Tripartite Alliance for
Workplace Safety and Health

WORKPLACE SAFETY AND HEALTH COUNCIL

TECHNICAL NOTES PART II

Course Name	:	Develop a Risk Management Implementation Plan
TSC Title	:	Workplace Safety and Health Control Measures
TSC Code	:	WPH-WSH-4075-1.1
Version Number	:	4.0
Amendment Date	:	5 Apr 2024
Next Review Date	:	Apr 2029
Developer	:	WDA/SSG
Custodian	:	WSH Council

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Table of Contents

Purpose of Guide **4**

CHAPTER 1: OVERVIEW OF WSQ Develop a Risk Management Implementation Plan **5**

1.1 Nature of sector and sub-sectors 5

1.2 Profile of Workforce in the Sector 5

1.3 Expected Attitudes of Workers in the Sector 6

1.4 Working Condition and Context of Job Operations 6

1.5 Skills Gaps and Key Challenges Facing the Target Participants 6

CHAPTER 2: PROGRAMME INSTRUCTIONS **7**

2.1 Recommended Learning Hours (RLH) 7

2.2 Recommended Class Size and Facilitator-Learner Ratio 7

2.3 Recommended Assessor to Candidate Ratio 8

CHAPTER 3: KEY DELIVERY ADVICE **9**

3.1 Content Coverage 9

3.2 Sequence of Coverage 20

3.3 Practicum 20

3.4 Project Work 20

3.5 Learning Strategies and Methods 20

3.6 Facilitator's Guide and Participants' Workbook/handouts 23

3.7 Training Venue Requirements 24

CHAPTER 4: KEY ASSESSMENT ADVICE **26**

4.1 Assessment Strategies 26

4.2 Graded Assessment 29

4.3 Assessment Instruments and Tools 29

CHAPTER 5: ADULT EDUCATOR REQUIREMENTS **42**

5.1 Trainer/Facilitator Requirements 42

5.2 Training Provider / Developer Requirements 42

5.3 A qualified and experienced developer can work with a Subject Matter Expert with relevant domain qualifications and work experience in developing the courseware. Facilities, Equipment and Tools Information 43

CHAPTER 6: SUMMARY OF MANDATORY SECTIONS / INFORMATION **44**

CHAPTER 7: RESOURCE INFORMATION **45**

7.1 TN Review Processes 45

Annex A: Evidence Sources Checklist **51**

Annex B: Performance Statement /Criteria Checklist **52**

Annex C: Evidence Checklist **53**

Annex D: Verbal /Knowledge Assessment Checklist **54**

Annex E: Suggested Format for Recording and Reporting Assessment **55**

Annex F: Hierarchy of Control **55**

Annex G: Risk Factors of Health Hazards **58**

Annex H: Examples Relating to Possible Terrorism Scenarios **60**

Annex I: Examples Relating to Possible Terrorism Scenarios **61**

Annex J: Examples Relating to Possible Terrorism Scenarios **62**

Annex K: Examples Relating to Disease Outbreak Scenarios **63**
Annex L: Examples Relating to Disease Outbreak Scenarios **64**
Annex M: Examples Relating to Personal Health-Risk Situation **65**
Annex N: Examples Relating to Mental Well-Being **66**
Annex O: Examples Relating to Mental Well-Being **67**
Annex P: Examples Relating to Mental Well-Being **69**
Annex Q: Format of Safety Pass **71**
Annex R: Certificate of Successful Completion **72**

Version History

Version	Amendment Date	Changes	Author
1.0	1 Nov 2012	First Issue	MCD, WDA
2.0	24 Jan 2022	Updates	CPT, WSH Council
3.0	1 Sep 2023	Updates	CPT, WSH Council
4.0	5 Apr 2024	Updates	CPT, WSH Council

Purpose of Guide

This Guide is designed for SSG's Training Providers and Adult Educators who are responsible for the design and delivery of **WSQ Develop a Risk Management Implementation Plan.**

This Guide aims to provide essential curriculum, training and assessment design advisory information, to guide developers, trainers and assessors in the development and implementation of training and assessment programme.

This Guide includes content on how workplaces should prepare for terrorism threats, infectious disease outbreaks, and personal health (including mental well-being). These risks should be accounted for in risk assessment and mitigation, as outlined in the revised Code of Practice on Risk Management, issued on 10 November 2021. Training Providers and Adult Educators must include training and assessment on these new topics in their **WSQ Develop a Risk Management Implementation Plan** course. Refer to examples on ***Annexes H – P***.

This TN takes effect from the date as shown on the cover page and will be regularly updated and re-issued to training providers when necessary. Curriculum Developers are to refer to the Competency Unit and TN in the development of the curriculum. To enhance the learner's experience, Curriculum Developers should include the process for a regular review of the continuing relevance and quality of the instructional methods and materials (eg. Videos and generic case studies). A review should take place when there are changes such as industry developments, new technologies or work processes introduced, and changes to legislation and WSH guidelines.

This TN covers advice on the fundamentals of curriculum development and design for different types of WSQ programmes in different contexts. The information provided in this TN is purely for reference in relation to the competency units. You may consider the feasibility of the recommendations in this guide with reference to your organizational context and adapt accordingly. In addition, it also provides other information such as the recommended requirements for trainers / assessors and other resource information for your reference.

CHAPTER 1: OVERVIEW OF WSQ Develop a Risk Management Implementation Plan

1.1 Nature of sector and sub-sectors

- **WSQ Develop a Risk Management Implementation Plan**

The WSQ Develop a Risk Management Implementation Plan is targeted at employees in the management roles who can acquire the knowledge and skills to be a Risk Management Champion for the organization, in reducing risks at source by managing the risk management process at workplace and for recognition of bizSAFE level 2 by the Workplace Safety and Health Council. The programme provides the participants with both broad and in-depth expertise and experience to make a strong impact on organizational performance.

1.2 Profile of Workforce in the Sector

Participants will be provided the opportunity to practice, and apply the knowledge and skills learnt to produce a practical risk management plan for the organization, conduct hazard identification, apply risk assessment methodology to evaluate risks and implement the hierarchy of controls – refer to ***Annex F*** to mitigate risks as well as hazard communication through classroom discussions and practices.

After the completion of the WSQ programme, trainees will be able to apply their skills and knowledge learnt to their organizations to develop a practical risk management implementation plan for the organization. Organisations shall ensure that RAs are conducted on WSH risks, including to mental well-being, associated with any activity or exposure in the workplace. This should include considerations for its preparedness for terrorism threats at the workplaces and, disease outbreaks. Organisations shall review and, if necessary, revise the RAs where there is a significant change in the workers' personal health (including mental well-being) in relation to safety critical work process or activity; or when new information on WSH emerging risks, threat of terrorism, disease outbreak, or mental well-being is made known.

Typical occupation titles

- Management
- Health & Safety personnel
- Line Supervisors
- Team Leaders
- Risk Management Champions

1.3 Expected Attitudes of Workers in the Sector

Participants are expected to be self-directed, with an analytical mind and a meticulous approach to problem-solving. They should be able to apply their skills and knowledge to contextualize to the needs of their organizations to complete their targeted projects, innovate and implement risk management team, risk assessment, controlling and monitoring the risks, communicating these risks to all persons involved a risk management plan for the organization.

1.4 Working Condition and Context of Job Operations

The physical working environment settings of the target employees vary largely according to industry. These employees usually hold management roles in the organization and will develop a risk management plan for the organization as a risk management champion. The risk management champion shall support the Employer and Managers with identifying, evaluating, and controlling risks in relation to workplace safety and health, and personal health (including mental well-being – refer to ***Annex G)*** associated with any activity or exposure in the workplace.

These employees are required to develop generic skills to enable themselves to effectively perform job roles to acceptable workplace standards and contribute to organization's WSH management system. Risk Management Champions are to get employees to report to their immediate supervisors any incident, accident, near miss, occupational disease and personal health risks, dangerous occurrence, or suspicious risks associated with the threat of terrorism so that prompt action can be taken to address them.

1.5 Skills Gaps and Key Challenges Facing the Target Participants

One of the key challenges in improving the organization's risk management plan is the unique nature of workplace situations. Deep production and operation knowledge of the organization has to come in hand before skills taught in this competency category can be of good use.

CHAPTER 2: PROGRAMME INSTRUCTIONS

2.1 Recommended Learning Hours (RLH)

The recommended Learning Hour for **Develop a Risk Management Implementation Plan** programme is 16 hours of competency-based learning and assessment. The recommended learning duration for the competency unit is illustrated in Table C.

Table C: Competency Unit's Recommended Learning Hours

Competency Units	Recommended Learning Hours	
	Training Delivery Hours:	Assessment Hours:
Develop a Risk Management Implementation Plan	15	1

Attendance Requirements: 100% for classroom and practical sessions

SSG acknowledges that different Training Providers may adopt different approaches and training methodologies in delivering these programmes and as such the programme duration may vary. Despite the variations in the programme duration, as the Curriculum Developer of these programmes, it is important that you ensure the developed programme meets the general principles of competency-based training delivery and assessment and fulfils all the Performance Statements/Expectations and Underpinning Knowledge as stipulated in all the competency units.

2.2 Recommended Class Size and Facilitator-Learner Ratio

- Room with the capacity for **up to 20 candidates** for conduct of closed book written assessment

- Room or place to be used must be away from noise or interruptions

The recommend maximum class size and trainer-learner ratio are illustrated as follow:

Competency Unit Title	Class Size (Min-Max)	Trainer to Learner Ratio	
		Lecture	Learning activities
Develop a Risk Management Implementation Plan	10 to 20	1: 20	≤5

2.3 Recommended Assessor to Candidate Ratio

Competency Unit Title	Assessor to Candidate Ratio
	Written Questioning
Develop a Risk Management Implementation Plan	1: 20

CHAPTER 3: KEY DELIVERY ADVICE

This chapter describes the following components:

3.1 Content Coverage

In developing the programme for WSQ **Workplace Safety and Health (WSH)**, Training Provider should always make cross references to the Performance Statements /Criteria /Expectations, Underpinning Knowledge, Range of Application and Evidence Sources Guide stipulated in the WSQ **Workplace Safety and Health (WSH)** CUs.

(a) Contextualization of Programme Content

People who are taking up this programme in whole or are taking selective competency unit may come from the different organizations and different sub-sectors in the generic manufacturing industry. You will need to contextualize your programme to meet their needs, based on the organization and/or sub-sectors that they come from. Contextualization of the programme content normally revolves around the range of application of the competency unit

For example:

The Range and Application and Evidence Sources reference to the Performance statements/Criteria and/or Underpinning Knowledge is usually accompanied by the instructions "may include" or "must include":

"May include"

- Indicates that training providers are required to cover some **(50 per cent)** of the suggested Range and Application items listed when developing the **Develop a risk management implementation plan**

- The training provider may choose to add more Range and Application items related to the corresponding Performance Statements/Criteria and/or Underpinning Knowledge as part of their **Develop a risk management implementation plan** programme development.

"Must include"

- Indicates that training providers are required to cover all of Range and Application items listed when developing courseware.

- The training provider may choose to add more Range and Application items related to the corresponding Performance Statements/Criteria and/or Underpinning Knowledge as part of their **Develop a risk management implementation plan**

(b) Underpinning Knowledge

It is to be noted that "Assumed Attitudes Skills and Knowledge" stipulated in the respective competency units will not be covered or taught during the delivery of the unit whereas "Underpinning Knowledge" will be.

3.1.1 WSQ Workplace Safety and Health (WSH) Contents Coverage:

The content coverage should take into consideration the following:

Competency Unit Title: Develop a Risk Management Implementation Plan

Performance Statements (PS)

A competent individual must be able to successfully perform this unit covering the following performance statements:

PS 1 Verify the expectations of a risk management champion with relevant person in accordance with organizational Workplace Safety and Health (WSH) policy

PS 2 Form a risk management team based on organizational WSH policy and in compliance with WSH (Risk Management) Regulation's requirements

PS 3 Establish hazard identification methodology for the workplace to identify WSH hazards associated with any work activity or trade

PS 4 Establish risk assessment methodology for the workplace to determine the risk levels of the identified hazards associated with any work activity or trade

PS 5 Establish risk control measures methodology for the workplace to manage the identified risks to a level as low as reasonably practicable by following the principles of hierarchy of control

PS 6 Develop a workplace risk management plan to implement the hazard identification, risk assessment, and risk control measures in accordance with organizational WSH policy

PS 7 Present the risk management plan to relevant stakeholders for consideration in accordance with organizational procedures

PS 8 Communicate the identified hazard, risk evaluated, and implemented risk control measures to the person concerned in accordance with risk management plan

Underpinning Knowledge (UK)

A competent individual is required to have the following knowledge on:

UK 1 Organizational Workplace Safety and Health (WSH) policy (Comprehension)

UK 2 Workplace Safety and Health (Risk Management Regulations) requirements (Comprehension & Application)

UK 3 Expectations of a Risk Management (RM) Champion (Comprehension)

UK 4 Risk management process (Application)

UK 5 Risk assessment plan (Application)

UK 6 Hazard identification methodology (Synthesis)

UK 7 Classification of WSH hazards (Comprehension)
UK 8 Hazards associated with tools, equipment, materials and machines (Comprehension)

UK 9 Hazards associated with work processes/activities, workplace conditions and environment (Comprehension)

UK 10 At-risk behavior (Analysis)

UK 11 Concept of risk assessment (Application)

UK 12 Risk assessment methodology (Application & Synthesis)

UK 13 Risk control measures methodology (Application)

UK 14 Concept of ALARP (As Low As Reasonably Practicable) (Application)

UK 15 Development of risk management plan (Synthesis)

UK 16 How to communicate the implemented risk control measures (Application)

Range of Application

The range of application of this unit may include but not limited to the following:

Workplace Safety and Health (Risk Management) Regulation's requirements, which may include but not limited to:

- Conduct a risk assessment for the workplace
- Take reasonably practicable measures to eliminate or reduce safety and health risks
- Establish safe work procedures if the risks cannot be eliminated
- Specify the roles and responsibilities of persons involved in the implementation of risk control measures and safe work procedures
- Inform employees of the nature of the risks involved and any risk control measures or safe work procedures implemented
- Keep records of risk assessment
- Review or revise risk assessment

Organizational Workplace Safety and Health (WSH) policy, which may include but not limited to:

- Clearly states the organizational overall safety and health objectives
- Commitment to compliance of relevant WSH legal and other requirements
- Commitment to continual improvement on the safety and health performance
- Accountability of top management
- Clearly states the roles and responsibility at all levels
- System to document, implement and maintain the risk control measures
- System to communicate to all personnel including contractors and visitors
- Periodic review to ensure that it remains relevant and appropriate to the organization

Verify the expectations of a risk management champion, which may include but not limited to:

- Formulating a risk management plan unique for the organization
- Forming a risk management team involving company line operation
- Chairing a risk assessment meeting
- Documentation and records retention

Form a risk management team, which may include but not limited to:

- Roles and responsibilities of team members
- Multidisciplinary team who has a thorough knowledge of the work to be undertaken
- Team members should include management staff, process/facility engineers, technical
- personnel, safety personnel, supervisors, operators, contractors/suppliers' personnel, etc.
- Team leader should have undergone training in risk assessment
- Qualified safety consultant could be engaged to assist in conduct of risk assessment

Risk management process, which may include but not limited to:

- Preparation for risk assessment
- Hazard identification
- Risk assessment

- Risk control and monitoring strategies

- Risk communication, which is a constant aspect throughout the risk management process

- Record keeping

- Implementation and review
  - All RA entries shall be reviewed and, if necessary, revised:
    - at least once every three years from the last RA approval date; or
    - upon the occurrence of any bodily injury to any person because of exposure to a hazard in the workplace; or
    - where there is a significant change in work practices, or procedures; or
    - where there is a significant change in the workers' personal health (including mental well-being) in relation to safety critical work process or activity; or
    - when new information on WSH emerging risks, threat of terrorism, disease outbreak, or mental well-being is made known.
  - Regarding the workplace's threat of terrorism and disease outbreaks, the Occupier should consider verified new information (e.g., new modality of attack, disease outbreak information from trusted sources) in reviewing the RA.
  - Where practicable, RA should be reviewed annually.

