

Inspectors in Public and Environmental Health and Occupational Health and Safety

NOC 2263

Introduction

Inspectors in this unit group evaluate and monitor health and safety hazards and develop strategies to control risks in the workplace. They inspect restaurants, public facilities, industrial establishments, municipal water systems and other workplaces to ensure compliance with government regulations regarding sanitation, pollution control, the handling and storage of hazardous substances and workplace safety. They are employed throughout the private and public sectors.

The most important Essential Skills for Inspectors in Public and Environmental Health and Occupational Health and Safety are:

- Thinking Skills
- Oral Communication
- Reading

Document Sections

- Reading
- Document Use
- Writing
- Numeracy
- Oral Communication
- Thinking Skills
 - Problem Solving
 - Decision Making
 - Critical Thinking
 - Job Task Planning and Organizing
 - Significant Use of Memory
 - Finding Information
- Working with Others
- Digital Technology
- Continuous Learning
- Notes

A. Reading

Reading

Tasks	Complexity Level	Examples
Typical	2 to 4	<p>Inspectors in public and environmental health and occupational health and safety:</p> <ul style="list-style-type: none"> • read emails. For example, they receive emails from employers, owners and operators responding to complaints or to an inspection review. They read emails from employers and workers asking for safety information or clarification of a regulation. Co-workers and supervisors send emails, for example, to ask them for an update on a case or for help with a difficult employer. (2)
Most Complex	5	<ul style="list-style-type: none"> • read Material Safety Data Sheets (MSDS) to learn correct handling procedures and first aid measures for hazardous materials. (2) • read equipment and machinery manuals to determine if equipment is being operated safely and the required safeguards in place. (3) • read claims, permit applications, safety assessments, inspection reports and emergency response plans. They gather information for workplace investigations or to determine whether companies are compliant with regulations and by-laws. They read permits to determine if companies meet standards for approval. For example, environmental health officers read construction operating permits and water safety permits. (3) • read exposure control plans to determine if they meet occupational health and safety regulations and standards. (3) • read written company safety policies and procedures, and health and safety committee documents. They compare them to health and safety regulations, associated guidelines and policies, and other standards to ensure they meet the legal requirements for safety and do not leave room for potential safety or health hazards to workers. (4) • read online forums, safety magazines and journals, research papers, and provincial, national and international websites to learn about trends, emerging issues in health and safety, and changes to legislation. They compare, integrate and analyze information. (4) • read and review health and safety regulations, policies, procedures, standards such as ANSI (American National Standards Institute) and CSA (Canadian Standards Association), by-laws, environmental acts and laws to

		<p>ensure compliance with relevant occupational regulations, and to educate employers and workers. For example, they must be able to ensure that work procedures, practices and equipment are consistent with accident prevention techniques and meet current criteria. (4 or 5)</p> <ul style="list-style-type: none"> • read technical and scientific reports to learn more about specific topics. They gather information to make decisions, for example, whether there is a health concern. They use prior knowledge to integrate and synthesize information from multiple reports with other sources, such as related health and safety regulations, by-laws, and legislation. They make high-level inferences, evaluate the quality of the reports, and draw conclusions. (5)
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Reading Summary

The symbols >, >> and >>> are explained in the Use of Symbols section.

Type of Text	Purpose for Reading			
	To scan for specific information/To locate information	To skim for overall meaning, to get the 'gist'	To read the full text to understand or to learn	To read the full text to critique or to evaluate
Forms	√			
Labels	√	√		
Notes, Letters, Memos	√	√		
Manuals, Specifications, Regulations	√	√	√	√
Reports, Books, Journals	√	√	√	√

