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Assessment assignment IPL 4060

Project: *The current experience and training of Romanian Occupational Health and Safety (OHS) professionals*

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CONTENT

Foreword

Before exploring my project it is important to set in context my position. Such a position is founded and influenced heavily by my past. The fact that I was born into a communist society has had a huge impact on my life, impacting on my education and my career path. What you have to understand is that life choices in Romania at the time were heavily regulated and prescribed. In essence, your future from childhood could take only two specific paths: going to a professional school to be trained for a life your family chose, or if you were luckier, a profession of your choice, which gave you the satisfaction of being a qualified worker; the second choice was high school and even university, for those ambitious enough to become intellectuals, after eighteen years of study.

My choice was building my own future in my own way, doing both working and going to university. By studying in university while I was also an employed worker, I opposed the system and rose above the standards. I was supported by family and work mates, who saw in me a fighter against the limits imposed by the regime – that was against anyone who dared to surpass their given place in society.

I graduated Welding University in 1985 and appointed in 1987 as responsible for work protection (that was the name for health and safety according to legislation valid back then) and this is still my job, even if I have my own consultancy company from 2002. It is also important to understand that safety protection in Romania was in its infancy and workers faced many risks to both health and well-being. Seeing these extremes has informed my desire to improve workers conditions which is now a central tenet of my practice.

My passion to see and influence improvement in the wider practice of Occupational Health and Safety in Romania has stemmed from a number of activities. In 2010, I visited London with colleagues from ARSSM (Romanian Health and Safety Association) and met with Institution of Occupational Safety and Health (IOSH). This is an internationally recognized organization that sets the benchmark for practice, and meeting with them inspired me to enhance the same practice in Romania. Likewise working with partners on the European wide EUSAFE Project (2010-2012) learning about European health and safety qualifications helped me understand where Romanian OHS practitioner are positioned compared with others. On reflection, you really only know what you know and have experienced until you are given the opportunity to see the way things work elsewhere. Looking at the education, practice, and performance of others in the field of health and safety has opened my eyes to the opportunities for those in Romania. My project shows that we have many positives including our education and training but that there are gaps that we can seek to improve upon over time.

In summation I continue to challenge myself and others to be the best that we can be and in so doing we are better placed to improve the working conditions of many more of the Romanian population.

The current experience and training of Romanian Occupational Health and Safety (OHS) professionals

Chapter 1

Introduction

The aim of this study is to establish the current experience and training of Occupational Health and Safety (OHS) professionals in Romania. The primary focus is to benchmark their level of knowledge, against European standards, how this knowledge is attained, ie through education or training; whether there is a current gap in skills and/or knowledge and whether this can be improved or if there is a desire to do so. The study will also seek to establish if practitioners consider it important to gain knowledge from education or training for becoming competent OHS professionals recognized by organizations, regulators, industry and the community..

The research evaluates the changing training needs in line with the development of health and safety and its integration in the work system, from the appearance of the first legislative provisions in 1864 until the present time, in the context of the much needed evolution and alignment to the European Directives.

The OHS occupation is a relatively new profession in Romania, dating from 1998 and having many changes since then. Ferguson and Ramsay (2010:24) reviewed the definition of a profession (an occupation requiring specialized skills) and this research will evaluate the existing knowledge from courses and training and career development needs, will discuss future steps that may be necessary to be a professional (working in a recognized profession).

This research also aims to thoroughly analyze the transformation in the OHS field and present the current experience and training needs of Romanian OHS professionals. The aim of the research is also to help professionals to obtain answers about their daily practices that are best answered through systematic investigation, or the research process` (DePoy and Gitlin, 1994). The purpose of the research is to understand the meanings, experiences of Romanian professionals through a naturalistic design, where the scope is exploration, understanding and description (DePoy and Gitlin, 1994). The study is being undertaken by an insider, herself a practitioner, and therefore gains insights from experience but may be influenced by personal perception.

1.1 The objectives include:

1. To review the ways of becoming an OHS professional, through literature highlighting the legislative requirements and competences with the EUSAFE Project (2010-2012).