Risk assessment plan, which may include but not limited to:

- Risk assessment team

- Risk assessment methods

- Hazards and risks communication

- Review of hazard identification and risk assessment programmes

Establish hazard identification methodology, which may include but not limited to:

- Systematic approach may include:
  – Process reviews
  – Safety audits
  – Workplace inspections (e.g., Equipment WSH checklist, WSH Inspection checklist, etc.)
  – Job Observation/Job Safety Analysis (JSA) / Job Hazard Analysis (JHA)/Process Hazard Analysis (PHA)
  – Analysis of Incident/accident reports
  – Analysis of Injury and illness records
  – Occupational and health surveillance
  – Consultation with WSH committee, safety consultants
  – First aid log
  – Safety Data Sheets (SDS)

- Incidental-based may include:
  – Accidents/incidents investigation reports

– Complaints or feedback
– Observations

- Sources of information relevant to do the risk assessment include:
  – Workplace layout plan.
  – Process or work flowchart.
  – List of work activities in the process.
  – List of chemicals, machines and/ or tools used.
  – Records of past incidents, accidents, and occupational diseases.
  – Critical incident stress management (CISM) resources.
  – Relevant legislation, Standards, CP, or specifications.
  – Observations and interviews.
  – WSH inspection records.
  – Details of existing risk controls.
  – Health and safety audit reports.
  – Workplace hygiene monitoring (exposure assessment for workplace health hazards).
  – Workplace medical monitoring (medical examinations for exposure to workplace health hazards).
  – Feedback from employees, clients, suppliers, or other stakeholders.
  – SWPs.
  – Other information such as safety data sheets (SDS), manufacturer's instruction manual.
  – Copies of any previous RAs that are relevant.
  – Medical condition (e.g., allergy), mental well-being indicators such as from survey instruments like iWork Health, and personal health indicators of employees in relation to safety critical work processes, or activity being assessed. Do comply with prevailing national and company requirements when handling personal information.
  – Past training records of employees; and
  – Information regarding the workplace's preparedness for terrorism threats (e.g., Crisis reporting process), and for disease outbreak scenarios (e.g., temperature scanning processes, split team arrangements, Work-From-Home home guidance (WFH), entry/ exit controls.)
  – Cross-Referencing with bizSAFE Level 3 Audit Checklist: Trainers are to introduce and make reference to the items in the bizSAFE Level 3 Audit Checklist (https://www.tal.sg/wshc/resources/publications/checklists-and-articles/bizsafe-level-3-risk-management-audit-checklist) to help participants understand how the bizSAFE Level 3 audit will be conducted.

Classification of WSH hazards which may include but not limited to:

- Physical hazards (e.g., noise, fire, temperature, ergonomics, vibration, radiation, etc.)

- Mechanical hazards (e.g., moving parts, rotating parts, shear points, pinch points, crush points, etc.)

- Electrical hazards (e.g., voltage, electric currents, static charge, earth faults, electric shock, magnetic field etc.)

- Chemical hazards (e.g., flammables, toxics, reactive materials including acids and bases, corrosive chemicals, etc.)

- Ergonomic hazards (e.g., manual handling, improper task or workplace design, etc.)
- Biological hazards (e.g., bacteria, fungi, blood-borne pathogens, viruses, microbial toxins, etc.)
- Fire hazards (e.g., poor housekeeping, obstructions, flammable materials, etc.)
- Psychosocial (e.g., employees' poor mental well-being, stress, fatigue).
- Personal health risk factors which may be made known voluntarily to employers at individual level or through analysis of aggregated data from periodic health screening include:
    - individual characteristics and fitness (e.g., eyesight, hearing, lack of physical conditioning to carry out heavy lifting or manual work);
    - personal health condition (e.g., anaemia made worse by exposure to lead, allergies to chemicals, etc.).
    - conditions that, when not well managed, may affect safety critical work (e.g., high blood pressure, high cholesterol, Diabetes Mellitus, chronic heart condition, emotional trauma, etc.).
    - pregnancy (e.g., Teratogenic chemicals that can affect the embryo or foetus).
    - smoking (a risk factor for many diseases); and
    - use of certain medications or alcohol misuse (may affect cognitive abilities).

Risks associated with terrorism threats, disease outbreak (e.g., epidemics, pandemics), and personal health (including mental well-being) should also be considered in the RA.

Hazards associated with tools, equipment, materials, and machines, which may include but not limited:

- Nip points (contact points)
- Sharp or cutting edges
- Protruded objects
- Stamping
- Expose to high tension cables
- Hot surfaces

Hazards associated with work processes/activities, workplace conditions and environment, which may include but not limited to:

- Hazardous conditions may include:
  – Excessive noise
  – Slippery floors
  – Working at heights
  – Working in confined spaces

– Unguarded machines
– Poor housekeeping
– Unstable stacking of materials
– Storage of incompatible materials such as:
    o Acids and bases
    o Flammables with oxidizers
– Incompatible work such as:
    o Hot work with other work that involve use of flammable substances
    o Washing and electrical work
– Organizational factors like excessive workload, prolonged working hours, irregular work shift patterns, inadequate instruction, and training for new or non-routine work activities and situations, insufficient lighting in the workplace or inadequate acclimatization to hot environment, and alienated sub-groups of workers that could place them at risk of self-radicalization

- Hazardous atmosphere may be due to:
  – Presence of mist, fume, or dust
  – Presence of chemicals
  – Lack of oxygen
  – Poor air quality

- Conditions that expose a person to risks of:
  – Struck by or struck against objects
  – Trip and fall on same level
  – Falling from height
  – Drowning
  – Scalds and burns
  – Lightning strikes

- At-risk behaviors, which may include but not limited to:
  - Violating procedures
  - Taking short-cuts
  - By-passing safety procedures
  - Disabling machine safety features
  - Not using or misuse of personal protective equipment
  - Unauthorized use of equipment
  - Misuse of equipment
  - Reckless acts
  - Horseplay

- Concept of risk assessment, which may include but not limited to:
  - Likelihood and severity

Guide to Likelihood Rating:

Level	Likelihood	Description
1	Rare	Not expected to occur but still possible.
2	Remote	Not likely to occur under normal circumstances.
3	Occasional	Possible or known to occur.
4	Frequent	Common occurrence.
5	Almost Certain	Continual or repeating experience.

When assessing likelihood, the RA Team should consider personal health-risks (e.g., existing medical condition(s) of the person(s) involved in the activity that may affect the likelihood level), as well as organisational factors.

Guide to Severity Rating:

Level	Severity	Description
5	Catastrophic	Death, fatal occupational disease or exposure, or multiple major injuries.
4	Major	Serious injuries, serious occupational diseases, or exposure (includes amputations, major fractures, multiple injuries, occupational cancers, diagnosed mental illnesses, acute poisoning, disabilities, and noise-induced hearing loss).
3	Moderate	Injury or ill-health (including mental well-being) requiring medical treatment g(includes lacerations, burns, sprains, minor fractures, psychosocial stress, dermatitis, and work-related musculoskeletal disorders).
2	Minor	Injury or ill-health (including mental well-being) requiring first-aid only (includes minor cuts and bruises, irritation, ill-health with temporary discomfort, fatigue).
1	Negligible	Negligible injury.

- Acceptability of risk levels
- Risk ranking and risk matrix

- Establish risk assessment methodology, which may include the use of but not limited to:
  - Risk assessment approaches may include:
    - Activity-based risk assessment
    - Trade-based risk assessment
  - Applying risk ranking and risk matrix
  - Hazard and Operability Study (HAZOP)
  - Failure Mode Effect Analysis (FMEA)
  - What-if Analysis
  - Fault Tree Analysis
  - Event Tree Analysis

- Establish risk control measures methodology, which may include but not limited to:
  - Applying the principles of hierarchy of control (see Annex F for examples):
    - Elimination
    - Substitution
    - Engineering control
    - Administrative control
    - Use of Personal Protective Equipment (PPE)
  - Managing the risks level to a level "As Low as Reasonably Practicable" (ALARP)
  - Managing the residual risks
    - Residual risks are the remaining risks after implementation of risk controls. The RA team should ensure that residual risks are acceptable and manageable; and highlight the residual risks of each of the controls.
    - For example, if the risk control involves redesign of work scope to reduce and manage employees' work stress, one of the residual risks is individual employees' ability to adapt to the new or restructured job function. In this case, the RA Team may highlight supervisor's checking-in with employee as a one way to minimize the residual risks.
  - Developing safe work procedures
  - Establishing training for risk control
  - Setting up the mechanism and protocol for tracking progress of risk control measures,
  - evaluating the effectiveness of risk control measures, and maintenance of risk control measures

- Develop a workplace risk management plan, which may include but not limited to:
  - Scope of the risk management
  - Listing of the company's job function
  - Hazard identification and risk assessment/evaluation methodology
  - Risk control measures methodology
  - Schedule for implementation of risk management plan

- Communicate the implemented risk control measures, which may include but not limited to:
  - Nature of risks involved
  - Measures to mitigate and control risks
  - Safe work procedures to control risks
  - Management of change related to environment, equipment, work procedures and personnel
  - Means of communication may include:
    - WSH committee meetings
    - Feedback sessions

- Small group meetings (e.g., tool-box meeting, shift start/end meeting, etc.)
- One-on-one discussions
- Email and telephone calls
- Notice board/bulletins

Knowledge Evidence:

Knowledge evidence will be assessed through verbal or written questioning, which may include but not limited to the following:

- Explain the organizational Workplace Safety and Health (WSH) policy requirements
- Explain the Workplace Safety and Health (Risk Management) Regulation's requirements and its implications related to the workplace
- Explain the expectations of a Risk Management (RM) Champion
- Describe elements of the risk management process
- Describe the elements of risk assessment plan
- Compare and contrast the various methods of hazard identification
- Describe the classification of WSH hazards
- State the types of hazards associated with tools, equipment, materials, and machines
- State the types of hazards associated with work processes/activities, workplace conditions and environment
- State and explain the impacts of at-risk behavior
- Explain how to apply the concept of risk assessment
- Compare and contrast the various methods of risk assessment
- Explain the various methods of risk control measures
- Explain the application of ALARP (As Low as Reasonably Practicable) concept
- Explain the application of the principles of Hierarchy of Control – refer to ***Annex F***
- Describe the ways to communicate the implemented risk control measures

Process Evidence:

Process evidence demonstrated through actions/work activity, which may include but not limited to the following:

- In identifying hazards related to workplace
- In assessing the risks including the risk ranking and risk matrix for the workplace
- In implementing the identified risk control measures for the workplace

Product Evidence:

Product evidence of tangible outputs, which may include but not limited to the following:

- Risk management plan is produced for the organization and presented to relevant stakeholders for consideration
- Risk management team is formed
- Activity-based or trade-based risk assessment form is prepared
- Mechanism and protocol are set-up for hazard communication to person concerned
- List of at-risk behavior in the workplace

3.2 Sequence of Coverage

Suggested Sequence of Coverage

A clear sequencing strategy should be suggested. Sequencing is the efficient ordering of content in such a way as to help the learner achieve the objectives.

The learning sequence need not be the same as the sequence of tasks performed on the job. It is also not necessary to use the same sequencing strategy throughout the training programme although it may be more expedient. Effective sequencing can result in greater motivation since every task mastered will increase the learner's confidence and pride. Some effective sequencing strategies are proceeding from:

- the known to the unknown.
- the simple to the complex.
- the concrete to the abstract.
- the particular to the general.
- observation to reasoning; and
- the whole, to the parts, and back again to the whole

3.3 Practicum

Currently, there is no practicum requirement for the WSQ **Workplace Safety and Health (WSH) programme** due to operational constraints.

3.4 Project Work

Currently, there is no project work requirement for the WSQ **Workplace Safety and Health (WSH) programme** due to operational constraints.

3.5 Learning Strategies and Methods

Suggested Delivery Strategies and Methods

The respective competency units of the WSQ **Workplace Safety and Health (WSH) programme** may be delivered off-the-job, it can be face to face in the classroom in a training organization, or at a workplace venue. Classroom delivery should emphasize interactive and learner-centered learning and use a flexible range of learning and delivery methods.

Content relating to Underpinning Knowledge may be delivered through e-learning, self-directed learning and/or other learning resources. If preparations by learners are required prior to commencement of the course, they should be provided with learning materials such as handouts (self-directed learning) or compact disc (e-learning) upon registration of the course. They should also be notified by training organizations on what they need to prepare before coming for the course.

Every effort must be made to emphasize the direct relationship between the acquisition and application of the skills, knowledge, and attributes to their workplace.

Varied delivery strategies should be utilized to optimize learning. Listed below are some possible options:

- Lecture presentation / Self-directed learning / E-learning / Session Review
- Group Discussions / Presentation

The above suggested delivery strategies and methods should be adjusted according to the profile of the target audience. Programme developers are also encouraged to be creative in designing an interactive learning experience that allows the learners to apply the learning into context.