B. Document Use

Document Use

Tasks	Complexity Level	Examples
Typical	1 to 3	<p>Inspectors in public and environmental health and occupational health and safety:</p> <ul style="list-style-type: none"> recognize hazard and other symbols, for example, Workplace Hazardous Materials Information System (WHMIS) symbols. (1)
Most Complex	3	<ul style="list-style-type: none"> scan lists and follow step by step instructions in test kits that use diagrams and graphics to demonstrate procedures. (2) interpret test results from test kits, such as surface water test kits that test pH, chlorine and other levels. They read test strips, colourimeters, and digital readings on thermometers and other test equipment. (2) locate information in tables, for example, tables with occupational exposure limits or tables that list the percentage of a chemical at different pH and temperature values. (2) complete short statistical reports to document number and type of inspections completed each month. (2) locate information in completed forms, such as construction, operating and temporary food permits to ensure they meet guidelines and to grant approval. For example, they read applications for health approvals that must be completed by owners of food and personal service businesses. (2) Scan engineering, construction and other drawings and diagrams to locate dimensions and other details. For example, they use drawings to locate positions of sprinklers. (3) enter multiple pieces of information into forms, such as hazard and risk management forms, inspection forms, compliance orders, and incident report forms. They complete checklists and enter data, such as permit, by-law and regulation numbers, addresses, site locations, codes, and written details. (3) interpret and locate information in graphs (line, bar, scatter) and pie charts on statistical and analytical reports to make comparisons and note trends. For example, occupational health and safety officers read graphs comparing cost claims by industry, or the number of

		claims accepted and the claims costs charged in a specific time period by provincial regional district. They may compare or integrate information from different sources. (3)
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Document Use Summary

- read signs, labels or lists.
- complete forms by marking check boxes, recording numerical information or entering words, phrases, sentences or texts of a paragraph or more.
- read completed forms containing check boxes, numerical entries, phrases, addresses, sentences or texts of a paragraph or more.
- read tables, schedules and other table-like text (e.g. read work shift schedules).
- create tables, schedules and other table-like text.
- obtain specific information from graphs or charts.
- interpret information on graphs (e.g. line, bar, and pie charts).
- interpret scale drawings.
- take measurements from scale drawings.
- read assembly drawings.
- make sketches.
- obtain information from sketches, pictures or icons.

C. Writing

Writing

Tasks	Complexity Level	Examples
Typical	1 to 3	Inspectors in public and environmental health and occupational health and safety: <ul style="list-style-type: none"> • write notes during meetings with employers and worksite investigations to keep a record and to help with report writing. (2)
Most Complex	5	<ul style="list-style-type: none"> • write emails to coworkers, employers and workers to respond to questions and requests for clarification about occupational health and safety regulations. (2) • write text in forms, such as inspection forms, and hazard and risk management forms. For example, occupational safety officers include options for complying with orders, and document discussions with the employer. (3) • write in notebooks and logbooks to detail information noted during inspections and meetings with owners and employers. These logbooks are considered legal

		<p>documents and may be required as evidence in court. (3)</p> <ul style="list-style-type: none"> • write letters to employers. For example, they write warning letters that detail safety infractions and how to correct them. They write letters responding to requests for information about or clarification of regulations. (3) • write post inspection reports that summarize observations made during inspections and items discussed with the employer, such as missing guards on equipment or inadequate ventilation controls. (3) • write safe work practices and procedures that address specific hazard controls common in different industries and are based on risk assessments. Information includes name and description of work task, hazards that may harm workers, required training and documentation needed, and steps to perform the task safely. (3) • may write articles on a variety of topics for journals, magazines and websites, such as the importance of engineered noise control to prevent auditory damage to workers in manufacturing. (4) • write risk assessments and exposure control plans that identify hazards, analyze risks associated with hazards, and outline ways to eliminate or control hazards. (4) • write presentations for co-workers, colleagues, employers, workers, school groups and the public on different safety topics. They must consider the audience and the purpose of the presentation. (4) • may write training modules and curriculum for training other workplace safety officers and environmental health officers. (4) • may help write guidelines and best practice documents. For example, environmental health officers may help to develop a set of guidelines meant to promote and increase consistency in best practices for a specific region. (4) • write inspection and investigation reports that include observations, conclusions, summaries and recommendations. They may include reference lists and statistical information. (5)
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Writing Summary

The symbols >, >> and >>> are explained in the Use of Symbols section.

