of terms appearing in bold throughout the document; and a *Bibliography* (p.12) of references that were used in creating the Blueprint, or that may interest readers who wish to study certain topics in greater depth.

BCRSP wishes to thank all the individuals who have contributed to the creation of this Blueprint. In particular, thanks are extended to *Canadian Registered Safety Professionals (CRSPs)* across Canada who responded to the competency validation survey.

A comprehensive review of this first edition of the *Blueprint for the Canadian Registered Safety Professional Examination* is planned for 2009. In addition, the Blueprint will be evaluated annually to reaffirm that the competencies and the guidelines for examination development continue to reflect what is expected of an entry-level registered safety professional beginning to practice.

BCRSP encourages all users of this document to provide feedback which may be useful in future revisions of the Blueprint. Please forward all such comments to:

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# INTRODUCTION

The Board Canadian Registered Safety Professionals develops the Canadian Registered Safety Professional Examination (subsequently referred to as the CRSPEX) for registering purposes. It fulfills this service by working in collaboration with Canadian Registered Safety Professionals (CRSPs) from across Canada who serve as the content experts in developing and validating the examinations.

Registration/licensure/certification examinations have a well-defined purpose: to protect the public by ensuring that those who are licensed possess sufficient knowledge and skills to perform important occupational activities safely and effectively (Canadian Psychological Association, 1987). In the case of the CRSPEX, the purpose is to determine whether or not examinees are prepared to practice occupational health and safety, without risk to the public and to the environment.

*The purpose of this Blueprint is to describe how the examination is to be developed.*

The primary function of the Blueprint for the Canadian Registered Safety Professional Examination is to describe how the examination is to be developed. Specifically, this Blueprint provides explicit instructions and guidelines on how the **competencies**<sup>1</sup> (e.g., knowledge, abilities, skills, attitudes, and judgment) are to be expressed within the examination in order for accurate decisions to be made on the ability of examinees to practice safely and effectively.

Prior to producing this Blueprint, BCRSP undertook an extensive study to identify the competencies required for the safe and effective practice of registered safety professionals in Canada. Individual registered safety professionals from across the country were active participants in all phases of the investigation, which served to *identify and validate a comprehensive set of 124 competencies* expected of the registered safety professional. With this set of competencies, and the validation data obtained, the essential components of the CRSPEX could be clearly described.

The periodic and comprehensive review of the competencies measured by the CRSPEX assists the BCRSP in maintaining the validity of the CRSPEX, and to develop psychometrically sound and legally defensible registration examinations. Because of changes that occur in the practice of health and safety professionals, a validation study of the competencies is conducted at least every five years, or as needed. In addition to the periodic comprehensive review and validation study, the competencies are reviewed and evaluated annually by content experts.

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<sup>1</sup> The terms appearing in bold are defined in the Glossary.

# TECHNICAL SPECIFICATIONS

The following section presents the technical specifications that are to guide the development of the CRSPEX. In the first part, issues related to the competencies are addressed. The second part describes the guidelines to be followed in addressing the structural and contextual variables of the CRSPEX.

## COMPETENCIES

The CRSPEX is a **criterion-referenced examination**. That is, a fundamental component of the development of the CRSPEX is a comprehensive description of the content domain being measured. In the case of the CRSPEX, the content domain of interest consists of the competencies a registered safety professional is required to possess in order to practice safely and effectively. These competencies form the basis of the CRSPEX.

This section describes the competencies that were obtained as a result of the validation process, the way they have been grouped, and the manner in which they are to be sampled in the examination development process.

## DEVELOPING THE SET OF COMPETENCIES

As a starting point for developing a set of competencies, a Committee on Competencies was formed that was representative of all areas of practice of registered safety professionals in Canada. This committee reviewed various competency lists prepared for health and safety professionals. Using the competency lists, the committee developed a preliminary national set of competencies, and an eleven-category classification to group these competencies. The competencies in this initial set were then evaluated by a sample of approximately 1200 Canadian Registered Safety Professionals (CRSPs), including practitioners, educators, and administrators, who were asked to rate each competency in terms of its applicability, importance and frequency for the registered safety professional. The Committee on Competencies reviewed the results of the survey and eliminated a total of 26 competencies which were rated nationally as less applicable or were considered redundant with other competencies or eligibility requirements. The final set of competencies approved by the Certification and Examination Committee consists of 124 competencies. The CRSPEX Set of Competencies has the primary purpose of providing the content domain for the examination.