2. To evaluate the perception of Romanian OHS practitioners about the quality of their training and preference for delivering of future training (survey)

3. To estimate the demand for development of a professional code of ethics for Romanian OHS professionals and to identify potential barriers (survey)

4. To evaluate colleagues` professional experience and training level, in order to establish the current training needs of the Romanian OHS professionals.

The project will assist the future development of OHS professionals from Romania, as the world is changing and practitioners must prepare themselves for the new challenges. The opening of labour market towards Europe could bring European OHS professionals to the country and this might create great competition for our experienced safety officers. The research will be interesting, also, for European OHS professionals, as they could find out who they are competing against in Romania and what the level of local competition is.

In the past 25 years, Romania has gone through major political, economic, social and cultural transformations, all necessary in the context of Romania`s accession to the European Union (EU). The admittance in the EU, the alignment of national legislation and OHS standardization across Europe, forces the profession to reach faster the European requirements for quality and competence; the question that arises is: **are the Romanian OHS professionals prepared?**

Chapter2 Literature review. The context of Occupational Health and Safety Practice in Romania

The economic development of Romania has increased the attention given to work and everything related to the process. The history of health and safety, presented below, is tightly connected to the qualification necessary to workers for facing the novelties brought over by the work technologies. The induction and training of employees was accompanied by the concern to provide decent work conditions and to enforce some measures to protect the components of the work system (Darabont et al, 2001).

2.1 History of health and safety legislation in Romania

The first evidence of activity related to labour protection in Romania can be considered to be the 1864 enactment of the Civil Code (inspired by Napoleon`s Code) which established the legal basis of the individual labour contract. Chronology of labour protection activities as presented on the website of the Ministry of Labour is:

1890 - Servants Act
1894 - Regulation of unsanitary industries
1902 - Trades Act
1905 - Law on Child and Women Labour
1907 - Trade Unions Act
1912 - The first law of insurance in case of illness, accidents
1920 - Establishment of the Ministry of Labour
1927 - Setting up of Labour Inspection
1932 - Establishment of work and pension contributions
1945 - Trade Unions Act
1946 - Law setting up the work day and work departments in court premises
1949 - Law on Disease pension
1954 - Introduction of the work groups
1965 - Labour Protection Act No.5 in force until 1996
1972 - Labour Code, Law No. 10 in force until 2003

1989 The Romanian Revolution
1996 - Law no.90 of labour protection (in force until 2006)
1998 - Order no.236 empowerment process of OSH specialists
2002 - Law no. 346 of insurance in case of accidents at work and occupational diseases
2002 - Order no. 251 changing the conditions regarding the empowerment of OHS specialists
2003 - Law no. 53 Labour Code (in force)
2004 - Order 167 changing the conditions regarding the empowerment of OHS specialists
2006 - Law no. 319 Occupational Health and Safety Act (in force) modified in 2010.
2007 - Romania joined the European Union

2.2 The process of recognition of OHS practitioners in Romania

Order no.236/12.05.1998 established, for the first time, the OHS external services` provider empowerment and the requirements for OHS consultant. The mandatory conditions for the authorization to provide services in the field of OHS are:

- (art. no 4) 5 years of experience in the field for those with university degrees, or 15 years for those with pre university qualifications; for the members of Labour of Ministry or local inspectorate, 4 years of experience are enough;

- (art. no.6 point d) Technical university degrees and post university degrees with a duration of at least 6 weeks in the work protection field;

The subscription folder should contain (according to art.no.6): the mandatory request form, Curriculum Vitae, diplomas and certificates from the work protection courses, the proof for the years of experience in the work protection field and also in the economical domain of activity, for the empowerment authorization request (art.no.16 point d).

The authorization procedure (art.no.9) included presenting a file with all the documents, passing a written exam and interview with representatives of the Labour Ministry. The validity of the certificate so obtained, was of 3 years (art.no.11); for renewing the certificate, a new examination was done after 3 years, with the specification that continuous professional development courses (CPD) had to be attended in the meantime.