Length	Purpose for Writing					To present an evaluation or critique	To entertain
	To organize/ to remember	To keep a record/to document	To inform/ to request information	To persuade/ to justify a request	To present an analysis or comparison		
Text requiring less than one paragraph of new text	√	√					
Text rarely requiring more than one paragraph	√	√					
Longer text		√	√	√	√	√	

D. Numeracy

The symbols >, >> and >>> are explained in the Use of Symbols section.

Numeracy

Tasks	Complexity Level	Examples
Money Math	2	Inspectors in public and environmental health and occupational health and safety: <ul style="list-style-type: none"> calculate expense claim amounts for travel and supplies. For example, they calculate mileage for using personal vehicles at per kilometre rates. (Money Math), (2)
Scheduling, Budgeting and Accounting	1	<ul style="list-style-type: none"> set timelines and monitor deadlines for companies to fix deficiencies and comply with workplace safety standards and regulations. (Scheduling, Budgeting and Accounting), (1)

Measurement and Calculation	1 to 3	<ul style="list-style-type: none"> • read and calibrate test equipment, such as digital thermometers and scales. (Measurement and Calculation), (1) • measure distances using SI or imperial measurements. (Measurement and Calculation), (2) • convert between measurement systems. For example, they convert between metric and imperial, using conversion factors. They may convert parts per million to milligrams per litre or teaspoons per gallon. They may convert volume to litres. (Measurement and Calculation), (2) • take a variety of measurements using specialized measuring tools to measure physical, biological, and chemical hazards. For example, they measure noise levels using dosimeters, sound level meters and integrated sound level meters that measure noise levels in decibels. They measure chemicals in water, such as ammonia and chlorine using colorimeters, drop count titration and other tests. (Measurement and Calculation), (2) • use formulae to calculate volumes and flow rates. For example, they may calculate the volume of water in a whirlpool then calculate the unit volume per time, such as litres or gallons per minute to determine the turnover rate. They calculate the air change per hour. (Measurement and Calculation), (3) • use logarithmic scales, for example, to measure the logarithmic growth of bacteria, or to measure decibels. (Measurement and Calculation), (3) • compare testing data to ensure values fall within parameters. For example, they compare temperatures, airflows, moisture levels, flow rates and other measurements. (Data Analysis), (1) • analyze statistics by making comparisons, looking at trends, and calculating averages. For example, occupational health and safety officers analyze how rises in workplace injuries affect the number of work days lost. Environmental health officers gather and analyze information from outbreaks at restaurants to determine the number of people infected and what food items were involved. (Data Analysis), (2) • estimate times to complete inspections and other tasks. They consider the requirements of the tasks and times taken to complete similar tasks in the past. (Numerical Estimation), (1)
Data Analysis	1 to 2	
Numerical Estimation	1	

Math Skills Summary

a. Mathematical Foundations Used

The symbols $>$, $>>$ and $>>>$ are explained in the Use of Symbols section.

Mathematical Foundations Used

Tasks	Examples
	Number Concepts
Whole Numbers	Read and write, count, round off, add or subtract, multiply or divide whole numbers. For example, counting number of violations in different categories.
Integers	Read and write, add or subtract, multiply or divide integers. For example, they use plus or minus range values when interpreting test results.
Rational Numbers - Fractions	Read and write, add or subtract fractions, multiply or divide by a fraction, multiply or divide fractions. For example, they measure dimensions using the imperial system.
Rational Numbers - Decimals	Read and write, round off, add or subtract decimals, multiply or divide by a decimal, multiply or divide decimals. For example, they measure dimensions using the SI system.
Rational Numbers - Percent	Read and write percents, calculate the percent one number is of another, calculate a percent of a number. For example, they calculate percents, such as the percentage of gas in a confined space, or the percentage of accidents in different categories. They read percentages in pie charts and statistical data.
Equivalent Rational Numbers	Convert between fractions and decimals or percentages, convert between decimals and percentages. For example, they convert between fractions and decimals.
Use of Rate, Ratio and Proportion	Use a rate showing comparison between two quantities with different units. Use a ratio showing comparison between two quantities with the same units. Use a proportion showing comparison between two ratios or rates in order to solve problems. For example, they use rates such as milligrams per litre (mg/L), parts per million, teaspoon per gallon. They calculate mileage using a rate per kilometre. They calculate flow rates.
Other Real Numbers	Use power and roots, scientific notation, significant digits. For example, they use square measurement for areas and cubic measurement for volume. They use logarithmic values to measure noise levels in decibels or growth rate of bacteria.
	Shape and Spatial Sense
Measurement Conversions	Perform measurement conversions. They convert between the SI and imperial systems and within a system. For example, they convert between centimetres and inches