*The competencies were evaluated by approximately 1200 Canadian Registered Safety Professionals.*

## **COMPETENCY CATEGORIES**

The initial classification of the competencies consisted of the following eleven categories defined below (the number and the percentage of competencies are indicated in parentheses following the category name):

1. Accident Theory (6 competencies or 5% of the set of competencies)
2. Environmental Practices (7 competencies or 6% of the set of competencies)
3. Ergonomics (6 competencies or 5% of the set of competencies)
4. Fire Prevention and Protection (14 competencies or 11% of the set of competencies)
5. Health Promotion (7 competencies or 6% of the set of competencies)
6. HSE Auditing (7 competencies or 6% of the set of competencies)
7. Law and Ethics (12 competencies or 10% of the set of competencies)
8. Occupational Health Safety and Environment Management Systems (19 competencies or 15% of the set of competencies)
9. Occupational Hygiene (18 competencies or 15% of the set of competencies)
10. Risk Management (4 competencies or 3% of the set of competencies)
11. Safety Techniques and Technology (24 competencies or 19% of the set of competencies)

Some of the competencies lend themselves to being placed in one or more of the categories, so these eleven categories should be viewed simply as an organizing framework. It should be recognized that the competency statements vary in scope, with some representing global activities and others more discrete and specific actions.

The CRSPEX Set of Competencies (By Group) is presented in the Appendix. The competencies have been grouped using the importance and frequency ratings obtained in the competency validation study.

### **COMPETENCY GROUPS AND WEIGHTINGS**

To ensure that the examination accurately reflects the profile of the registered safety professional, the competencies were grouped according to their relative importance and frequency based on the survey ratings and a quantitative review by content experts.

**Group 1** consists of the **62 competencies** identified as **very important** for the safe and effective practice of registered safety professionals.

**Group 2** consists of the **62 competencies** identified as **important** for the safe and effective practice of registered safety professionals.

These groups were used to establish the relative weights the competencies will receive on the examination.

### **COMPETENCY SAMPLING**

Based on the applicability, importance and frequency data extracted from the 2004 Competency Survey, and with the guideline that the CRSPEX will consist of between 190 and 210 questions (see "Examination Length and Format," p. 7), the sampling scheme presented in Table 1 was developed. The distribution of weights in this sampling scheme was selected: (1) to provide differentiation on the rating variables (importance and frequency); and (2) to conform to the examination length requirement.

TABLE 1: COMPETENCY GROUPING AND SAMPLING

Very Important Competencies Group 1: 62 competencies	65-75% of the CRSPEX
Important Competencies Group 2: 62 competencies	25-35% of the CRSPEX

*The CRSPEX Set of Competencies presents the competencies grouped on the basis of the ratings from the validation survey.*

## **GUIDELINES**

In addition to the specifications related to the competencies, other variables must be considered during the development of the CRSPEX. This section presents the guidelines for the following two types of variables:

Structural Variables: Structural variables include those characteristics that determine the general appearance and design of the examination. They define the length of the examination, the format/presentation of the examination questions (e.g., multiple-choice format). The weightings of the eleven categories are also included as structural variables.

Contextual variables: Contextual variables qualify the content domain by specifying the contexts in which the examination questions will be set (i.e., professional context).

## **STRUCTURAL VARIABLES**

1. Examination Length and Format: The examination will consist of between 190 and 210 operational multiple choice questions.

With 124 competencies to measure and a sound sampling approach for these competencies, an examination of between 190 and 210 operational questions is sufficient to make both reliable and valid decisions about an examinee's readiness to practice safely and effectively.

2. Question Presentation: The multiple choice questions of the CRSPEX are presented in one of two formats, case-based or independent questions.
3. Weighting of Competencies by Category: For the purpose of this Blueprint, the eleven categories of the competencies are: (1) Accident Theory; (2) Environmental Practices; (3) Ergonomics; (4) Fire Prevention and Protection; (5) Health Promotion; (6) HSE Auditing; (7) Law and Ethics; (8) Occupational Health Safety and Environment Management Systems; (9) Occupational Hygiene; (10) Risk Management; and (11) Safety Techniques and Technology.