Order no. 251/01.07.2002 followed; it reduced the years of experience from 15 to 10 (art.no.14), for those with pre university qualifications and increased post university courses (art.no.4) from 6 to 8 weeks.

Order no. 167/16.04.2004 added new conditions, such as a recommendation from the Local Labour Inspectorate (art.no.24 point b), with mandatory examination by members of Labour Ministry or local Inspectorates (art.no.24 point b).

Law no.319/26.07.2006 and the **Government Decision no.1425/30.10.2006,** changed matters in the field. The procedure was changed, the authorization (art.no.36) being made only after the analysis of a candidate`s file by a board of professionals from the local Inspectorate. Other changes were made: the name was modified from work protection, to external services for occupational health and safety (art.no.28) and also the minimum requirements for the employees and the leader of this external services (art.no.32 (1) and (2)). The empowerment was made now for a minimum of 5 years' experience, without the mandatory requirement of having experience in any economical field of activity (art.no.37 point e); also, a declaration of confidentiality became mandatory (art.no.37 point i).

Art.no.45 also stipulated a year for re authorization of all those empowered by the former legislation (Law no.90/1996), following to be done by a board of professionals from the local Inspectorate, named by Order no.754/16.10.2006. The validity of the certificate so obtained was of 3 years (art.no.41) – followed by a new examination of submitted files by the local inspectorate (art.no.36); also, health and safety courses needed to be attended (art.no.42) in those 3 years.

Two levels of training were introduced (art.51):

- OHS technician (art.no.48) – with technical high school degree and health and safety courses of at least 80 hours;
- OHS expert (art.no.50)– with an engineering degree, health and safety courses of at least 80 hours and also post graduate courses of 180 hours;

The modifications brought by **Government`s Decision no.955/2010** had the purpose of harmonizing the Romanian Legislation with the European Directive 2005/36/EC, in order to allow the free movement of OHS professionals within the European Union, Romania being a member since 2007.

These modifications (art no.45 (1), 45 (2), 45(3), see appendix no.1) said that any OHS professionals authorized in a similar way in any of the EU member states could practise in Romania, just by notifying the Empowerment Commission.

For empowerment, there was no longer the requirement to prove experience in some economical area of activity (art.no.37point.g), but 5 years' experience in the field of health and safety, to become the leader of the external service; the conditions referring to mandatory CPD (art.no.42) courses and the limited validity of the certificates (art.no.41) were dropped. All these changes brought a large number of new OHS practitioners on the market.

For those OHS professionals authorized in a similar way in their own countries, there is a possibility of them practicing here, if they were authorized in the same conditions as the local practitioners (art no 45(2) see (appendix no.1). These empowerment conditions require the submission of a file with the evidence papers to The Empowerment Commission from the local Labour Inspectorate (named by Order no. 455/14.06.2010), without any examination.

The empowerment conditions are presented by art.37 (1) point a)-k), art.37 (3) and art.37 (4) see (appendix no.2). The folder with all the documents is sent by mail and after the assembly of The Empowerment Commission, the unaccepted folder or the Certificate of Entitlement, will be mailed to the applicant.

The levels of health and safety practitioners in Romania are the same, technician and expert, the minimum requirements for technician level being provided by art.49, art.51^1, art.51^2 and for expert level being provided by art.50, art.51^3 see (appendix no.3).

The health and safety officer (as stated in Law no. 5/1965) was appointed by the management to deal with work safety training (recorded on individual induction sheets) and was sent to training courses in the field. The adoption of Order no. 236 of 12.05.1998 regarding the empowerment of OHS specialists, stated the training requirements for them.

All the participant to the research could be easily certified as a OHS Manager at the European level because they fulfil the requirements, all of them have university degree, have attended OHS training courses at least 80+180 hours, have experience more than five years but could be some problems with CPD and reflection, the missing Code of Ethics and Practice, their communication and advocacy skills, the reflective practice, all the requirements for competence and capability.