	and volumes to litres or gallons.
Areas, Perimeters, Volumes	Calculate volumes. Drawing, sketching and forming common forms and figures. For example, they use formulae to calculate perimeters, areas and volumes. They may calculate volume so they can calculate air changes per hour.
	Statistics and Probability
Summary Calculations	Calculate averages. Using tables, schedules or other table-like text. Using graphical presentations. For example, they calculate the average number of injuries in different categories.
Statistics and Probabilities	Use statistics and probability. For example, they analyze, interpret and compare statistical data. They read bar, line and scatter graphs, and pie charts.

b. How Calculations are Performed

- In their heads.
- Using a calculator.
- Using a computer.
- Using handheld testing devices.

c. Measurement Instruments Used

- Time. For example, using a clock, watch or stopwatch.
- Weight or mass using digital scales.
- Distance or dimension using measuring tapes in SI or imperial.
- Liquid volume using calibrated beakers and containers.
- Temperature using digital and graduated thermometers in Celsius and Fahrenheit.
- Pressure using a pressure gauge.
- Sound levels using dosimeters, sound level meters and integrated sound level meters.
- Using the SI (metric) system.
- Using the imperial measurement system.

E. Oral Communication

Oral Communication

Tasks	Complexity Level	Examples
Typical	1 to 4	<p>Inspectors in public and environmental health and occupational health and safety:</p> <ul style="list-style-type: none"> • speak with co-workers to verify information about employers. (1)
Most Complex	4	<ul style="list-style-type: none"> • discuss safety regulations and safety concerns with employers and workers. For example, they answer questions and explain regulations to employers and workers. (2) • attend work meetings to update co-workers and supervisors on cases and client files, and to exchange information. They ask for help with difficult cases. (2) • persuade employers and workers to follow safety regulations and safe working procedures. For example, they explain the benefits in terms of increased productivity, lower absenteeism, increased morale, and lower claim rates. They often deliver “bad news” and need to turn a negative situation into a positive one. (3) • explain test results, such as indoor air quality, noise and vibration exposure, and biological and microbial hazards to employers and workers. (3) • teach construction safety officers, foremen, supervisors and employers how to run safety and toolbox meetings, establish effective health and safety committees, implement safety programs and conduct hazard assessments. (3) • present complex safety plans to employers, general managers, supervisors and superintendents. They describe challenges and explain what they are obligated to do under law. They describe what needs to be done to keep workers safe. The goal is to educate and convince them of the importance of providing a safe working environment for workers. (3) • Teach environmental, health and safety training programs, such as hazard awareness, hazardous material transportation, ergonomics awareness, respirator training, confined space, and mould remediation to workers. (3) • give presentations to school groups, employers and the public. They must tailor the presentation to the group they are presenting to, for example, they may talk to high

		<p>school students about safety in the workplace and their responsibilities as new workers. (3)</p> <ul style="list-style-type: none"> • discuss inspection and investigation outcomes with employers, supervisors and others. They advise management and owners of the corrective action required and resolve conflicts in emotional situations especially if they are the result of a serious or fatal accident. (4) • present at conferences on specific topics, such as the importance of safety training for new workers, or the importance of increasing safety excellency by fully integrating safety into the workplace culture. (4) • may be required to give evidence at oral hearings and prosecutions. (4)
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Modes of Communication Used

- In person.
- By phone.
- Two-way radios.