*There will be 190 to 210 operational multiple choice questions on the Canadian Registered Safety Professional Examination.*

TABLE 2: WEIGHTING OF COMPETENCIES BY CATEGORY

Table 2 presents the percentage range of questions in each of the eleven categories of competencies.

Categories for the Competencies	Percentage of Questions on the CRSPEX
1. Accident Theory	3-5 %
2. Environmental Practices	2-4 %
3. Ergonomics	4-8 %
4. Fire Prevention and Protection	7-11 %
5. Health Promotion	3-5%
6. HSE Auditing	5-7%
7. Law and Ethics	10-14%
8. OHS&E Management Systems	14-18%
9. Occupational Hygiene	13-17%
10. Risk Management	2-4 %
11. Safety Techniques and Technology	20-24 %

## CONTEXTUAL VARIABLES

*The Canadian Registered Safety Professional Examination represents the different focus of practice of registered safety professionals.*

Professional Context: It is recognized that practice environment of entry-level registered safety professionals can be any setting of circumstance within which occupational health and safety may be practiced. The competencies assessed by the examination are not setting dependent. The practice environment will be specified when necessary.

In each setting, the CRSP may act as a consultant or as an in-house safety professional. This will be considered in forming the context of examination items.

# CONCLUSION

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The *Blueprint for the Canadian Registered Safety Professional Examination* is the product of a collaborative effort between BCRSP and Canadian Registered Safety Professionals (CRSPs). Their efforts have resulted in a compilation of the competencies required of the entry level registered safety professional to practice and of the guidelines on how the competencies will be measured on the CRSPEX. A summary of these guidelines can be found in the Summary Chart: CRSPEX Development Guidelines, on page 10.

It is recognized that the occupational health and safety profession will continue to evolve. As this occurs, the Blueprint (i.e., the competencies and the test development guidelines) may require revision so that it accurately reflects the scope of practice, roles, and responsibilities of the entry level safety professional. CRSPEX will ensure this revision takes place in a timely manner and will communicate it in updated editions of this document.

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# Summary Chart: CRSPEX Development Guidelines

<b>COMPETENCIES</b>																							
<b>Group 1 -Very important competencies 65-75% of the CRSPEX</b>	<b>Group 2 - Important competencies 25-35% of the CRSPEX</b>																						
<b>STRUCTURAL VARIABLES</b>																							
Examination Length and Format	190–210 operational multiple choice questions. Three and a half (3.5) hours will be allocated for the completion of the examination.																						
Question Presentation	<table border="0"> <tr> <td>Independent questions</td> <td>70-90% of questions</td> </tr> <tr> <td>Case-based questions</td> <td>10-30% of questions</td> </tr> </table>	Independent questions	70-90% of questions	Case-based questions	10-30% of questions																		
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Competency Categories and Weightings	<table border="0"> <tr> <td>1. Accident Theory</td> <td>3-5% of questions</td> </tr> <tr> <td>2. Environment Practices</td> <td>2-4 % of questions</td> </tr> <tr> <td>3. Ergonomics</td> <td>4-8 % of questions</td> </tr> <tr> <td>4. Fire Prevention and Protection</td> <td>7-11 % of questions</td> </tr> <tr> <td>5. Health Promotion</td> <td>3-5 % of questions</td> </tr> <tr> <td>6. HSE Auditing</td> <td>5-7% of questions</td> </tr> <tr> <td>7. Laws and Ethics</td> <td>10-14 % of questions</td> </tr> <tr> <td>8. OHS&amp;E Management Systems</td> <td>14-18% of questions</td> </tr> <tr> <td>9. Occupational Hygiene</td> <td>13-17 % of questions</td> </tr> <tr> <td>10. Risk Management</td> <td>2-4 % of questions</td> </tr> <tr> <td>11. Safety Techniques and Technology</td> <td>20-24 % of questions</td> </tr> </table>	1. Accident Theory	3-5% of questions	2. Environment Practices	2-4 % of questions	3. Ergonomics	4-8 % of questions	4. Fire Prevention and Protection	7-11 % of questions	5. Health Promotion	3-5 % of questions	6. HSE Auditing	5-7% of questions	7. Laws and Ethics	10-14 % of questions	8. OHS&E Management Systems	14-18% of questions	9. Occupational Hygiene	13-17 % of questions	10. Risk Management	2-4 % of questions	11. Safety Techniques and Technology	20-24 % of questions
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11. Safety Techniques and Technology	20-24 % of questions																						

## GLOSSARY

*The following is a list of definitions of health and safety, and testing terms as used in the Blueprint.*

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***case-based questions:*** A set of questions associated with a brief scenario.