In addition, you may want to adopt the following approach to curriculum development for the learning:

Suggestions for delivery of Competency Unit are given below:

Learning Activity	Applications
Lecture on underpinning knowledge and principles	• Method to provide details on a specific subject • Little or no interaction with learners • Recommended to incorporate graphics such as videos, diagrams, and pictures • Recommended to complement lecture with session review to maximize learning for learners
Practice	• Opportunity for learners to try performing a skill with support and feedback • Best conducted in small groups or one-on-one • Generally used for skill development • Effective form of learner engagement
Discussion	• Two-way interaction to examine issues or problems • Best for a small group of learners • Generally used for analyzing problems, attitudes or difficult situations • Can be time consuming

The suggested learning strategies to optimize learning for the competency unit in the WSQ **Workplace Safety and Health training (WSH) programmes** are illustrated as follow:

CU 1: Develop a Risk Management Implementation Plan

Suggested Learning Strategy	Topics & Learning Activity Involved
Lecture / Session Review	• Verification the expectations of a risk management champion • Verification of a risk management team • Hazard identification methodology • Risk assessment methodology • Risk control measures methodology • Development of a workplace risk management plan • Application of the risk management plan • Risk communication

Group discussion/work with presentation	• Establishment of the scope of the RM plan • Establishment of hazard identification for the organization • Establishment of risk evaluation methodology for the organization • Application of risk control measures for the organization • Establishment of the RM Plan
Underpinning Knowledge Check	• Organizational Workplace Safety and Health (WSH) policy and WSH (Risk Management Regulations) requirements • Expectations of a Risk Management (RM) Champion • Application of risk management process • Application of risk assessment plan • Development of risk management plan • Communication of risk control measures

*The Risk Management process should consider the management of infectious disease outbreak, employees' health (including mental well-being) and terrorist threats. Training Provider should take reference from the 3rd revision of the Code of Practice on Risk Management.

Adults Learners

To enhance the transfer of learning, an andragogical or adult-oriented approach to learning is encouraged in the development and delivery of the competency unit. Andragogical instructional techniques are designed with these factors in mind:

- Adults are self-directed
- Adults have acquired a large amount of knowledge and experience that can be utilized as a resource for learning
- Adults acquire a large amount of knowledge and experience through workplace learning
- Adults show a greater readiness to learn tasks that are relevant to the roles they have in life
- Adults are motivated to learn to solve problems or address needs and they expect to immediately apply what they learn to these problems and needs
- Adults need to be challenged with varied strategies that maintain interest

As WSQ is a competency-based system, you need to ensure that the proposed delivery strategies and methods are in line with the competency-based approach. Training should also be based on the performance statements/criteria expectations, underpinning knowledge, range of application stipulated in the competency standards with the objective of equipping the learners with the required competencies in skills, knowledge, and key attributes critical for successful performance on the job and in the generic manufacturing industry

Regardless of the types of programmes as explained in Chapter 3, training can be delivered On-the-Job (OJT) or off-the-job. The practical aspects of the training programme that requires actual demonstration of skills may best be delivered on-the-job in the form of mentoring.

Training Providers who are public training providers may wish to provide simulated work settings, where possible, to provide learners with an authentic learning experience. Underpinning knowledge can be delivered off-the-job in classrooms or online platforms such as e-learning, self-directed learning and/or other learning resources. If preparations by learners are required prior to commencement of the training, they should be provided with learning

materials such as handouts (self-directed learning) or compact disc (e-learning) upon registration of the course. They should also be notified by training organizations on what they need to prepare before coming for the course

Training Providers offering integrated programmes should consider the linkages of the learning activities from one competency unit to another when selecting the delivery methods to ensure meaningful learning.

For full qualification programmes, it is recommended that the programme be completed within 3-6 months to ensure effectiveness of training. In view of the course duration, Training Providers may want to adopt the following approach to curriculum development which may involve the use of but not limited to:

Industry Requirements

Currently there is no assessment method mandated by the industry.

MOM/WSH Council officers shall conduct audits with or without notice on WSQ WSH TPs.

- To facilitate uploading of the assessment results, TPs shall install the Automated Marking System (AMS) and its associated hardware.
- The TP personnel who is authorised to use the AMS must also ensure that the assessment results are updated in SSG's TPGateway.
- TPs are to upload the test results to MOM/ WSH Council no later than 5 calendar days after completion of the courses. All errors must be rectified within 24 hours for re-submission of the affected results to MOM/ WSH Council via WSH TRS. This is in addition to the uploading of assessment results to SSG via TPGateway

3.6 Facilitator's Guide and Participants' Workbook/handouts

The Training Provider is required to prepare a facilitator's guide for the course. The guide provides the facilitator with information on the course including

- Course aim
- Learning objectives
- Target audience
- Assumed skills and knowledge
- Course duration
- Class size and trainer/trainee ratio
- Lesson plan
- Course contents and instructional materials
- Training methodologies
- *Training resource requirements
- Course administration instruction

*Total WSH

- Total WSH presentation slides will be issued upon approval of the Training Provider.

- The materials are provided strictly for the explicit use and guidance of training providers for the conduct of this course.
- Any other use of the materials or parts thereof, reproduction, publication, distribution, transmission, re-transmission, or storage in a retrieval system in any form, electronic or otherwise, for purposes other than that expressly stated above without the express permission of WSH Council is strictly prohibited.

To facilitate the learning process, it is recommended that the training provider provided each trainee with a participant's workbook or handouts. This set of notes should contain the course aim, learning objectives and the key learning points (WSHA 2006, subsidiary legislations, industrial code of practice, safety guidelines etc.) as well as guides for learning activities including safe use of cranes.

The training provider is required to submit a cross reference matrix to show that the courseware submitted is aligned to the requirements of the NCS / TN.

The training provider to ensure that materials used for the training does not infringe on patent, design, copyright, and intellectual property rights.

The training provider shall maintain a version control of updates made to the course materials for verification by the relevant authorities.

3.7 Training Venue Requirements

The training provider shall ensure that the classroom used for this training has adequate seating. Facilities inclusive of writing tables must be reasonably and comfortably spaced so as to be conducive to the learning process and for the purpose of conducting the assessment. Classrooms must be equipped with projectors, whiteboards, flipcharts and specific training aides related to the course. The classroom must be adequately illuminated and ventilated. Emergency exit signs and routings must be clearly demarcated and briefed to all the course participants at the start of the course.

3.7.1 Unless prior approval has been granted by the CB, which had certified its WSH courses, each TP shall maintain and conduct its WSH course at its primary Training Venue. In addition, the TP shall ensure that the following are not shared with any other TP:

(a) their approved Training Venue/s; and
(b) Any other equipment or loads, which are used for the conduct of the WSH course.

3.7.2 In the event, where the TP wishes to conduct its WSH theory course(s) at a venue, other than the approved Training Venue, the TP must inform the CB, which had certified its WSH course(s) at the approved Training Venue/s, of its intent to effect such a change, and it must also demonstrate to the CB that:

(a) It has an approved Training Venue at the registered address;
(b) That the proposed venue is conducive for learning; and
(c) That there are no safety and health concerns in relation to the proposed venue/s.

The TP may conduct its WSH theory course(s) at a venue other than the approved Training Venue/s only after obtaining the CB's approval.

3.7.3 The requirement stated at Para 3.7.2 shall apply to a TP for single and multiple usage.

3.7.4 Where the CB has granted approval to the TP to conduct the WSH theory course(s) at an alternate venue, the TP must ensure that:

a) All training and assessment records are kept by the TP, for courses conducted, at the alternate venue. Such records shall include the following documents:
i. Photographs of the alternate venue;
ii. Photographs of the WSH theory course(s) being conducted at the alternate venue;
iii. Layout plan of the alternate venue; and
iv. Leasing documents;

b) The records mentioned in sub-paragraph 3.7.4(a) above, are continually updated;

c) The alternate venue is only used for the conduct of WSH theory course(s). No practical training/assessment shall be allowed at the alternate venue, unless approval has been granted by the Authorities; and

d) The alternate venue is not occupied and or used by another TP at any time.

3.7.5 The TP must ensure that all Training Venues (including alternate venues) have been approved by the Urban Redevelopment Authority (URA) or the Housing & Development Board ("HDB"), either as a Commercial School (theory based only) or for Industrial Training (theory and practical), before it applies to be certified by the CB.
Note: Tenancy agreement (e.g. from JTC Corporation or other Developers) does not constitute a URA approval. Only correspondence with letterheads bearing the office of the relevant government authorities granting the approval shall be recognised.

3.7.6 Paragraph 3.7.5 shall not apply to TP who is applying for a once –off use of the theory training premises.

3.7.7 The TP is to note that a CB's approval of any practical training venue is conditioned upon its safe and adequacy of the training facilities and equipment. The TP shall comply with all relevant legislations including but not limited to legislations involving land use, building, fire and safety.

CHAPTER 4: KEY ASSESSMENT ADVICE

This chapter describes the following components:
A description on the general guidelines and requirements for conducting assessment is given in the reference WSQ resource websites in **Part II** of this document.

4.1 Assessment Strategies

A non-exhaustive list of assessment strategies and methods indicating the possible assessment methods or combination of assessment methods, as illustrated in below, can be used as a planning guide for determining the appropriate assessment strategy for the respective performance statements/criteria and underpinning knowledge in the competency-based assessment.

The frequently used competency-based assessment methods may be categorized into three broad groupings:

4.1.1 Performance-based Methods (Practical Performance)

Performance-based assessments have always been the preferred competency-based assessment methods. They have the benefit of authenticity. The assessments require candidates to perform a particular task according to specification or standards as a demonstration of their achievement. Performance-based assessments offer the assessor a direct source of evidence to evaluate the candidate's ability. Most of the vocational training adopts performance-based assessment, for example in nursing, performing arts, culinary, military, and technical, etc. By observing the candidates performing the real task, it is more reliable for the assessor to predict the candidate's ability to perform the same tasks in future. Some examples of performance-based assessment methods are highlighted in the sections below.

- **Workplace Performance**

  This is arguably the best method to collect reliable and authentic evidence of a candidate's actual work competencies. The fact that the assessment context is set under actual work conditions that require demonstration of actual occupational competencies maximizes the degree of realism in the assessment process. Consider the assessing of a candidate's process operating skills. What best way to administer this assessment other than to get his direct supervisor observes how he operates the process equipment and takes the required measurements? Due to the high-quality evidence that can be derived, workplace assessment should always be an assessor's primary source of evidence collection.

  Despite the above, key considerations of this method include significant investment in resources, training of supervisors in conducting competency-based assessments and the availability of opportunities to assess the candidate across the full range of activities specified within the standards. In such cases, simulation of role-play should be considered as a supplementary means to collecting evidence.

4.1.2 Questioning Methods

- **Multiple Choice Questions (MCQs)**

MCQs require the candidate to recognize fine distinctions between correct and nearly-correct statements. They learn that these distinctions are not only of Recognition, but are distinctions that involve the thinking for Synthesis, Analysis, and Application.
Questions are focused on finding out fine distinctions between correct and nearly correct statements. In this example below, the answer that is expected is the wrong content of the Risk Management Plans.

Example: Which one is the most effective control to reduce risk? a) Personal Protective Equipment b) Administrative control

It is a closed-ended question, and a specific response is expected. A set of answers should be provided to the assessor to assess the test consistently.

4.1.3 Attitudinal Evaluations

Attitude evaluations are approaches to the direct assessment of candidates' behavior that can be used to make inferences about their attitudes. Attitudes are consistent and stable ways that people think and feel and are predisposed to think and feel in the presence of various stimuli. Evaluation of attitude is perhaps the most challenging aspect of competency-based assessment. Reason being while it is easily to evaluate a candidate's psychomotor and cognitive competencies that are mainly overt, through methods such as practical demonstration and written/ oral tests, a person's attitude remains largely covert. This implies that he will be able to manipulate the display of the desired kind of attitude for the sake of passing assessments. A classic example would be assessing the attitudinal aspect for effective client service. Example is" Go the extra mile service", when the candidate is required to smile and maintain eye-contact throughout the interaction with the client. It is not difficult to 'put on a front' and display this set of desired attitudes for passing the assessment. However, what happens henceforth at the workplace remains to be seen.

As attitudes are not directly observable, we can make inferences from the otherwise unobservable attitudes based on observable behavior. Behavior observation over a period of time via direct means, e.g. self or indirect means e.g. third party or during a significant event (or setting) e.g. mystery client, is the most commonly used method.

- **Observations**

The assessor will design evaluation criteria based on a set of expected behavior outcomes and use the assessment criteria to grade the candidate during observation. It involves observing the behavior of learners, recording as much as possible, or whatever appears to be useful, important, or unusual. Once the data are recorded, the observers' task is to make sense and draw conclusions from it. By attending to all behavior, important patterns or trends may have been overlooked. Observation requires preparation time. It is necessary to determine why you are observing, what you expect to see or think you might see and how you will record what you see.

This section provides an overview of common assessment methods. However, the list is not exhaustive as illustrated above, it can be used as a planning guide for determining the appropriate assessment strategy for the respective performance statements and underpinning knowledge in each WSQ Workplace safety and health (WSH) competency unit.

Generally, there is no such thing as one best assessment method. As illustrated above, there are constraints associated with each method and it is up to the assessor to study the pros and cons of each and decide how best to complement a method's weaknesses with another method's strengths to extract quality evidence. It is advisable to use a hybrid of methods to enhance reliability and authenticity of evidence collected. For example, a project used to assess task skills can be supplemented with oral questioning to assess application of knowledge. It also reaffirms the originality of the candidate's work.

In selecting assessment methods, factors such as the purpose, the structure and the timing of assessment should be considered. It is important to note that one can combine the assessment of relevant competency standards at one sitting rather than assessing one individual standard at a time, especially when a group of competencies are related. A typical example is the driving test where parking, reversing, signaling, and driving are tested in one sitting since it emulates the actual process of driving. Such holistic assessment methods are generally more authentic in relation to the real workplace. While not always feasible, assessment at the workplace is generally preferred as it gives candidates opportunities to demonstrate his or her ability to perform in the work environment. As with any assessment, the competency-based assessment requires careful thought and planning if it is to be truly effective.

Assessment Advice

Currently there is no assessment method mandated by the industry. Training providers are encouraged to refer to the checklists such as those suggested in the Annexes (see Annex B to D) as tools for organizing assessments for performance statements/criteria and underpinning knowledge.