Environmental Factors Affecting Communication

Noise levels from machines and equipment at some worksites may hinder communication and require the use of hearing protection.

Oral Communication Summary

The symbols >, >> and >>> are explained in the Use of Symbols section.

Purpose for Oral Communication (Part I)						
Type	To greet	To take messages	To provide/receive information, explanation, direction	To seek, obtain information	To co-ordinate work with that of others	To reassure, comfort
Listening (little or no interaction)						
Speaking (little or no interaction)						
Interact with co-workers			√	√	√	
Interact with those you supervise or direct			√	√	√	
Interact with supervisor/manager			√	√	√	
Interact with peers and colleagues from other organizations			√	√		
Interact with customers/clients/public			√	√		
Interact with suppliers, servicers						
Participate in group discussion						
Present information to a small group			√			
Present information to a large group			√			

The symbols >, >> and >>> are explained in the Use of Symbols section.

Purpose for Oral Communication (Part II)						
Type	To discuss (exchange information, opinions)	To persuade	To facilitate, animate	To instruct, instill understanding, knowledge	To negotiate, resolve conflict	To entertain
Listening (little or no interaction)						
Speaking (little or no interaction)						
Interact with co- workers	√	√		√		
Interact with those you supervise or direct	√			√		
Interact with supervisor/manager	√					
Interact with peers and colleagues from other organization	√			√		
Interact with customers/clients/ public	√	√		√	√	
Interact with suppliers, servicers						
Participate in group discussion	√	√		√		
Present information to a small group			√	√		
Present information to a large group			√	√		

F. Thinking Skills

1. Problem Solving

Problem Solving

Tasks	Complexity Level	Examples
Typical	2 to 3	Inspectors in public and environmental health and occupational health and safety: <ul style="list-style-type: none">• identify existing and potential hazards based on experience and knowledge of regulations. (2)
Most Complex	3	<ul style="list-style-type: none">• encourage employers and companies to think preventatively and integrate safety fully into their workplaces. For example, they provide employers with information about the correlation between decreases in claim costs and other losses while improving productivity and morale. They work with employers to develop strategies to eliminate or minimize risks in the workplace and ensure health and safety awareness and compliance. (3)• figure out what a company can do to meet compliance standards and develop a safe and healthy work environment. For example, increase worker awareness of safe work practices, and change or update safety rules. The goal is to develop a plan that will have management and labour working together and ensure compliance. (3)

2. Decision Making

Decision Making

Tasks	Complexity Level	Examples
Typical	2 to 3	Inspectors in public and environmental health and occupational health and safety: <ul style="list-style-type: none">• decide what to focus on during an inspection. They decide what information they will collect to decide whether or not there is a problem. For example, environmental health officers doing noise level readings decide where they will set up equipment for testing and at what time of day. (2)
Most Complex	3	<ul style="list-style-type: none">• decide if an infraction is a one-off or a systemic issue. They look for red flags such as missing guards on equipment and consider the responses from workers and

		<p>employers to questions. (3)</p> <ul style="list-style-type: none"> • decide how to approach employers. The goal is to encourage compliance with health and safety regulations and to promote a safe work environment. For example, for planned inspections, the decision is based on information gathered prior to a site visit. Gathered information includes checking out the employer and company, checking with other officers who may have dealt with the employer before, checking for threat codes (verbal and physical threats), and looking up other inspections to check for past violations. This planning helps the officer to remain objective and to be better prepared for difficult situations. (3) • decide whether or not to close down a workplace, part of a workplace, or a piece of equipment based on the level of risk hazard, and the evidence available at that time. For example, they may decide to stop work or shut down a piece of equipment while they gather the information needed to make an informed decision. (3) • decide how to develop training materials and curriculum, for example, topics and method of presentation, based on the target group. They tailor instruction to the group they are instructing. For example, they use more graphics and simpler language to train new workers with low English skills. (3)
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3. Critical Thinking