***competencies:*** The behaviour statements which reflect the combined knowledge, abilities, skills, attitudes and judgment expected of an entry level registered safety professional.

***criterion-referenced (C-R) examination:*** A test that measures the degree of command of a specified content/skills domain or list of instructional objectives. Scores are interpreted in comparison to a predetermined performance standard, or as a degree of mastery of a defined domain (e.g., percent correct and mastery scores), independently of the results obtained by other candidates. (Brown, 1983)

***independent items:*** Stand-alone objective examination items which contain the information necessary for responding.

***operational questions:*** Questions appearing on the examination that have been pre-tested and that are suitable for the examination. The answer to these questions count in the candidate's score.

## **BIBLIOGRAPHY**

*The following is a list of references which were used in creating the Blueprint, or which may interest readers.*

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# APPENDIX

## THE CRSPEX

### SET OF COMPETENCIES (BY GROUP)

G1:65-75% CRSPEX  
G2:25-35% CRSPEX

<b>ACCIDENT THEORY (AT)</b>		
The registered safety professional will ...		
AT 1	Demonstrate an understanding of the basic principles of psychological models.	G2
AT 2	Demonstrate an understanding of the basic principles of behaviour-based safety models.	G1
AT 3	Demonstrate an understanding of the basic principles of energy models.	G2
AT 4	Demonstrate an understanding of the basic principles of decision models.	G2
AT 5	Demonstrate an understanding of the basic principles of system safety (engineering) models.	G2
AT 6	Demonstrate an understanding of the basic principles of management models.	G1
<b>ENVIRONMENTAL PRACTICES (EP)</b>		
The registered safety professional will ...		
EP1	Possess a basic knowledge of the fundamental objectives, principles and components of an Environmental Management System (EMS).	G2
EP2	Understand the basic concepts around Canadian environmental legislative and regulatory jurisdictions and agencies, their role, responsibilities and powers.	G2
EP 3	Have a broad knowledge of general applicability of important federal environmentally related legislation, namely, the Canadian Environmental Protection Act; the Fisheries Act; and the Transportation of Dangerous Goods Act.	G2
EP 4	Understand the principal elements of the environment that are the subject of laws and regulations at the Federal level dealing with air, water, waste, hazardous substances and transportation of dangerous goods (TDG).	G2
EP5	Understand what an emergency preparedness and response plan is, what it is intended to do and why it is important.	G1
EP6	Define risk estimation, areas of significant risk, preventative maintenance and spill response.	G2
EP7	Possess the basic knowledge of environmental auditing and know where it is used.	G2
<b>ERGONOMICS (ERG)</b>		
The registered safety professional will ...		
ERG 1	Possess basic knowledge of the anatomical, physiological and biomechanical principles of ergonomics.	G2
ERG 2	Identify the common signs, symptoms and treatment that contribute to workplace musculoskeletal injuries.	G1
ERG 3	Possess the basic knowledge of the human cognitive, sensory and psychomotor abilities and limitations so that the CRSP can understand how human errors, mental workload, stress and boredom affects human abilities and work performance.	G2