2.3 EU Directives

The conditions of empowerment for OHS professionals issued by the Government in 1998 can, for the first time, justify the inclusion of Romanian practitioners in the category of "professionals". Article no.3 from **2005/36/EC Directive** *"on the recognition of professional qualification",* states that:

1. For the purposes of this Directive, the following definition applies:

(a) 'regulated profession' represents a professional activity or group of such activities, access to which, the pursuit of which, or one of the modes of pursuit of which is subject, directly or indirectly, by virtue of legislative, regulatory or administrative provisions to the possession of specific professional qualifications; in particular, the use of a professional title limited by legislative, regulatory or administrative provisions to holders of a given professional qualification shall constitute a mode of pursuit.

Paragraph 8 of Article 7 (protective and preventive services) of the "Framework Directive" (**1989/391/EEC**) obligates Member States to define the necessary capabilities and aptitudes referred to in paragraph 5 of that article. To paraphrase, Member States should already have in place formal qualifications for occupational safety & health professionals. In actuality, those Member States that have complied with the obligations of the Framework Directive have interpreted and/or implemented it in differing ways and have established different levels and/or standards of qualifications. In this context, the research will show the Romanian approach towards the implementation of these two EU Directives.

The European Union single market - as well as the increasing number of companies operating across Europe that are applying a consistent set of safety and health standards to their work sites - has created a great need for safety and health managers with credentials that are recognised at a Pan-European level. The absence of a harmonised, agreed system for the mutual recognition of safety & health qualifications at a European level creates uncertainty about professional competence across countries within Europe and may create problems for multinational

companies in the effective use of their safety and health expertise. It also forms a barrier for safety and health professionals wishing to offer their services across the EU.

2.4 EU tools

In order to allow free movement of the workforce, the EU (2014) has issued a number of tools that are potentially useful in the process, such as:

The European Framework of Key Competences defined a tool for policy-makers across the EU which identifies the fundamental skills that people need to lead successful lives in today's world. This tool was released at the end of 2006 and is aimed at identifying and defining the most important abilities and knowledge that everyone would need in order to achieve a series of personal benefits (such as employment, personal fulfilment, social inclusion and active citizenship in today's rapidly-changing world).

The European Qualification Framework for lifelong learning (EQF) aiming to better link different national qualifications systems, acting as a translation device for employers and individuals to better understand qualifications from different EU countries, thus making it easier to work, study or hire staff abroad. The EQF applies to all types of education, training and qualifications, from school education to academic, professional and vocational. This approach shifts the focus from the traditional system which emphasizes 'learning inputs', such as the length of a learning experience, or type of institution. It also encourages lifelong learning by promoting the validation of non-formal and informal learning.

The European Quality Assurance Reference framework for Vocational Education and Training (EQAVET) helps national authorities to improve their Vocational Education and Training (VET) systems, through the development of common European references. EQAVET forms part of a series of European initiatives aiming to a better recognize skills and competencies acquired by learners in different countries or learning environments, including Europass, the European principles for the identification and validation of non-formal and informal learning, ECVET and the European Qualification Framework for lifelong learning (EQF).

The European Credit system for Vocational Education and Training (ECVET) is being developed to help the transfer and recognition of learning experiences in Europe, including those outside formal training systems. The system also allows the possibility to develop common references for VET qualifications and is fully compatible with ECTS.

The European Credit Transfer and Accumulation System (ECTS) provides a common basis to recognise higher education study periods abroad. Institutions which apply ECTS publish their course catalogues on the web, including detailed descriptions of study programmes, units of learning, university regulations and student services. Course descriptions contain ‘learning outcomes’ (i.e. what students are expected to know, understand and be able to do) and workload (i.e. the time students typically need to achieve these outcomes). Each learning outcome is