Critical Thinking

Tasks	Complexity Level	Examples
Typical	3 to 4	<p>Inspectors in public and environmental health and occupational health and safety:</p> <ul style="list-style-type: none"> • judge the safety of workplaces and the severity of workplace hazards to determine whether or not they meet occupational health and safety regulations. For example, occupational health and safety officers conduct planned and unplanned inspections. (3)
Most Complex	4	<ul style="list-style-type: none"> • inspect and evaluate commercial facilities and personal service establishments. For example, environmental health officers inspect swimming and wading pools using set criteria including operation, structural design, signage, water clarity and water chemistry. (3) • evaluate the effectiveness of health and safety programs

		<p>and strategies to ensure they meet the criteria set out in provincial health and safety regulations. (3)</p> <ul style="list-style-type: none"> investigate and analyze workplace incidents and accidents to identify and correct the root causes to prevent recurrences. They use their experience in investigative techniques, and their knowledge of work processes, procedures, and industry. They observe conditions at the scene, and identify and interview witnesses. They consider the task or work procedure that was being performed, the equipment and materials used, the physical environment, personnel, and management. They gather information, analyze it, draw conclusions, and make recommendations. Conclusions must be supported with evidence and discrepancies explained or eliminated. Recommendations are made to prevent recurrences of similar incidents or accidents. (4)
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4. Job Task Planning and Organizing

Job Task Planning and Organizing

Complexity Level	Description
4	<p>Own job planning and organizing:</p> <ul style="list-style-type: none"> Identify, prioritize, organize and schedule job tasks based on level of risk. Their schedules are often interrupted and tasks need to be reprioritized. There may be conflicting demands on their time. They multi-task and manage multiple cases at one time. <p>Planning and organizing for others:</p> <ul style="list-style-type: none"> may plan and organize workloads of others, for example, assign tasks and cases to junior health and safety occupational officers based on their skill sets, experience, strengths, weaknesses, and personalities. They ensure the quality of work meets established standards and objectives. may make recommendations to managers on regional trends and needs and help to develop strategies to address these needs.

5. Significant Use of Memory

Examples

- memorize occupational health and safety regulations. They remember the content of regulations, and section and clause numbers used to refer to specific regulations.
- remember employers, companies and ways of best dealing with them.

6. Finding Information

Finding Information

Tasks	Complexity Level	Examples
Typical	1 to 3	Inspectors in public and environmental health and occupational health and safety: <ul style="list-style-type: none">• ask co-workers, colleagues and supervisors for information and advice. (1)
Most Complex	3	<ul style="list-style-type: none">• consult subject matter experts, such as engineers, to gather information for reports. (2)• consult occupational health and safety regulations, guidelines, legislation and standards to locate specific information or to research a topic. They may integrate and synthesize this information. (3)• use websites and forums to research specific topics and locate up-to-date information about health and safety trends or changes in legislation. (3)• read recent studies and research papers about emerging issues and trends in health and safety. (3)

G. Working with Others

Working with Others

Complexity Level	Description
3	Inspectors in public and environmental health and occupational health and safety work independently most of the time. They may work with a partner or as part of a multidisciplinary team during large or high risk investigations. They coordinate their activities with employers, workers and others. They collaborate with employers to reduce injury rates. They may participate in joint committees to promote awareness of safety procedures or to develop education programs for employees.

Participation in Supervisory or Leadership Activities

- participate in formal discussions about work processes or product improvement.
- have opportunities to make suggestions on improving work processes.
- monitor the work performance of others.
- inform other workers or demonstrate to them how tasks are to be performed.
- orient new employees.
- make hiring recommendations.
- make hiring decisions.
- assign routine tasks to other workers.
- assign new or unusual tasks to other workers.
- identify training that is required by, or would be useful for, other workers.
- deal with other workers' grievances or complaints.