ERG 4	Be able to recognize, evaluate and help control tools, workstations and facilities.	G1
ERG 5	Describe the components of a successful ergonomics program.	G2
ERG 6	Demonstrate an understanding of the basic principles of ergonomic models.	G2
<b>FIRE PREVENTION AND PROTECTION (FPP)</b>		
The registered safety professional will ...		
FPP 1	Identify the major roles played by the National Fire Prevention Association, Underwriters Laboratory, and Factory Mutual.	G2
FPP 2	Articulate the purpose of the National Building Code and the National Fire Code.	G2
FPP 3	Possess basic knowledge of fire chemistry and fire behaviour allowing the CRSP to understand how fires start and burn, and how fires can be prevented and extinguished.	G1
FPP 4	Understand the essential elements of a fire safety program and demonstrate how a fire safety program may be integrated with larger loss prevention and control programs.	G1
FPP 5	Understand the roles of industrial fire brigades and how fire prevention fits into emergency planning.	G2
FPP 6	Demonstrate an understanding of the use of chemical, explosives and blasting agents, toxic chemicals, halogens and halogenated hydrocarbons, and radioactive chemicals in the workplace, as it relates to fire safety.	G2
FPP 7	Understand the importance of hazard determination and the proper procedures for the handling of combustible solids, combustible metals, and plastics in the workplace, as it relates to fire safety.	G1
FPP 8	Possess knowledge of the basic principles of building construction and understand the importance of considering life safety factors such as facility location and layout in the early stages of building planning.	G2
FPP 9	Understand approaches for assuring life safety and understand the importance of building codes and building practices.	G2
FPP 10	Have a basic understanding of the different types of fire detection systems, their advantages and disadvantages.	G2
FPP 11	Possess the basic knowledge of fire control systems.	G2
FPP 12	Understand the basic principles of fire sprinkler and portable extinguisher maintenance and inspection.	G2
FPP 13	Understand the legal responsibilities and liabilities of upper management, safety managers, middle managers and employees, as it relates to fire safety.	G1
FPP 14	Understand the basic principles of the fire department incident command system (ICS), and outline the ways that safety professionals interact with fire officials during emergency situations.	G2
<b>HEALTH PROMOTION (HP)</b>		
The registered safety professional will ...		
HP 1	Identifies key features of a substance abuse program.	G2
HP 2	Identifies key features of a stress control program.	G2
HP 3	Identifies key features of an employee assistance program.	G2
HP 4	Identifies key features of a modified work and return to work program.	G1
HP 5	Identifies key features of a worker's compensation and disability management program.	G1
HP 6	Understand the determinants of health, including environmental, genetic, social, economic, physiological and lifestyle determinants.	G2
HP 7	Understand how the psychosocial work environment and work/life balance influence employee health.	G2

<b>HSE AUDITING (AUD)</b>		
The registered safety professional will ...		
AUD1	Possess basic knowledge of established HSE audit principles and techniques.	G1
AUD2	Demonstrate the application of audit data collection techniques.	G1
AUD3	Possess the ability to interpret and analyze audit data to generate meaningful information/opinion.	G1
AUD4	Possess basic knowledge of interviewing, verifying, evaluating, communicating and reporting skills.	G1
AUD5	Possess knowledge required to develop, apply and improve auditing tools and processes.	G2
AUD6	Understand the difference between a compliance audit and a management system audit.	G2
AUD7	Understand the difference between an inspection and an audit.	G1
<b>LAW AND ETHICS (LE)</b>		
The registered safety professional will ...		
LE 1	Demonstrate an understanding of common concepts in Provincial Occupational Health and Safety Law, such as, due diligence and the internal responsibility system.	G1
LE 2	Possess basic knowledge of Federal Occupational Health and Safety Law.	G1
LE 3	Identify the key features of Provincial Worker's Compensation Law.	G1
LE 4	Demonstrate an understanding of Environmental Law.	G2
LE 5	Understand the concepts around ethical theories and perspectives.	G2
LE 6	Understand the concepts around the obligations to employers and co-workers.	G1
LE 7	Understand the concepts around the obligation to the public.	G1
LE 8	Understand the concepts around the obligations to fellow professionals.	G1
LE 9	Understand the BCRSP's Code of Ethics.	G1
LE 10	Understand the consequences of professional errors or omissions.	G1
LE 11	Understand the laws relating to conflict of interest.	G2
LE 12	Able to apply codes of professional conduct.	G1
<b>OHS&amp;E MANAGEMENT SYSTEMS (OES)</b>		
The registered safety professional will ...		
OES 1	Identify key features of organizational structure and teams.	G2
OES 2	Demonstrate an understanding of the basic knowledge of total quality management.	G2
OES 3	Identifies key features of management processes.	G2
OES 4	Possess basic knowledge around capital budgeting and long range planning.	G2
OES 5	Possess basic knowledge about the classical approaches to management.	G2
OES 6	Applies principles of the problem solving processes in management.	G1
OES 7	Demonstrate an understanding of how to manage conflict.	G1
OES 8	Demonstrate an understanding of labour relations including union/management committees.	G1
OES 9	Understand the basic planning process, including strategic planning.	G2
OES10	Identify key features of different leadership styles.	G2
OES11	Understand the basic concepts around innovation and change.	G2
OES12	Understand the basic methods around motivation.	G1
OES13	Possess basic knowledge around training.	G1
OES14	Demonstrate an understanding of adult learning skills.	G1
OES15	Able to set up an effective learning environment by classroom layout etc.	G1