Apart from the annual surveillance audit carried out by the SSG, MOM/WSH Council officers may also conduct no notice audits, as necessary, on WSQ Training Providers.

Training Providers are to upload the test results to MOM/WSH Council within 5 working days following the completion of the course assessment. All errors must be rectified within 24 hours for re-submission of the affected results to MOM/WSH Council via WSH TRS. This is in addition to the uploading of assessment results to SSG.

Authorities (i.e. MOM/WSH Council) may request from training providers information on the course. Training providers are to ensure that the information given to the Authorities are accurate and updated.

Note: For system(s) or requirement(s) administered by the relevant authorities, i.e., MOM/WSH Council, the training provider shall fulfil the requirements and follow up with the agencies accordingly.

4.2 Graded Assessment

There is a 1 hour graded assessment for this Competency unit- **Develop a risk management implementation plan** conducted at the end of the course.

All the performance statements/criteria and its underpinning knowledge of each competency units in the qualification must be attained 100% to be considered competent in this qualification.

4.3 Assessment Instruments and Tools

General Guidelines on Conducting Competency-Based Assessment

As part of the preparation of courses for accreditation, training organizations are required to prepare an assessment plan for each Competency Unit. **An integrated Assessment Plan** can also be prepared where competency units with similar or related subject matter are combined and assessed at the same time. The advice which follows is provided to assist in the preparation of an assessment plan.

Samples and templates of these instruments and tools as suggested in Annex B to D that could be used for this Competency unit- **Develop a risk management implementation plan** are:

- An Evidence Sources Checklist to serve as a reporting snapshot of the types of evidence gathering that may be used.
- Performance Statement/ Criteria Checklist as an instrument for the recording performance statements/Criteria
- A Verbal Assessment Checklist to record answers to questions concerning Underpinning Knowledge if this is used as an alternative to written exercise.
- Written Assessment Checklists as an instrument for the recording of answers to questions concerning the performance statements and underpinning knowledge. The number of attempts a candidate is allowed to be assessed in the written assessment is ONE. The candidate certified "NOT YET COMPETENT" after the assessment, the candidate must be re-coursed. During the administration of the written assessment, there shall be an assessor to ensure the integrity of the assessment process. The trainer for the course is not permitted to be the assessor for the same course during the assessment. An invigilator can be appointed in place of the assessor, but the trainer for the course must be on standby to make clarification on the questions where needed.
- A Recording and Reporting Assessment Table Format as an instrument for the concise recording of competency and re-assessment information concerning the Competency Unit
- An Assessment Summary Record as an instrument for the recording of the performance statements/Criteria, assessment methods and assessment tools with the indication of the overall result (Competent or Not-Yet-Competent)

The Quality Assurance Division in SSG has set out the following general guidelines for conducting assessments, particularly competency-based assessment. While there are some points in the advice that follows which may need to be modified in the context of each Competency Unit, they represent a sound starting point for reference in developing an assessment plan.

4.3.1 Technical Principles of Assessment

Competency based assessment is the process of collecting evidence and making judgments on whether competency has been achieved. All assessment centers and training organizations are required to demonstrate compliance with the following four technical principles of assessment which are: Validity, Reliability, Flexibility and Fairness.

These technical principles of assessment must be addressed in the development of assessment tools, conduct of assessment, and in the design, establishment, and management of the assessment process.

(i) Validity

A valid assessment assesses what it claims to assess; evidence collected is relevant to the activity and demonstrates that the performance criteria have been met.

The principles of assessment therefore must consider several factors:

- Assessment activities are reflective of the performance expectations of the unit/s covered
- Assessment against the competency unit/s must cover the broad range of skills and knowledge
- Assessment should integrate knowledge and skill with their practical application
- Evidence should, if possible, be gathered on several occasions and in a range of contexts, using different assessment methods

The validity of assessments can be enhanced when some or all the factors below are applied:

- The assessment focuses on the appropriate areas of competence and skills
- A sufficient range of the performance of the person being assessed is sampled
- The assessment tasks resemble those encountered in the workplace. Where this is not possible (e.g., in a facilitated learning environment where participants come from different industries), scenarios and/or contexts which participants can easily relate to should be used.
- Evidence of performance is obtained after the assessment to support predictive validity
- The assessment procedure documents the links to workplace performance
- Multiple approaches to assessment are used
- The assessor can demonstrate how evidence of competency discriminates between different competencies and reinforces similar competencies

(ii) Reliability

Reliability refers to the consistency of the interpretation of evidence and the consistency of assessment outcomes. Reliability can only be achieved when assessors share a common interpretation of the unit/s being assessed.

Some or all the following factors will contribute to reliability:

- The criteria for the judgment of competence must be stated clearly and adhered to
- Assessment practices in the assessment of candidates, need to be monitored and reviewed to facilitate consistency of judgment
- As a minimum requirement, assessors must meet the vocational competence

requirements outlined in Part B of this Guide

Applying the following practices enhances reliability:

- Comparing the results of two or more assessors (moderation)
- Collecting evidence via several different assessment methods
- Collecting evidence across different locations and times
- Clearly specifying the competencies to be attained (documentation)
- Clearly specifying the instructions on how assessments should be undertaken and carried out
- Detailing clearly items on self / peer / supervisor assessment (documentation)
- Reviewing the training of assessors (systematic procedures)

Evidence of consistency can be obtained by assessing on multiple occasions and by using several methods of evidence gathering and in a range of contexts.

(iii) Flexibility

Flexibility in assessment allows for assessment either on or off the job and at mutually convenient times and situations:

- Cover both on and off-the-job components of training where applicable
- Provide for the recognition of competencies no matter how, where or when they have been acquired
- Draw on a range of methods and be appropriate to the context, task, and candidate
- Be made accessible to candidates so that they can proceed readily from one Competency Unit to another

Flexibility applies to the process – not the standard.

(iv) Fairness

A fair assessment will not disadvantage any person and will consider the characteristics of the person being assessed. To maintain fairness:

- reasonable adjustments are made to assessment procedures depending on the characteristics of the person being assessed
- assessment procedures and the evidence (whether product or process) must be made clear
- a consultative approach to assessment of a competency against one or all the units in the Standards is recommended
- persons being assessed against the Standards must have the opportunity for a review and an appeal of assessment decisions

To be fair, an assessment should:

- help the person being assessed understand clearly what is expected and what form the assessment will take
- be equitable to all groups of people being assessed (make reasonable adjustments to the methods used for collecting evidence depending on the characteristics of the person(s) being assessed)
- have criteria for judging performance that are made clear to all those seeking assessment

- involve a participatory approach to assessment that is agreed to by the assessor and the person being assessed
- provide opportunities that allow the person(s) being assessed to challenge assessments with provision for reassessments

Sources: CU5 – Develop Competency-Based Assessment

CU6 – Conduct Competency-Based Assessment

4.3.1.1 Issuance of "Safety Pass" and the "Certificate of Successful Completion"

4.3.1.1. Safety Pass/Card is to be issued, in accordance with the format shown in Annex Q. Safety Pass and/or Certificate of Course Completion is to be issued, to candidate who is assessed "Competent" in this Competency Unit.

4.3.1.2 Certificate of Successful Completion is to be issued, in accordance with the format shown in Annex R. This is in addition to the Statement of Attainment (SOA) issued by SSG for WSQ courses.

4.3.2 Collecting Evidence of Competency

Assessment of competency should involve demonstration of competence in all dimensions of competency (task skills, task management skills, contingency management skills, job role / environment skills and transferability). Evidence should involve a variety of evidence types, where possible.

At least one form of direct evidence should be considered to make a judgment on the practical performance component of the competencies, for example, observation of a simulated performance.

Supplementary and indirect forms of evidence should be used, where possible, in support of direct evidence to:

- extend on direct forms of evidence, for example, a range of situations, with different types of persons being assessed, or in conflict situations
- facilitate transferability of competencies to new situations and contexts
- assess underpinning or required knowledge and understanding
- provide information on possible performance in rarely occurring but critical situations, for example, theft, breakdown, and industrial conflict

Third party reports are used only to verify and support evidence obtained using other methods, unless the third party is a qualified assessor and is familiar with the standards of the Competency Unit mentioned.

Self-assessment against the Competency Units can make the person being assessed aware of the standards they are expected to achieve, prepare them for formal assessment and/or contribute towards final assessment particularly as part of recognition of current

competencies.

(a) Rules of evidence

Evidence of competence must be:

(i) Valid evidence

Evidence of competence must cover the broad range of knowledge and skills required to demonstrate competence. Assessors need to ensure that the evidence meets the specified criteria of the standards. Evidence should also match or reflect the type of performance that is being assessed.

(ii) Sufficient evidence

This relates to the amount of evidence. Assessors must collect enough evidence to satisfy that the candidate is competent across all competency elements considering the contexts for application of the skills / knowledge required in performing the Competency Unit.

Evidence should be collected from multiple sources and at different time where possible.

(iii) Current evidence

An assessor needs to determine the currency of the evidence of competence.

(iv) Authentic evidence

Assessors need to be sure that the evidence is the candidate's own work. To determine authenticity, validation of the evidence by a third party may be necessary.

4.3.3 Code of Practice for Assessors

Conflict of interest sometimes arises for assessors. Under these circumstances, the conflict should always be declared. Potential forms of conflict of interest in the assessment process and/or outcome may include:

- a pre-established, personal relationship between the assessor and the person being assessed
- financial implications for the assessor
- employment opportunities for the assessor
- power opportunities for the assessor

Referrals for opinions to other internal assessor/s or to an external assessor/s can help to establish fair practice. The referrals may involve informal verbal consideration, a formalized written document, or a combination of the two.

Care must be taken to conduct assessment practices that do not perpetrate possible workplace discriminatory practices. As well, assessors must not use the assessment to coerce personal or professional favors or to gain economic advantage from the person/s being assessed or potential client groups.

Personal or interpersonal factors (biases) not related to the assessment decision or process may include the characteristics of the person being assessed and/or the assessor - for example, race, gender, language background, religious background, political affiliation, sexual orientation, physical disabilities, physical appearances, marital status, age, skin color, social class and/or ethnic background. Such biases are always to be avoided.

Assessment specialists have developed an international code of ethics and practice (The National Council for Measurement in Education i.e., NCME). The Code of Practice below is based on the international standards:

- The differing needs and requirements of the person(s) being assessed, the local enterprise(s) and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified, and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing, and reporting of the assessment outcomes
- The rights of the candidate(s) are protected during and after the assessment
- Personal or interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and processes of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency, and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate(s) and the assessor that the assessment was carried out in accordance with agreed procedures
- Assessment tools, systems, and procedures are consistent with equal opportunity legislation
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- Results are only released with the written permission of the candidate(s)
- The assessment results are used consistently with the purposes explained to the candidate
- Self-assessments are periodically conducted to compare current competencies against the Advanced Certificate in Generic Manufacturing competencies
- Professional development opportunities are identified and sought
- Opportunities for networking amongst assessors are created and maintained
- Opportunities are created for technical assistance in planning, conducting, and reviewing assessment procedures and outcomes

Sources: **CU5 – Develop Competency-Based Assessment**

4.3.4 Purposes and Key Features of an Assessment Plan

While the guidelines for conducting assessments set out in the preceding section provide a valuable framework of ideas and practices, there are some adaptations which may need to be made. For example, to strengthen validity and reliability, if more than one assessment is used to assess a particular performance statement or criteria, that assessment should be spaced over time, location and so on. It needs to be remembered that these guidelines were written for the entire WSQ industry sector, and some Competency Units may be considerably longer and more diversified than others.

Some Competency Units are relatively short – they may be less than 24 hours in duration and during this period there is limited time for complex and multiple cross-referencing of assessment.

Trainers are advised to take a balanced approach, using the principles to maximize validity, reliability, flexibility and fairness of the assessment process. However, assessment should not dominate the contact time with participants or to distort the broader purposes of the training.

It could also be the case that in some Competency Units, there are substantial components which are difficult to assess in pure 'competency' terms as they involve changes in 'mindset' and development of personal attributes. These are often difficult to validly assess based on observed performance of specific competencies as they relate in large part to development of knowledge and attitudes.

Different methods of assessment – group discussions and personal observations of the trainee on how they approach challenges as well as knowledge assessment may be used with effectiveness. Assessment strategies should reflect a clear understanding of diverse learning styles.

4.3.5 Purposes of the Assessment Plan

The purpose of the assessment plan is to:

a. set out how the course will be assessed and to detail the assessment events, processes and instruments that will be used. The result of the assessment process is a determination of Competent / Not Yet Competent
b. set out the course accreditation submission the way in which the course will be assessed against the relevant units and the performance expectations for the Competency Units
c. serve as a guide to trainers in their delivery and assessment of the course. This is particularly important if there are several trainers undertaking the delivery of the course
d. serve as the basis upon which to develop advice for trainees as to how the course will be assessed and what they will have to do to be assessed as 'Competent'. (The assessment plan should not be provided in full to trainees, but a suitable summary of the assessment programme should be provided)
e. clarify for trainers, trainees, auditors, and clients (companies, employers) what a

competent person can do and how we establish that these criteria have been met. It also allows us to clearly advise unsuccessful trainees as to where they did not meet assessment requirements

f. provide a safeguard to show that the assessment is based upon, closely connected to, and structured around the Competency Units – in other words, that it is competency-based

4.3.6 Key Features of the Assessment Plan

The overriding criteria for a good assessment plan should include the following:

a. fair, valid, reliable, and flexible
b. links to the units and competency elements and the performance criteria set out in the Competency Unit
c. covering the assessment of underpinning knowledge
d. including assessment instruments and events which are 'performance based'. This means the assessor can make a direct assessment of whether the trainee can perform the competency to the required skill level as set out in the performance criteria
   – through workplace demonstrations, simulated workplace demonstrations and practical tasks or other performance-based processes
e. be practical and 'doable'. This means there is a reasonable balance of course time taken up with training and assessment (the demands of assessment should not overwhelm the trainers' time dedicated to course instruction). Assessment should not impose unreasonable burdens on the participant, nor should the criteria be set so high that trainees find it unreasonably difficult to succeed
f. where possible, assessment should be fun. Clever and authentic assessment should tap upon the natural enthusiasm of the learner to learn and the satisfaction which comes with demonstrating a skill or ability
g. be holistic and avoid being 'atomistic' – multiple small, unconnected assessment events which are time consuming and may mean little on their own. Often the key to 'competence' is to be able to combine a set of discrete skills into a meaningful job-related process
h. have coherency and, where possible, clustered around a few more comprehensive assessment events which can collectively assess several specific elements and performance criteria in a connected way
i. the weightings of the assessment events and processes should be documented – and whether they are essential for an assessment of competence or not essential should be made clear to participants (in other words, the specific skill or competent behavior can and would be assessed in multiple ways during the course)
j. detail and justify how an assessment of 'Competent' is reached, for example how the knowledge assessment is integrated into the overall assessment, whether there is a threshold requirement on this assessment, how 'failed' attempts may be repeated and what are the essential elements of competence in the assessment. It should be stressed that there is no such thing as 80% 'Competent' - a candidate is either 'Competent' or 'Not Yet Competent'. This means the definition of 'competent' and how competence is met needs to be clearly stated in the assessment plan

k. avoidance of multiple choice and true / false objective testing unless for the most basic cognitive recall elements of underpinning knowledge. If these methods are used, new item sets should be constructed for each class or group as otherwise over time these tasks lose their reliability. Generally, we only recommend using such approaches if a training organization has the capability to develop and validate a substantial item bank

l. for the knowledge component short written or oral answers to authentic work-related questions or situations are a more suitable approach; other techniques can include longer written reports, presentations and longer written tests

m. it is useful and recommended that the assessment plan be set out in descriptive tabular form showing how the assessment covers the various elements of competence:

- This is sometimes referred to as a 'Table of Specifications' for the assessment programme. There are several ways this can be done. One approach is to list all the performance statements (PS) and set out in the table how each will be assessed, the instrument, time taken and so on – refer to ***Annex A***. This however can lead to rather more atomistic checklist approaches
- Another way is to set out the key comprehensive assessment events (as suggested in item h) and against them – which performance statements are assessed during the assessment event. This technique thus begins not with a large list of PSs but rather a small set of coherent larger assessment events in which many PS assessments are integrated – refer to ***Annex B***. This is likely to result in a more interesting, less fragmented, and less intrusive assessment programme. Care must be taken however to ensure that all the performance statements are its related range of application are assessed. If necessary, some specific assessments may be needed to ensure full coverage.
- A summary of evidence sources and evidence expectations are a useful adjunct to the assessment plan. By way of explanation a sample of ***Annex C*** is append.
- Avoiding, whenever possible, assessment events or conditions which are finite and irredeemable, especially early in the course. (If you fail this event – you have failed the course.) Trainees should be given the opportunity to be re-assessed on critical assessments, to have a second chance and to have the opportunity to address assessment requirements in alternative ways
- Overall, while the assessment is important, a balance should be struck between training and assessment, and the trainee should feel that the assessment and instructional programme were well connected and integrated in the training experience

4.3.7 Assessing Underpinning Knowledge

In each of the Competency Units there is an elaboration of the underpinning knowledge for the course. This reflects what a competent person needs to know to be competent and what he or she must know and understand to practice the competency effectively and in the right context.

To some extent underpinning knowledge is implicit in the performance of the competency (for example, the worker will put on personal protective clothing or equipment before commencing work activities) but nevertheless the underpinning knowledge should be separately assessed (to

ensure that the worker knows the reason of doing this and the health and safety involved).

After demonstrating competent performance, one way to determine if the learner understands the principles underpinning their performance is to use verbal questioning. A verbal assessment template is shown in ***Annex D***. When creating a set of verbal questions, the assessor/trainer should regard their prepared questions as a guide only. By way of implementing a flexible assessment plan, the trainer/assessor will adapt the verbal questioning according to the assessment environment and learner response.

If the Competency Units are relatively short, there may not be time for trainees to write reports, journals and undertake sizable projects and so the assessment plan should set out how this will be undertaken in a balanced way, and in the knowledge component.

One approach is to identify the underpinning knowledge which is essential for competence and to ensure that the trainee has this knowledge, if necessary, through an opportunity to repeat those critical parts of the knowledge assessment in which he or she was unsuccessful.

Ultimately the trainer / assessor must be clear about the criteria being set for assessment of the knowledge component and show these in the assessment plan.

4.3.8 Assessment Requirements

The assessment may be sequenced with or follow other Competency Units that deal with similar or related subject matter in order for the candidate to draw from previous experience for this assessment.

This assessment context is the candidate's current place of work and job role. A judgment of competence denotes that the candidate can produce the desired outcomes reflected in the competency element within the requirements of the work role and environment. The assessment would therefore be limited to the scope and circumstances defined by the following elements:

- the range of activities, tasks, roles, and responsibilities found in the workplace
- relevant industry code of practice
- occupational safety and health regulations for the industry
- legal or ethical issues that the participant may have to deal with in the workplace

Assessment may be undertaken on-the-job and or off-the-job. When on-the-job assessment is not feasible, alternatives may be discussed between the assessor and the candidate. The essential reference for the collection of evidence is the proposed evidence sources in the Competency Unit. The assessment plan may include the following assessment methods:

- Project
- Oral test
- Case study
- Work observation

- Written activities / reports
- Interview
- Review of relevant documents which include training records, personal statement/resume, journal/diary, testimonials
- Others

4.3.9 Suggested Assessment Strategies

With reference to the assessment requirements in above the assessment strategies suggested for this programme may include:

(a) Work Observation – Real work situations or simulation

Where real work situation is used for the assessment and where all evidence cannot be gathered in a one-time assessment, they can be gathered over a reasonable period (maybe within a week) as determined and agreed by the candidate and assessor. The assessment duration in this case will not apply. However, candidate should complete the assessment within the time frame stipulated in the job sheet or work instruction.

Where it is not possible to assess the learner using real work situations, simulation will be used as an alternative method. Assessor is advised to study the candidate's work situation very carefully to determine the most appropriate method/s to use for assessment. Simulation may also be used to gather all or part of the evidence. Where simulation is used to gather all the evidence, the assessment duration specified in the Assessment Plan will apply. Where simulation is used to gather part of the evidence, the assessor will need to determine the assessment duration and inform the candidate accordingly.

Where evidence cannot be gathered during the practical performance, supplementary questions will be asked to ascertain candidate's competency.

(b) Questioning

Written and or oral questioning is used to assess underpinning knowledge and performance expectations that are not observable during practical performance. Written test could be done through electronic means or question paper.

Where candidates are unable to express a response during oral questioning, other means of response could be used, such as writing, drawing or demonstrating. In situation where knowledge can be demonstrated or implied through practical performance, questions need not be asked.

(c) Documentary Review

Documentary evidence can be recent work or current work completed by the candidate during the practical performance, which may include working in team to implement improvement to work processes or products.

Where evidence is lacking from the documentary evidence, assessor will use supplementary questions to gather evidence during an interview with the candidate or

gather the evidence from the candidate's supervisor.

In addition, the assessment instruments, and tools for the conduct of the assessment planned that may be relevant to this programme include:

- **Practical Performance Checklists** to serve as reporting mechanism for several Performance Statements or Criteria that may be achieved using different assessment methods
- **An Evidence Sources Checklist** to serve as a reporting snapshot of the types of evidence gathering that may be used.
- **An Evidence Plan Checklist** to serve as a reporting instrument to record a plan of expected evidence materials.
- **A Verbal /Knowledge Assessment Checklist** to record answers to questions concerning Underpinning Knowledge if this is used as an alternative to written exercise

In summary, the range of assessment tools utilized in assessing the performance can include work-related performances, projects, work related portfolio, case studies or practical tasks. The knowledge-based test may be written or oral, based on the underpinning knowledge specified in the evidence guide in the appropriate units of competency.

Other Assessment Advice

a. Collecting Evidence

Evidence must be gathered from a range of contexts that will enable a fair and reliable judgment about the participant's competence. The assessment process and collection of evidence must be valid, reliable, flexible, and fair while the evidence collected must also be valid, sufficient, current, and authentic.

Evidence gathering methods should be culturally inclusive and consider the language, literacy and numeracy skills of the participant.

Reasonable adjustments may be considered for participants with physical and/or sensory disabilities or learning difficulties that may require support to undertake assessment. Such support could include physical, mechanical, or technical aids, extra time for assessment or specially devised or adapted methods of assessment. For example, participants who do not have opportunities to be observed conducting live meetings or briefings may be assessed through interviews or simulations.

Evidence of competency must include occupational safety and health and other legislative aspects of the job.

b. Recording and Reporting Assessment

The candidate should be given specific and constructive feedback on the assessment outcome. Information to be captured in an assessment record includes the Competency Unit and elements, the assessor's name, assessment date, candidate name, the assessment evaluation, and any subsequent appeal and outcome. A suggested format is given in ***Annex E***.

c. Recognition of Prior Learning

An individual who has acquired skills and knowledge relevant to this unit through previous learning or work experience may be assessed for recognition of prior learning. Where skills and knowledge have been gained through experience, the applicant will need to provide evidence of competence. Documentary evidence of formal assessment should be provided by the applicant such as certification obtained under National Skills Recognition System (NSRS) Competency Units or other recognized certification bodies.

d. Workplace Safety and Health Requirements

This programme should be delivered and assessed in accordance with Workplace Safety and Health (WSH) regulations of Singapore. Candidates should only be required to undertake instruction and assessments in environments that comply with WSH regulations of Singapore to ensure that everyone associated with learning in this programme commits to maintaining a safe environment. The following outlines where people can obtain more information and advice on the type of control measures used in the training programme to eliminate WSH risks are also addressed. Some suggested strategies that could apply to this training programme are:

- establish policies for safety and health policies
- establish roles and responsibilities with respect to safety and health
- specify procedures for safety and health
- communicate safety and health instructions to trainers, assessors, participants and administrative staff
- maintain safety and health records

There should be an emphasis on the interaction between everyone involved in the learning process. Mutual consultation should cover all aspects of the learning process. Trainers and assessors should make the participants aware of the WSH issues throughout the Competency Unit in theoretical and practical situations. For more information on WSH regulations of Singapore please access www.mom.gov.sg.

CHAPTER 5: ADULT EDUCATOR REQUIREMENTS

5.1 Trainer/Facilitator Requirements

Trainer and Assessor Requirements

The trainer must be able to demonstrate current competency in the Competency Units delivered. Current competency will usually be demonstrated by the completion of a relevant technical or vocational qualification, or relevant work experience within the generic manufacturing industry, it is recommended that the trainer hold a qualification higher than the level of qualification being delivered. In the nutshell, a trainer of the Competency Unit must:

- have demonstrated competency for the Competency Unit to be delivered
- have completed WSQ Specialist Diploma in WSH
- have at least three (3) years of relevant industry experience at supervisory or managerial level, including evidence of maintaining currency, for example, through recent work in the industry as supervisor, consultant or trainer, or professional development or active membership of a professional association
- be certified competent in preparation, delivery and evaluation of training sessions or relevant National Trainer Competency Standards certification
- have completed Advanced Certificate in Training and Assessment (ACTA) or Advanced Certificate in Learning and Performance (ACLP) or Diploma in Adult Continuing Education (DACE) or Diploma in Design and Development of Learning for Performance (DDDLP).

All trainers/adult educators are required to attain 10 hours (minimum) annually by attending Continuing Professional and Development (CPD) courses conducted by appointed training providers. For more details, refer to Train-the-Trainer (T^3) Programme in WSH Council website (www.wshc.sg)

The trainer for the course is not permitted to be the assessor for the same course learners during the assessment.

Assessors must follow the assessment guidelines and are expected to carry out the assessment activities which include a pre-assessment briefing, careful evaluation of the evidence, feedback to the candidate and recording the assessment outcome.

5.2 Training Provider / Developer Requirements

Training Provider Requirements

Training Providers are expected to fulfill the following requirements:

- ISO 29993 certification;
- bizSAFE Level 3 certification;
- Blended learning
    a. Able to conduct synchronous online training and assessment for the theory contents of courses, or have developed an SOP to conduct online training and assessment when required to do so;

- Principal/Director and 1 full time approved facilitator/trainer for each WSH course

- For each WSH course, the Training Provider must have at least:
  a. 1 full time Principal/Director;
  b. 1 full time WSH Approved Adult Educator/ Trainer/Facilitators for each WSH course1; and
  c. 2 approved full time/associate Adult Educator/ Trainer/Facilitators for each of the language

Training Providers are to inform the WSH Council when they withdraw their training provider status for any WSH course(s), or have their status suspended or terminated by any authority.

Training Providers are to comply with the instruction by either (i) SkillsFuture Singapore (SSG), Ministry of Manpower (MOM) or the WSH Council to stop conducting any WSH Course(s) when an investigation is ongoing, or a non-compliance is being verified. Further actions would be taken when fraudulent acts or significant non-compliances are established.

Developer Requirements
WSQ curriculum developer pedagogic requirement: The developer must have attained a WSQ Advanced Certificate in Training and Assessment (ACTA) or its equivalent. With effect from 1 October 2015, a WSQ Diploma in Adult and Continuing Education (DACE) or Diploma in Design and Development of Learning for Performance (DDDLP) is required.

- AE should possess at least 5 years of domain work experience within the sector.
- AE must have at least 3 years of experience in developing adult learning curriculums
- WSQ curriculum developer experience: The developer should preferably possess a minimum of one (1) year experience in WSQ-related courseware development
- Language proficiency: WPL level 7 or equivalent

5.3 A qualified and experienced developer can work with a Subject Matter Expert with relevant domain qualifications and work experience in developing the courseware. Facilities, Equipment and Tools Information

Identify the required and / or recommended facilities, equipment, and tools needed for the training and assessment. Special attention should be paid to facilities, equipment, and tools for learners with disabilities or special needs. For example, but not limited to,

5.3.1 Room with tables and chairs

5.3.2 Flipchart/whiteboard

5.3.3 Audio/visual aids (video, digital camera, camcorder)

5.3.4 Office stationery (pens, markers, writing materials, graph paper, etc.)

5.3.5 Application software pertaining to data collection.

CHAPTER 6: SUMMARY OF MANDATORY SECTIONS / INFORMATION

This chapter summarizes all the mandatory sections and required information, for easy reference. Training Providers / Adult Educators are expected to note the information indicated in the following Sections and to comply with the stated requirements, where appropriate:

Section	Title
2.5	Recommended Learning Hours (RLH)
2.6	Recommended Class Size and Trainer-Trainee Ratio
2.7	Recommended Assessor to Candidate Ratio
4.1	Content Coverage *On percentage of items under Range and Application and Evidence Sources to be covered*
6.1	Trainer Requirements
6.2	Developer Requirements
6.3	Assessor Requirements

CHAPTER 7: RESOURCE INFORMATION

The various literatures, journals, articles, and researched information on Develop a risk management implementation plan competency unit are listed below:

Code of Practice on *Workplace Safety and Health (WSH) Risk Management*. Singapore: Workplace Safety and Health Council. Retrieved from https://www.wshc.sg/ accessed (Jan 1, 2022)

Workplace Safety and Health (Risk Management) Regulations. Retrieved from: https://www.mom.gov.sg/legislation/workplace-safety-and-health accessed (Jan 1, 2022)

Workplace Safety and Health Act. Retrieved from: https://www.mom.gov.sg/workplace-safety-and-health/workplace-safety-and-health-act/what-it-covers accessed (Jan 1 2022)

Workplace Safety and Health (General Provisions) Regulations. Retrieved from: https://www.mom.gov.sg/legislation/workplace-safety-and-health accessed (Sep 19, 2024)

Approved Codes of Practice. Retrieved from: https://www.mom.gov.sg/legislation/workplace-safety-and-health accessed (Sep 19, 2024)

bizSAFE. Retrieved from: https://www.wshc.sg/ accessed (Sep 19, 2024)

bizSAFE Level 3 Risk Management Audit Checklist. Retrieved from: https://www.tal.sg/wshc/resources/publications/checklists-and-articles/bizsafe-level-3-risk-management-audit-checklist accessed (Sep 19, 2024)

SS ISO 45001 (2018): Occupational Health and Safety Management systems — Requirements with guidance for use

ALARP Suite of Guidance (n.d.) Retrieved from: http://www.hse.gov.uk/risk/theory/alarp.htm accessed (Jan 1, 2022)

Wald, P.H., et al eds. (2001). *Physical and biological hazards of the workplace* (2nd Edition). USA: John Wiley &Sons.