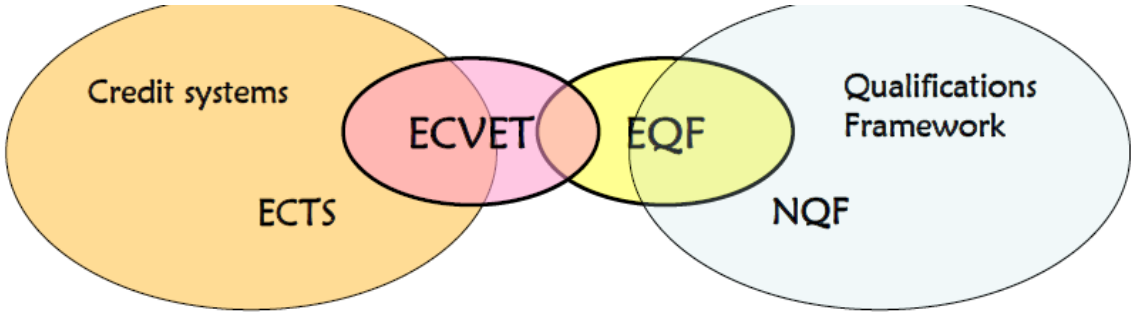
expressed in terms of credits, with a student workload ranging from 1 500 to 1 800 hours for an academic year, and **one credit generally corresponds to 25-30 hours of work.**

The Diploma Supplement (DS) accompanies a higher education diploma, providing a standardized description of the nature, level, context, content and status of the studies completed by its holder.

Europass helps people make their qualifications and skills better understood and recognised throughout Europe, increasing their employment prospects. Its web portal includes interactive tools that, for example, allow users to create a CV in a common European format.

The Europass portfolio (launched in December 2012) contains five documents: a Curriculum Vitae, CV (list of competences and qualifications); a Europass Language Passport (language skills self-assessment tool); Europass Certificate Supplement A (clarify information contained in the original document); a Europass Diploma Supplement, DS (clarify information contained in bachelor's degree or master); a Europass Mobility (shows an organized activity period in another European country for learning or vocational training). Mobility experience is monitored by two partnerships, one in the home, the other in the host country.

EU qualifications and credit systems (EUSAFE, 2013)



- EQF – European Qualification Framework
- NQF – National Qualification Framework
- ECVET – European Credit system for Vocational Education and Training
- ECTS – European Credit Accumulation and Transfer System

Systems such as this make international comparisons much easier and more transparent. Degrees are accredited with an appropriate number of credits in the ECTS system, so employers from other countries can recognise the level of achievement.

Romanian qualifications are increasingly gaining this accreditation and it is important that future OHS qualifications gain this vital international recognition if the system is to be truly compatible with EU frameworks. The research will establish if the Romanian OSH practitioners are interested about European qualifications, if it`s the proper time to use these European tools for evaluating their level of competence and capability to put the EU on an equal competitive footing with respect to them.

2.5 The requirements to align health and safety qualifications

In this context **The European Network of Safety & Health Professional Organisations (ENSHPO)** acts as a forum where occupational safety & health professionals can exchange information, experiences and good practice on a wide variety of pertinent topics. More information about the Network can be found online (ENSHPO, 2013).

One important objective of the Network is to develop a European recognised occupational safety and health qualification with a minimum standard for safety and health professionals aimed at the mutual recognition of European qualifications for occupational safety & health.