OES16	Possess basic knowledge around mediation and facilitation as it relates to ohs&e.	G1
OES17	Understand basic concepts around current safety management principles.	G1
OES18	Understand how to build a safety program.	G1
OES19	Understand basic concepts of risk analysis (probability).	G1
<b>OCCUPATIONAL HYGIENE (OH)</b>		
The registered safety professional will ...		
OH 1	Possess basic knowledge of anatomy, physiology and some pathology related to occupational hygiene, for example, that of the lungs, ears, eyes and skin.	G1
OH 2	Possess basic knowledge of industrial toxicology and understand routes of entry of toxic materials into the body.	G1
OH 3	Possess basic knowledge of gases, vapours and solvents.	G1
OH 4	Possess basic knowledge of industrial noise.	G1
OH 5	Possess basic knowledge of vibration.	G2
OH 6	Possess basic knowledge of ionizing radiation.	G2
OH 7	Possess basic knowledge of nonionizing radiation.	G2
OH 8	Possess basic knowledge of thermal stress.	G2
OH 9	Possess basic knowledge of biological hazards.	G1
OH10	Possess basic knowledge of indoor air quality.	G1
OH11	Demonstrate an understanding of the evaluation process of occupational hygiene, for example air, noise and radiation sampling.	G1
OH12	Possess basic knowledge of ventilation.	G2
OH13	Possess basic knowledge of respiration protection.	G1
OH14	Understand the role of the occupational hygienist.	G2
OH15	Possess basic knowledge of threshold limit values and biological indices.	G1
OH16	Understand the concepts around administrative controls.	G1
OH17	Able to use various analytical equipment, such as sampling equipment, in order to measure ambient and baseline levels.	G2
OH18	Possess basic knowledge of lasers.	G2
<b>RISK MANAGEMENT (RM)</b>		
The registered safety professional will ...		
RM 1	Possess basic knowledge of security.	G2
RM 2	Possess basic knowledge of product liability and safety.	G2
RM 3	Possess basic knowledge of major industrial disasters.	G2
RM 4	Understand basic concepts around risk management.	G1
<b>SAFETY TECHNIQUES AND TECHNOLOGY (STT)</b>		
The registered safety professional will ...		
STT 1	Demonstrate an understanding of the basic principles of workplace inspections.	G1
STT 2	Demonstrate an understanding of the basic principles of accident investigation.	G1
STT 3	Demonstrate an understanding of the basic principles of task analysis.	G1
STT 4	Demonstrate an understanding of the basic principles of material flow analysis.	G2
STT 5	Demonstrate an understanding of the basic principles of fault tree analysis.	G2
STT 6	Possess basic knowledge of facilities, from their general design, layout, construction and maintenance.	G2
STT 7	Able to manage safety through design processes.	G2

STT 8	Possess basic knowledge of safeguard systems such as: point-of-operation protective devices, point-of-operation safeguards, the guarding of power transmission, robotics safeguarding, control of hazardous sources, and the maintenance and servicing of such devices.	G1
STT 9	Possess basic knowledge of personal protective equipment.	G1
STT 10	Possess basic knowledge of electrical safety.	G1
STT 11	Possess basic knowledge of materials handling and storage.	G1
STT 12	Possess basic knowledge of hoisting and conveying equipment, including ropes, chains and slings.	G1
STT 13	Possess basic knowledge of powered industrial trucks.	G1
STT 14	Possess basic knowledge of hand and portable tools.	G1
STT 15	Possess basic knowledge of woodworking machinery.	G2
STT 16	Possess basic knowledge of welding and cutting.	G2
STT 17	Possess basic knowledge of metalworking machinery.	G2
STT 18	Possess basic knowledge of automated systems, or processes.	G2
STT 19	Possess basic knowledge of chemical process safety.	G1
STT 20	Possess basic knowledge of confined spaces.	G1
STT 21	Possess basic knowledge of fall protection.	G1
STT 22	Possess basic knowledge of pressure hazards and protection.	G1
STT 23	Able to identify and interpret design deficiencies based on past performance in order to improve system designs.	G2
STT 24	Able to apply the knowledge to design record keeping systems which allows for collection, storage, interpretation, dissemination and safeguarding.	G1