Safe work in confined spaces (2011) Retrieved from https://www.hse.gov.uk/pubns/books/l101.htm accessed (Jan 1, 2022)

Patnaik, Pradyot, 2007. *A Comprehensive Guide to the Hazardous Properties of Chemical Substances* 3rd edition, USA: Wiley & Sons

7.1 TN Review Processes

The Technical Notes should include the process for a regular review of the continuing relevance and quality of the document. A review should take place when there are changes such as industry developments, new technologies, work processes and legislation where applicable, or in response to feedback. Information on the feedback channel should be provided.

PART II

WSQ & Supporting Resources

Online WSQ Resources from SSG

This section highlights relevant WSQ resources that could be found online at SSG's website, and which are useful to the users. If WSQ information can be found at SSG's website, it should not be repeated in the Guide.

Glossary of Terms

This section presents the list of terms and abbreviations used in this document as well as terms frequently encountered in the training and assessment.

Glossary Terms	Description
Competency-based Assessment	Judging the degree to which a candidate has met predetermined criteria; candidates must show that they can do certain tasks in a prescribed way and that they know the context of the task and why it must be performed in certain ways.
Assessment Criteria	The standards against which assessments are judged; they must be explicit before the assessment is agreed and undertaken.
Assessment Instruments	The range of questionnaires, tests, checklists, and other materials used to assess specific skills, knowledge, qualities, or understanding; for example, there are tests designed to pick out weaknesses in processing of sales order, or tell us how confident we are; underpinning knowledge can be tested through oral questioning and skills by using real or simulated work tasks.
Assessment Plan	An agreed statement between candidate and assessor, normally documented, of how the candidate will demonstrate competence; the plan covers the whole award and whole unit of competence; assessment plan specifies what will be assessed, the criteria for assessment, how the assessment will be undertaken and by whom, the time-scale involved and any special arrangements that need to be made: the assessment plan is usually for individuals but can also be for groups.
Approved Training Organisation	Approved Training Organizations are accredited with SSG to conduct the training and assessment under the Workforce Skills Qualifications.
Authentic	Authentic evidence can be established as being that of the candidate rather than that of another, or of a group; if group work is used as evidence, the candidate's contribution should be clearly identifiable. Determining whether performance evidence is authentic is straightforward if the assessor is observing the candidate doing something at work

Candidate	A person who is preparing to be assessed for a skills standard; the term is used in this document to indicate anyone who is presenting themselves for assessment in the workplace or training school; depending on the context, the candidate can be an employee/client.
Certification	The process of registration, assessment, recording results, completing documentation, applying for, and receiving

Glossary Terms	Description
	certificates.
Competency	The ability to perform within a work-related function or occupational area to national standards expected in employment; the ability to produce results that are valuable to the employer and that make the employer valuable to the customer or consumer, that someone is willing to pay; employers and the public will not pay for what someone knows or feels; knowledge and attitudes are only useful if they help the person produce some valuable product or service.
Competency Unit	A group of elements of competence which together constitute a particular work role, duty, or function, and which form the smallest grouping of competence able to be recognized separately for certification.
Currency	Refers to evidence which shows the candidate can competently perform at the time of the assessment; evidence less than two years old is usually required. For example, a candidate's evidence that he/she has worked in a retail store 15 years ago would not be considered current for a unit in retail nor would someone who has been out of work for the last two years qualify for a unit in retail. Generally, areas that deal primarily with people can use evidence that dates back over a greater number of years than occupational areas where rapid changes in technology are likely to make skills obsolete even those acquired only a few years before.
Evidence	Information from a variety of sources which proves competence or meeting the criteria.
Feedback	Reviewing a process and giving constructive oral or written comment to the candidate or candidates so that they understand the strengths and weaknesses of their performance / evidence and understand what to do, consequently.
Practical Performance	Observation of performance at the actual workplace with real guests or clients to assess knowledge, skills, and attitude.
Prior Experience	Experience acquired by the candidate before registering for an assessment which may provide evidence against units or elements of competence.
Prior Learning	Learning acquired by the candidate before registering for an assessment: this learning may or may not be certificated.

Qualification	A certificate legally provided which indicates that the holder has reached a necessary standard.
Quality Assurance	The methods by which standards are regularly checked and monitored to ensure that procedures are done in a certain way.
Reliability	The degree to which an assessment can be administered with the same results to others, the consistent ability of the assessment or the assessor to accurately distinguish between competent and non-competent performance.
Role Play	A realistic exercise to assess knowledge, skills, and attitudes.

Glossary Terms	Description
	It replicates a real work situation with the assessor and candidate taking on pre-defined roles according to instructions.
Simulation	A realistic exercise set up specifically to assess knowledge, skills or understanding; it should replicate a real work situation and should be used in circumstances where it would be difficult or costly to assess within the work context (e.g., dealing with complaints).
Skill	The ability to do a task or perform an activity.
Statement of Attainment (SOA)	Certificate testifying that the candidate has the competencies identified in the competency standard. It can be achieved through training and assessment, assessment only pathway and recognition of prior learning (i.e., current work competencies, work experiences and prior learning)
Sufficiency	Evidence presented for accreditation is considered sufficient when they are enough to prove competence. Examples of insufficient evidence: letter from an employer which simply claims that the candidate is competent but does not say how that has been determined; documentation included in portfolio without any explanation as to why it is valid; only one observation of someone performing a task
Validity	An assessment process has validity if it measures what it is supposed to measure. Valid assessment implies that the method(s) used are the ones most likely to give an accurate picture of that individual's competence within a particular area. No evidence is automatically valid or not valid. It is the candidate's interpretation of that evidence and how they justify its relevance that makes it valid.

List of Acronyms

To provide a list of acronyms used to aid users. This glossary of used acronyms commonly encountered in the training and assessment.

Acronyms	Meaning
ABC	Association of Boards of Certification
ACTA	Advanced Certificate in Training and Assessment
ATO	Approved Training Organisation
AWWA	American Water Works Association
C	Competent
CB	A Certification Body (CB) is an organization accredited by the Singapore Accreditation Council (SAC) to assess and certify a WSH Training Provider's compliance to ISO 29993:2017 and MOM/WSH Council requirements.
CBA	Competency-based Assessment
CE	Competency Element
CP	Code of Practice
CU	Competency Unit
EPA	US Environmental Protection Agency
NYC	Not-Yet-Competent
Acronyms	**Meaning**
OJT	On-the-Job Training
PET	Pre-employment Training
PC	Performance Criteria
PI	Process Industry
PS	Performance Statement
PUB	Public Utilities Board
RLH	Recommended Learning Hours
RPL	Recognition of Prior Learning
SDF	Skills Development Fund
SOA	Statement of Attainment
UK	Underpinning Knowledge
SSG	SkillsFuture Singapore
TN	Technical Notes
WSH	Workplace Safety and Health
WSQ	Singapore Workforce Skills Qualifications

Version Control Record

An example is given below:

Version	Amendment Date	Changes	Author	Approved
2.0	24 Jan 2022	Updates	WSH Council	WSH Council
3.0	7 Jul 2023	Updates	WSH Council	WSH Council

Annex A: Evidence Sources Checklist

Name of Trainee and Organization	
Name of Assessor	
Date & Venue of Assessment	

Summary of evidence sources for the Competency Unit(s)	
Competency Unit(s):	
Performance Statements (PS)	**Evidence Sources**
	Written Questioning
PS 1	
PS 2	
PS 3	
PS 4	
PS 5	
PS 6	
PS 7	
PS 8	

Annex B: Performance Statement /Criteria Checklist

Name of Trainee and Organization	
Name of Assessor	
Date & Venue of Assessment	
Competency Unit(s)	

Assessment Strategy		**Performance Statement Assessed**	**Result**		**Remarks**
			C	**NYC**	
1.	**Written Questioning**	**PS 1**			
		PS 2			
		PS 3			
		PS 4			
		PS 5			
		PS 6			
		PS 7			
		PS 8			

Annex C: Evidence Checklist

Evidence Plan		
Name of Trainee & Organization		
Name of assessor		
Competency Unit(s)		
Sources of Evidence	**Expected Evidence**	**Received**
Written Questioning		☐
Skills development activities		
Arrangements		
Agreement ☐ **Evidence to be submitted by:** ☐ **Interview date:** ☐ **I agree to the evidence plan:** ☐ **Trainee** ..... **(name)** ..... **(signature)** ☐ **Assessor** ..... **(name)** ..... **(signature)**		

Annex D: Verbal /Knowledge Assessment Checklist

Record of Interview Questions	
Name of Trainee & Organization	
Name of Assessor	
Date and Venue of Assessment	
Competency Unit(s)	

Questions	Satisfactory Response Yes	Satisfactory Response No	Remarks	
Q1. Assessment Criteria For…	☐	☐	**Competent**	**Not Yet Competent**
Q2.	☐	☐		
Q3. {Performance Statement 1}	☐	☐		
Q4.	☐	☐		
Q5. {Performance Statement 2}	☐	☐		
Q6.	☐	☐		
Q7. {Performance Statement 3}	☐	☐		
Q8.	☐	☐		
Q9. {Underpinning knowledge 1}	☐	☐		
Q10. {Underpinning knowledge 2}	☐	☐		

Feedback to participant:

The candidate's underpinning knowledge and understanding was:

Satisfactory ☐ **Not satisfactory** ☐

Assessor's Signature : _____ **Date:** _____

Signed by the trainee. Signed by the assessor: **Date:**

Feedback to trainee :

Annex E: Suggested Format for Recording and Reporting Assessment

Competency Unit(s)	
Name of Trainee & Organization	
Name of Assessor	
Date and Venue of Assessment	

Re-assessment information

Date of re-assessment _____ **Item/s to be re-assessed**	**Competent**	**Not Yet Competent**

Assessor's Signature:_____**Date:**_____

Annex F: Hierarchy of Control

Elimination

Elimination of risk refers to the total removal of the worker's exposure to the hazards, effectively making all identified work-related accidents, incidents and ill-health related to the specific hazard impossible. This is a permanent solution and should be attempted first as recommended in the hierarchy. Once the risk is eliminated, the item does not appear in subsequent RA forms. For example, sharp edges can be eliminated in a store or work area. For threat of terrorism, the hazard of vehicle ramming along kerbside employee pick-up point may be eliminated by relocating the pick-up waiting area away from the main road. For the risk of infectious disease transmission in the workplace, it can be eliminated by having the infrastructure and processes to implement full Work from Home.

Substitution

This involves substituting a process or product with a less hazardous process or product to mitigate the risk, for example, using water-based paint instead of solvent-based paint. For threat of terrorism, the hazard of theft of dangerous substances with the intention to cause human harm, it may be mitigated by substituting the dangerous substances with less harmful substances. For instance, 30% hydrogen peroxide may be substituted with 20% hydrogen peroxide . Preparations and solutions containing not more than 20%, weight in weight, of hydrogen peroxide are not regulated as Explosive Precursors.

Engineering Controls

Engineering controls are physical means that reduce the likelihood of occurrence or severity of consequence of the mishap. These include structural changes to the work environment or work processes, erecting a barrier to interrupt the accident transmission path between worker and hazard (for example, machine guards, confined space ventilation). For the threat of terrorism, the hazard of vehicle ramming attacks into crowds of people or critical assets may be mitigated by fixed or active vehicle security barriers (VSBs) such as bollards, raised steps, concrete walls or planters. For controlling of organisational factors, organisations could for example review the workload, work hours, training regime, organisational culture etc. To prevent or minimise threat of disease outbreak, organisations could for example improve the ventilation systems within the workplace and redesign frontline operations to reduce transmission risks.

Administrative Controls

These eliminate or reduce exposure to a hazard by adherence to procedures or instructions. Documentation should emphasise all the steps to be taken and controls to be used to carry out the activity safely. For example, permit-to-work systems, scheduling of incompatible works, SWPs (see Appendix E for additional notes on SWP). For the threat of terrorism, the hazard of theft of dangerous substances with the intention to cause human harm may also be mitigated by periodic stock-taking of the substances. For controlling of health-risk factors, organisations could for example organise activities such as health screenings, physical exercises, mental health talks, and the conduct of periodic surveys of employees' mental well-being.

Personal Protective Equipment

This should be used only as a last resort, after all other control measures have been considered, or as a short-term contingency during emergency, maintenance, and repair, or as an additional

protective measure against residual risks. The success of this control depends critically on the protective equipment being chosen and fitted correctly, worn always, and maintained properly. For the threat of terrorism, the hazard of knifing security personnel while questioning a terror suspect may be mitigated with the wearing of body armour vest. For controlling of infectious diseases, organisations could for example issue masks and remind workers to observe good hygiene practices such as washing their hands frequently.

Annex G: Risk Factors of Health Hazards

The table below shows the risk factors which can contribute to the development of ill-health when exposed to certain health hazards. Note: This table of health hazards is not exhaustive.