H. Digital Technology

Digital Technology

Tasks	Complexity Level	Examples
Typical	1 to 3	Inspectors in public and environmental health and occupational health and safety: <ul style="list-style-type: none">• use tablets to enter information into forms during inspections. (1)
Most Complex	3	<ul style="list-style-type: none">• use personal information managers, such as Outlook for scheduling meetings, and tasks list features on mobile phones to organize their work. (1)• use communications software. They exchange emails, and send email attachments with graphics files, PDFs and Word documents. (2)• use Internet browsers and search engines to access websites and locate information. They access training courses, seminars and webinars. (2)• use word processing software to write letters, procedures, reports, and articles. Longer reports may include a table of contents and graphics. (3)• use presentation software programs, such as PowerPoint to develop slides for presentations that include graphics, photos and video. (3)• use spreadsheet and database software. For example, they use spreadsheets to track data on statistics to make comparisons and analyze trends. (3)• use environmental health information management system software to manage workloads, increase effectiveness of field inspections, deliver statistics, help write reports and provide consistency in scoring risk levels. (3)

Computer Use Summary

- use word processing programs.
- use graphics software.
- use databases.
- use spreadsheets.
- use bookkeeping, billing and accounting software.

I. Continuous Learning

Continuous Learning

Complexity Level	Description
3 or 4	Inspectors in public and environmental health and occupational health and safety determine their own learning goals. They are constantly researching and reading to keep up to date with changes to occupational health and safety regulations, policies and standards, as well as, trends and emerging issues in occupational health and safety. They attend seminars, webinars, conferences, in-house training and training from other agencies. Many workers in this occupation belong to associations that provide training in occupational health and safety. More and more workers in this occupation are upgrading their qualifications by completing programs at colleges and universities. They recertify specific tickets, for example, first aid training.

How Learning Occurs

Learning may be acquired:

- As part of regular work activity.
- From co-workers.
- Through training offered in the workplace.
- Through reading or other forms of self-study.
 - at work.
 - on worker's own time.
 - using materials available through work.
 - using materials obtained through a professional association or union.
 - using materials obtained on worker's own initiative.
- Through off-site training.
 - during work hours at no cost to the worker.
 - partially subsidized.
 - with costs paid by the worker.

J. Additional Information

In addition to collecting information for this Essential Skills Profile, our interviews with job incumbents also asked about the following topics.

Physical Aspects

Inspectors in public and environmental health and occupational health and safety work investigate a wide variety of workplaces. They can sometimes be in dangerous physical situations and need to take precautions to prevent injury. This work can be physically demanding. During investigations they may be required to enter confined spaces, climb ladders or narrow walkways, or be exposed to noise, dust and other situations.

Attitudes

Inspectors in public and environmental health and occupational health and safety need the ability to remain open-minded and objective in difficult situations. They must be observant and pay attention to detail. They need excellent communication skills and need to be able to mediate and resolve conflict.

Impact of Digital Technology

All essential skills are affected by the introduction of technology in the workplace. The ability of inspectors in public and environmental health and occupational health and safety to adapt to new technologies is strongly related to their skill levels across the essential skills, including reading, writing, thinking and communication skills. Technologies are transforming the ways in which workers obtain, process and communicate information, and the types of skills needed to perform in their jobs. In particular, inspectors in public and environmental health and occupational health and safety need to use computer technology to effectively research the information they need to write reports. An awareness of the most recent technology used at worksites is crucial to accurately making their case to employers.

Technology in the workplace further affects the complexity of tasks related to the essential skills required for this occupation. Inspectors in public and environmental health and occupational health and safety need the skills to use up-to-date software. New developments in technology gives these workers faster access to a wider range of workplace safety resources online, and an improved ability to share knowledge about safety to others, whether by electronic file sharing, or by creating electronic presentations that engage audiences learning about safety. Technology will also affect how they gather information, including finding information about companies they are inspecting, or recording information during inspections.

K. Notes

This profile is based on interviews with job incumbents across Canada and validated through consultation with industry experts across the country.

For information on research, definitions, and scaling processes of Essential Skills Profiles, please consult the Readers' Guide to Essential Skills Profiles.