Health Hazard	Risk Factors
Noise	• Exposure level (sound pressure level). • Frequency of sound. • Duration of exposure; and • Frequency of exposure.
Chemicals	• Intrinsic hazard of the chemical (e.g., carcinogenicity, mutagenicity, etc); • Physical and chemical properties. • Scale and frequency of use. • Routes of exposure. • Exposure concentration. • Exposure duration; and • Frequency of exposure.
Biological agents	• Intrinsic hazard of microorganism (pathogenicity); • Virulence. • Host range. • Viability of microorganism. • Number of microorganisms present at point of exposure. • Mode of transmission; and • Routes of infection.
Ergonomics-related factors	• Weight of load or force. • Repetition or frequency of motion. • Posture (static, awkward, etc); • Direct pressure on body parts or contact stress. • Vibration; and • Temperature of the environment.
Heat	• Temperature. • Humidity. • Amount of direct sun exposure or radiant heat. • Intensity of physical work. • Physical exhaustion. • Type of clothing. • Un-acclimatised person or duration of acclimatisation; and • Susceptible individuals (cardiovascular disease, impaired renal function, obesity, alcohol and drug abuse, dehydration).
Psychosocial	• Job content • Workload and work pace

	• Working hours • Participation and control • Organisational culture

Annex H: Examples Relating to Possible Terrorism Scenarios

Example 1

RA done for Department:				RA Leader:				Approved by						Reference Number
Process:				RA Member 1:										
Process/Activity Location:				RA Member 2:				Signature:						
Original Assessment date:				RA Member 3:				Name:						
Last review date:				RA Member 4:				Designation:						
Next review date:				RA Member 5:				Date:						
	HAZARD IDENTIFICATION			RISK EVALUATION				RISK CONTROL						
Ref	Work Activity	Hazard	Possible injury/ill-health	Existing risk controls	S	L	RPN	Additional Controls	S	L	RPN	Implementation Person	Due Date	Remarks
1	Hazard Identification			Risk Evaluation				Risk Control						
2														
3	Work Activity	Hazard	Potential Injury or Ill-health	Existing Risk Controls	S	L	RPN	Additional Controls	S	L	RPN	Responsible Person	Due Date	Remarks
4														
5	Waiting for company bus pick-up	Intentional collision by vehicles (e.g. Bus, trucks, cars) [Vehicle Ramming]	Multiple fatality	Bollards	5	2	10	Wait within company compound. Proceed to boarding point when bus arrives	5	1	5	Samy K.	D D M M M YY YY	Nil
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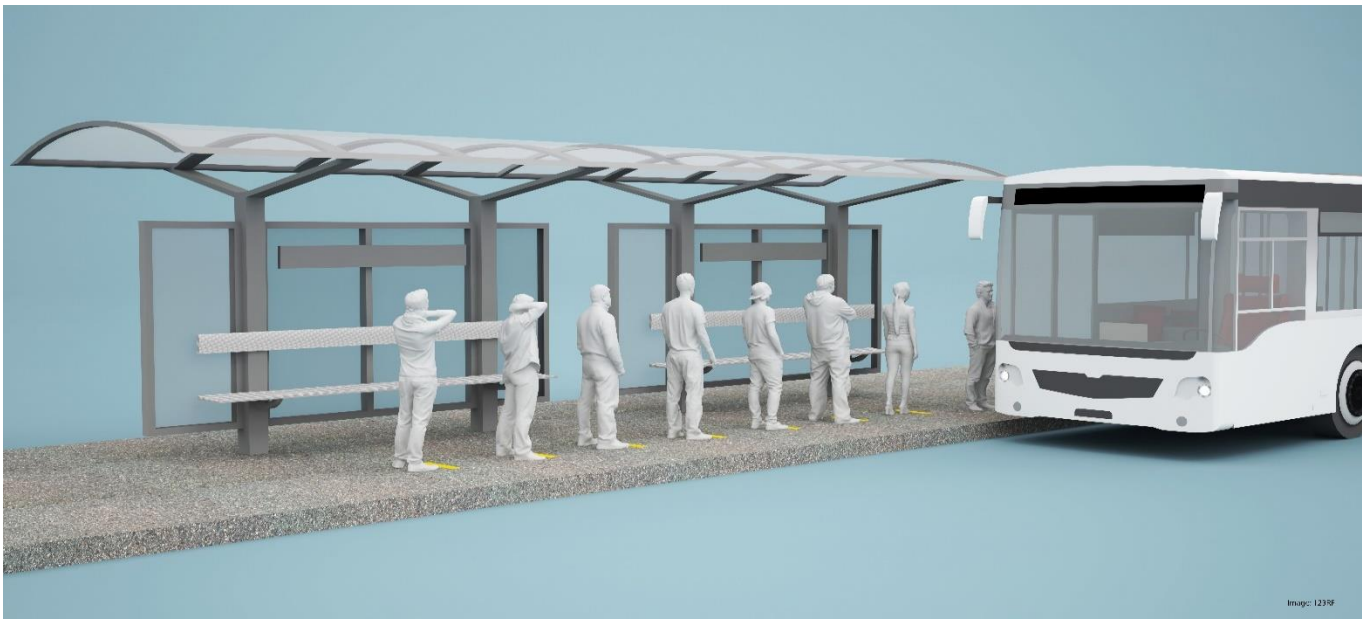
Title Block

Notes:



Annex I: Examples Relating to Possible Terrorism Scenarios

Example 2

RA done for Department:				RA Leader:				Approved by						Reference Number
Process:				RA Member 1:										
Process/Activity Location:			Title Block	RA Member 2:				Signature:						
Original Assessment date:				RA Member 3:				Name:						
Last review date:				RA Member 4:				Designation:						
Next review date:				RA Member 5:				Date:						
	HAZARD IDENTIFICATION			RISK EVALUATION				RISK CONTROL						
Ref	Work Activity	Hazard	Possible injury/ill-health	Existing risk controls	S	L	RPN	Additional Controls	S	L	RPN	Implementation Person	Due Date	Remarks
1	Hazard Identification			Risk Evaluation				Risk Control						
2														
3	Work Activity	Hazard	Potential Injury or Ill-health	Existing Risk Controls	S	L	RPN	Additional Controls	S	L	RPN	Responsible Person	Due Date	Remarks
4														
5	Storage and use of corrosive substances (e.g. acids)	Theft of corrosive substances with the intention to cause human harm (e.g. 95% Sulphuric Acid)	Severe substance burns	1)Kept under lock and key 2)Security camera	4	2	8	1)Substitute in-house dilution process. Buy diluted sulphuric acid. 2)Implement mobile device usage tracking system	3	2	6	Lye ST	D D M M M YY YY	Nil
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Notes:

Annex J: Examples Relating to Possible Terrorism Scenarios

Example 3

RA done for Department:		RA Leader:	Approved by	Reference Number
Process:		RA Member 1:		
Process/Activity Location:	**Title Block**	RA Member 2:	Signature:	
Original Assessment date:		RA Member 3:	Name:	
Last review date:		RA Member 4:	Designation:	
Next review date:		RA Member 5:	Date:	

	HAZARD IDENTIFICATION			RISK EVALUATION					RISK CONTROL						
Ref	Work Activity	Hazard	Possible injury/ill-health	Existing risk controls	S	L	RPN	Additional Controls	S	L	RPN	Implementation Person	Due Date	Remarks
1	**Hazard Identification**			**Risk Evaluation**					**Risk Control**					
2														
3	Work Activity	Hazard	Potential Injury or Ill-health	Existing Risk Controls	S	L	RPN	Additional Controls	S	L	RPN	Responsible Person	Due Date	Remarks
4														
5	Storage and use of Workshop Hand tools	Theft of Hand tools with the intention to use as a weapon (e.g. Hammer, drills, sharps)	Concussion, Multiple injuries, Multiple lacerations	Nil	4	3	1	1)Periodic stock-taking of tools	4	2	8	Murali	D	Nil
6							2						D	
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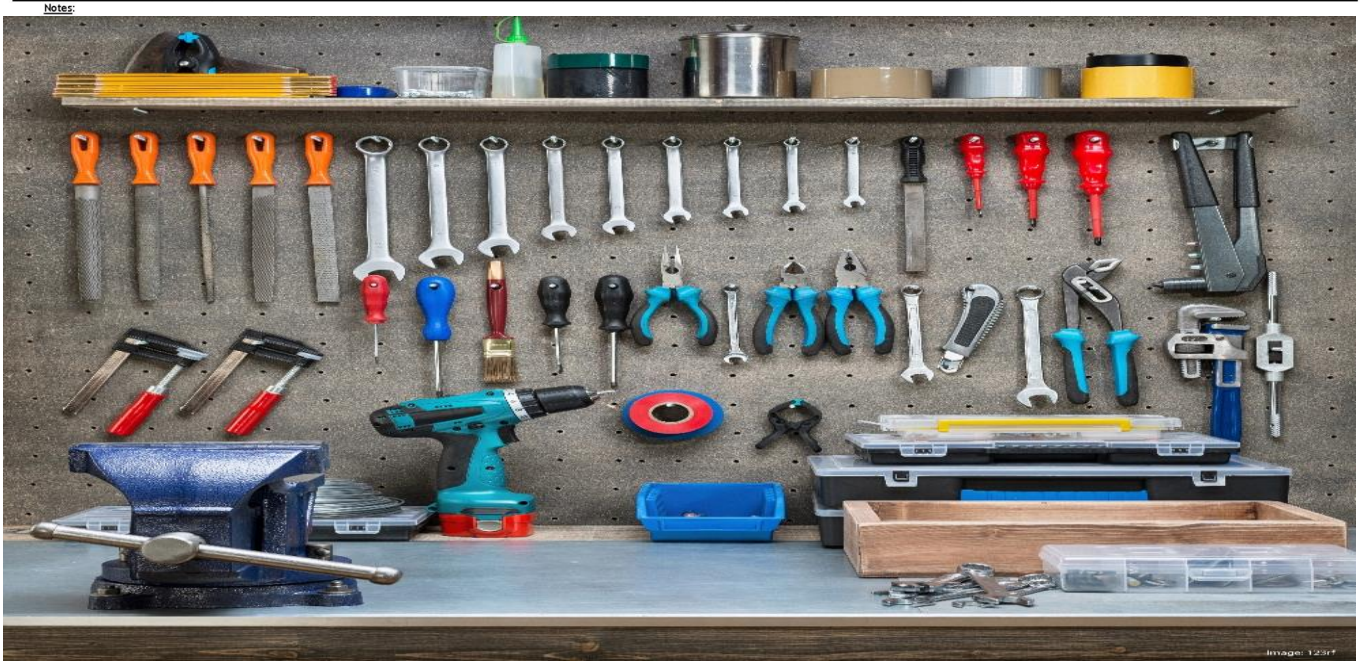
Notes:



Annex K: Examples Relating to Disease Outbreak Scenarios

COVID-19 Related examples. May not be applicable to other disease outbreak scenarios.

RA done for Department:				RA Leader:				Approved by				Reference Number
Process:				RA Member 1:								
Process/Activity Location:				RA Member 2:				Signature:				
Original Assessment date:			Title Block	RA Member 3:				Name:				
Last review date:				RA Member 4:				Designation:				
Next review date:				RA Member 5:				Date:				
HAZARD IDENTIFICATION				RISK EVALUATION				RISK CONTROL				
Ref	Work Activity	Hazard	Possible injury/ill-health	Existing risk controls	S	L	RPN	Additional Controls	S	L	RPN	Implementation Person	Due Date	Remarks
1	Hazard Identification			Risk Evaluation				Risk Control						
2														
3	Work Activity	Hazard	Potential Injury or Ill-health	Existing Risk Controls	S	L	RPN	Additional Controls	S	L	RPN	Responsible Person	Due Date	Remarks
4														
5	Office work	Contact with infected person (e.g. person at office who just returned from higher risk countries)	Fatal Infection; Unwell with flu-like symptoms	Nil	5	4	2	1. Require workers who return...	5	2	1	Chen Li	D	Nil
6							0	hi... ies			0	Koon	D	
7								to ... & WFH				(HR)	M	
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1. Require workers who returned from higher-risk countries to undergo ART, monitor health, & WFH for a period before returning to the office.
2. Implement SMM at the workplace, including safe distancing between staff.
3. Improve ventilation systems to ensure good air circulation in the workplace.
4. Strongly encourage or mandate workers' vaccination before returning to the workplace.

Notes: ART = Antigen Rapid Test; SMM = Safe Management Measures (SMM)

RA done for Department:				RA Leader:				Approved by				Reference Number
Process:				RA Member 1:								
Process/Activity Location:				RA Member 2:				Signature:				
Original Assessment date:			Title Block	RA Member 3:				Name:				
Last review date:				RA Member 4:				Designation:				
Next review date:				RA Member 5:				Date:				
HAZARD IDENTIFICATION				RISK EVALUATION				RISK CONTROL				
Ref	Work Activity	Hazard	Possible injury/ill-health	Existing risk controls	S	L	RPN	Additional Controls	S	L	RPN	Implementation Person	Due Date	Remarks
1	Hazard Identification			Risk Evaluation				Risk Control						
2														
3	Work Activity	Hazard	Potential Injury or Ill-health	Existing Risk Controls	S	L	RPN	Additional Controls	S	L	RPN	Responsible Person	Due Date	Remarks
4														
5	Worker exposed to a higher risk of exposure to COVID-19 cases e.g. work in swab-test site, isolation facility, and patient transport	Contact with COVID-19 Case, Person(s) under Quarantine (PUQ), Person(s) on Stay-Home Notice (SHN)	Fatal Infection; Unwell with flu-like symptoms	Rostered Routine Test (RRT), Tempera-ture screening	5	3	1	Require worker to take ART test and monitor symptoms at home. Disallow workers' return to workplace if unwell.	5	2	1	Prabu N.	D	Nil
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Notes: ART = Antigen Rapid Test

Annex L: Examples Relating to Disease Outbreak Scenarios

Below are COVID-19 related examples. They may not be applicable to other disease outbreak scenarios.

Other considerations for COVID-19 at the workplace may include the following:

Worker in contact with a confirmed COVID-19 case in the last 14 days.

Worker on medical leave (doctor-issued MC) for COVID-19 symptoms.

Person(s) staying with the worker in the same residence are issued with Quarantine Order (QO), Stay-Home Notice (SHN), Leave of Absence (LOA).

Controls may include safe distancing, the wearing of facemasks, personal hygiene discipline, and isolation by Working from Home (WFH).

For COVID-19, do refer to the MOM and MOH websites, and the BCA, NEA and MOH's Guidance on Improving Ventilation and Indoor Air Quality in Buildings amid the COVID-19 situation for the latest updates.
MOM: https://www.mom.gov.sg/covid-19/requirements-for-safe-management-measures
MOH: https://moh.gov.sg
BCA, NEA and MOH's Guidance on Improving Ventilation and Indoor Air Quality in Buildings amid the COVID-19 situation: https://www.nea.gov.sg/our-services/public-cleanliness/environmental-cleaning-guidelines/advisories/guidance-on-improving-ventilation-and-indoor-air-quality-in-buildings-amid-the-covid-19-situation

Annex M: Examples Relating to Personal Health-Risk Situation

RA done for Department:				RA Leader:				Approved by				Reference Number
Process:				RA Member 1:								
Process/Activity Location:			Title Block	RA Member 2:				Signature:				
Original Assessment date:				RA Member 3:				Name:				
Last review date:				RA Member 4:				Designation:				
Next review date:				RA Member 5:				Date:				

	HAZARD IDENTIFICATION			RISK EVALUATION				RISK CONTROL						
Ref	Work Activity	Hazard	Possible injury/ill-health	Existing risk controls	S	L	RPN	Additional Controls	S	L	RPN	Implementation Person	Due Date	Remarks
1	Hazard Identification			Risk Evaluation				Risk Control						
2														
3	Work Activity	Hazard	Potential Injury or Ill-health	Existing Risk Controls	S	L	RPN	Additional Controls	S	L	RPN	Responsible Person	Due Date	Remarks
4														
5	Tower Crane Lifting Operation	Runaway crane operation with unconscious operator (e.g. Operator with uncontrolled high-blood pressure)	Fatality	Medical examination for crane operators age 50 and above	5	3	15	Job redesign for operators with such chronic conditions. Regular Health Screening with close follow-up. Targeted wellness programs for persons with chronic health conditions	5	2	10	Abdul Razak	DD MM MM YY YY	Nil
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Notes:

Annex N: Examples Relating to Mental Well-Being

RA done for Department:				RA Leader:				Approved by				Reference Number
Process:				RA Member 1:								
Process/Activity Location:				RA Member 2:				Signature:				
Original Assessment date:			Title Block	RA Member 3:				Name:				
Last review date:				RA Member 4:				Designation:				
Next review date:				RA Member 5:				Date:				

Ref	HAZARD IDENTIFICATION			RISK EVALUATION				RISK CONTROL						
	Work Activity	Hazard	Possible injury/ill-health	Existing risk controls	S	L	RPN	Additional Controls	S	L	RPN	Implementation Person	Due Date	Remarks
1	Hazard Identification			Risk Evaluation				Risk Control						
2														
3	Work Activity	Hazard	Potential Injury or Ill-health	Existing Risk Controls	S	L	RPN	Additional Controls	S	L	RPN	Responsible Person	Due Date	Remarks
4														
5	Review employees' workload	Excessive workload or work pace	Job burnout, stress and anxiety	Surveys on employee mental well-being e.g. iWorkHealth	3	4	12	Implement protected time (Company-wide time out); Assist worker in setting healthy boundaries between work and non-work time.	3	2	6	Samuel Wiseman	DDMMMYYYY	Nil
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Notes:

RA done for Department:				RA Leader:				Approved by				Reference Number
Process:				RA Member 1:								
Process/Activity Location:				RA Member 2:				Signature:				
Original Assessment date:			Title Block	RA Member 3:				Name:				
Last review date:				RA Member 4:				Designation:				
Next review date:				RA Member 5:				Date:				

Ref	HAZARD IDENTIFICATION			RISK EVALUATION				RISK CONTROL						
	Work Activity	Hazard	Possible injury/ill-health	Existing risk controls	S	L	RPN	Additional Controls	S	L	RPN	Implementation Person	Due Date	Remarks
1	Hazard Identification			Risk Evaluation				Risk Control						
2														
3	Work Activity	Hazard	Potential Injury or Ill-health	Existing Risk Controls	S	L	RPN	Additional Controls	S	L	RPN	Responsible Person	Due Date	Remarks
4														
5	Organisation Restructuring	Job insecurity; Role ambiguity	Stress and anxiety	Regular updates about the restructuring exercise	3	4	12	Enable regular confidential meetings to discuss job security or role ambiguity issues. Provide confidential access to counsellors to support stress and anxiety management.	3	2	6	Ruth Koh	DDMMMYYYY	Nil
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Notes:

Annex O: Examples Relating to Mental Well-Being

RA done for Department:				RA Leader:				Approved by						Reference Number
Process:				RA Member 1:										
Process/Activity Location:				RA Member 2:				Signature:						
Original Assessment date:				RA Member 3:				Name:						
Last review date:				RA Member 4:				Designation:						
Next review date:				RA Member 5:				Date:						
	HAZARD IDENTIFICATION			RISK EVALUATION				RISK CONTROL						
Ref	Work Activity	Hazard	Possible injury/ill-health	Existing risk controls	S	L	RPN	Additional Controls	S	L	RPN	Implementation Person	Due Date	Remarks
1	Hazard Identification			Risk Evaluation				Risk Control						
2														
3	Work Activity	Hazard	Potential Injury or Ill-health	Existing Risk Controls	S	L	RPN	Additional Controls	S	L	RPN	Responsible Person	Due Date	Remarks
4														
5	Interactions with supervisors and co-workers	Workplace Harassment (e.g. Supervisor repeatedly emails subordinate with suggestive comments.)	Suicidal tendency, Stress and anxiety	Nil	5	3	15	Establish Ombudsperson to provide independent, impartial, confidential and informal assistance. Provide confidential access to counsellors to support suicidal tendency management, and stress and anxiety management.	5	2	10	Sue Foo	DDMMMYYYY	Nil
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14														
15														

Title Block

Notes:

Employee's mental well-being can be affected by psychosocial hazards. Other considerations may include:

a) Uncertainty (e.g., about what is expected, how long arrangements can last, impact on pay or working hours).

b) Workload and work pace (e.g., tight deadlines, irregular work volume).

c) Working hours (e.g., unpredictable hours, reduced or extended hours, new shift patterns, unclear after-hours work communication).

d) Role ambiguity (e.g., no clearly defined job scope, increasing roles within same job position).

e) Lack of control (e.g., rapid changes in risk levels, leading to sudden enforcement or easing of restrictions or modified ways of working).

f) Lack of social support (e.g., loneliness, physical isolation, communication challenges).

g) Impacts of prolonged isolation and remote working (e.g., fatigue, unsuitable working conditions, lack of social support, overexposure to screens).

h) Job insecurity (e.g., concern about possible job loss, domestic financial issues).

i) Difficulty in balancing work and home life (e.g., caregiving responsibilities, family

emergencies, needing to work outside of normal working hours).

j) Specific roles that have circumstantial pressures and require targeted support (e.g., front-line, public facing, mobile working).

k) Worker's specific circumstances (e.g., belonging to a vulnerable group, bereavement, or serious illness in the family).

l) Workplace harassment (e.g., threatening, abusive, or insulting language, comments or other non-verbal gestures; cyber bullying; sexual harassment; stalking).

Annex P: Examples Relating to Mental Well-Being

Control measures to manage mental well-being may include:

a) Appoint mental well-being champions to raise employees' awareness on mental well-being and mental health conditions through talks and workshops. Form peer-support networks.

b) Review HR policies to ensure hiring practices, workplace practices and performance management systems are non-discriminatory and merit-based in nature.

c) Implement and encourage take-up of flexible work arrangements (FWAs) to help employees meet both their work and personal demands.

d) Establish work-life harmony policy to provide clarity on after-hours work communication.

e) Assist workers in setting healthy boundaries between work and non-work time by communicating when they are expected to be working and available, considering the need for flexibility.

f) Allow workers more control over work pace and deadlines, if possible.

g) Establish return-to-work policies to support employees who are recovering from mental health conditions.

h) Promote a culture of trust, care, and support by acknowledging that experiences are unique to every work and that workers' anxieties, or difficulties are valid and should be respected.

i) Hold regular meetings (remote or physical, as appropriate) with workers to discuss their issues and anxieties and come up together with ways to support the workers and give them assurance that the conversations will be kept confidential.

j) Provide whistleblowing platforms or nominate an Ombudsperson e.g., for workplace harassment reporting.

k) Hold regular remote or physical meetings with teams of workers to check in on their workload and identify the mental well-being landscape.

l) Give regular, clear, and accurate information about the current situation in the organisation and the planned changes that can affect workers. Keep employees updated of company's work, salary and leave arrangements.

m) Consider providing appropriate PPE, face masks, face coverings and other control measures for workers with concerns about being in the physical workplace, even if it is not required by the organisation.

n) Offer additional resources to assist workers with managing their own psychological health and well-being (e.g., online programmes, employee assistance programmes, websites, access to professionals offering bereavement and trauma counselling, financial advice)

NOTE:
For further guidance on managing psychological health, please refer to:

- Tripartite Advisory on Managing Workplace Harassment.
- Tripartite Advisory on Mental Well-Being at Workplaces.
- ISO 45003:2021 Occupational Health and Safety Management - Psychological Health and Safety at Work
  - Guidelines for Managing Psychosocial Risks.
- ISO 10075 Series Ergonomic Principles about Mental Workload

Annex Q: Format of Safety Pass

"Safety Pass/Card" is to be issued, in accordance with the format shown in Annex Q. Safety Pass and/or Certificate of Course Completion is to be issued, to candidate who is assessed "Competent" in this Competency Unit.

Do note that the reference below is intended only to present the format of the pass and should not be used as an actual template for direct printing.

Guidelines for the credit card size pass for MOM WSH courses by TPs

3 ⅜ × 2 ⅛ inch (85.60 × 53.98 mm)

Front view

Font Type: Arial Font size (Course title): Recommended 8pt or larger Font size (Others): Recommended 6pt or larger Photo size: 3.1cm X 2.4cm

•Pass should contain no less than the information depicted in the guide
•TP may use their own reference format for serial number
• Course Title should be the title as indicated in the WSQ Framework(CS/CTAG). The Technical Skills and Competency (TSC) Code and Title, should also be printed in parentheses ( ) aligned to the title reflected in either the Competency Standards (CS) or TSC. However, it is not required to print the TSC Course name if it is the same as the SC/CTAG title
•ID should be FIN, NRIC Passport Number or any unique official identifier
•Course Venue should reflect address of training centre (not business office, etc) which pass holder attended
•Trainer signature should reflect the trainer that conducted the course

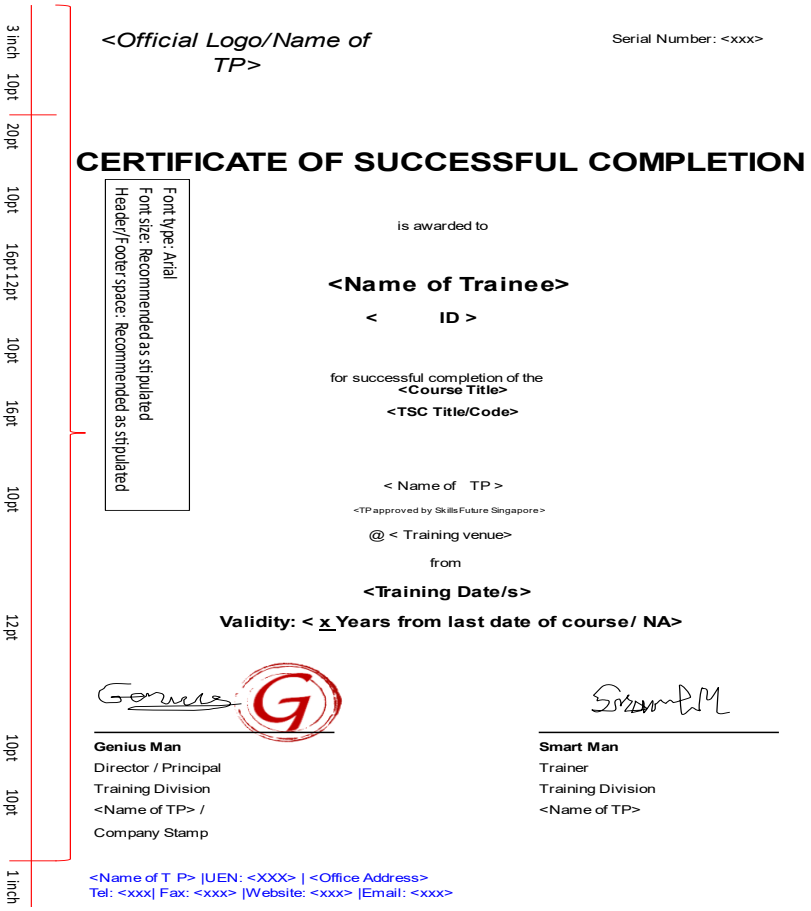
Back view

1. Use of card is governed by terms and conditions of < Name of Training Provider>
2. < Name of Training Providers> is a SkillsFuture Singapore Agency's Training Provider at the date of issuance of the pass
3. This card is not transferrable
4. The course is conducted @.< Course venue>
5. Holder of the card has been certified competent in the <**Course Title>** on the issued date as indicated in front.
6. This card will expire <xx> years from the date of issue.
7. This card is the property of < Name of Training Provider> and must be returned on request.
8. Card shall be retained if it has been tampered with, misused or replaced.
9. This card is issued by < Name of Training Provider>. If found, please return to < Name of Training Provider>. at <Address of < Name of Training Provider>..
10. For enquiries, please contact < Name of Training Provider>. > at <hotline>

Font Type: Arial Font size : Recommended 6pt or larger

Annex R: Certificate of Successful Completion

"Certificate of Successful Completion" is to be issued, in accordance with the format shown in Annex R. This is in addition to the Statement of Attainment (SOA) issued by SSG for WSQ courses.



- Certificate should contain no less than the information depicted in the guide
- TP may use their own reference format for serial number
- ID should be FIN, NRIC Passport Number or any unique official identifier
- For TP Course, Course Title should be the corresponding title as indicated in WSQ System Framework(CS/CTAG). The Technical Skills and Competency (TSC) Code and Title should be printed in parentheses ( ) aligned to the title reflected in either the Competency Standards (CS) or TSC. However, it is not required to print the TSC course name if it is the same as the CS/CTAG Title
- Course Venue should reflect address of training centre (not business office, etc) which pass holder attended
- Certificate should indicate that <<Name of TP>> is a Training Provider (TP) approved by SkillsFuture Singapore for <<Course Title of corresponding course>>
- Trainer signature should reflect the trainer that conducted the course
- Management of safety certificate should be in accordance to the requirements under TP scheme