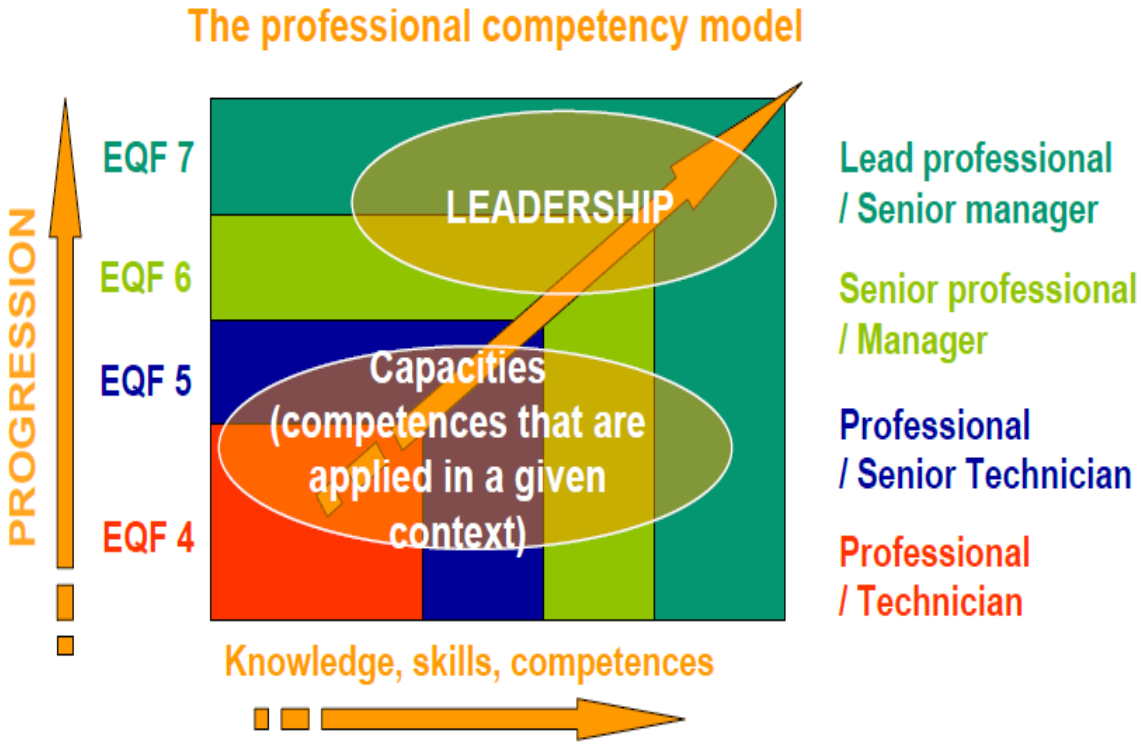
ENSHPO believes there is a need for a voluntary standard for Occupational Safety and Health Managers (EurOSHM), which is accepted throughout the European Union (ENSHPO, 2014). The EurOSHM standard meets that requirement. Furthermore ENSHPO has developed a second standard to reflect the level of competence required for those with a health and safety role either reporting to managers or working in lower risk industries as Occupational Safety and Health Technicians (EurOSHT). ENSHPO decided to introduce these voluntary standards for EurOSHM and EurOSHT, together with a process for assessing and recognising both national certification systems for these two levels of qualification and national schemes to assess individuals against these ENSHPO criteria" (ENSHPO, 2013).

Minimum requirements and criteria for eligibility of individuals for EurOSHM are (appendix no.4):

- a university degree at least at Bachelor level
- occupational safety and health training courses at a professional level, at least 250 study hours with a balanced coverage of the topics and with 150 hours examined
- professional work experience for at least two years full-time since the completion of the occupational safety and health training
- continuous professional development (CPD)

The candidate shall be a full member of an ENSHPO national professional organisation or association. Renewal of the certification at three yearly intervals. The ENSHPO Certification Standard is voluntary. The candidate, by submitting the application form agrees to ENSHPO Certification Standard (appendix no.4) provisions and unconditionally accepts its rules and procedures, the ENSHPO Code of Conduct and the resulting duties and obligations.
European Programmes 2007-2013 in the field of Lifelong Learning Programme, education and training opportunities for all, include the following sub-programmes at different level of education and training:
- **Comenius** (exchanges for students and educational staff)
- **Erasmus Program** - addresses professional and formal higher education
- **Leonardo da Vinci Program** - addresses education and training than at tertiary level.

The **EUSAFE Project** (2010-2012), supported by ENSHPO that had Romanian Health and Safety Association (ARSSM) as a stakeholder, is part of the Leonardo da Vinci program and studied all the qualifications and skills of OHS practitioners across Europe. The Program has two levels of training for OHS practitioners: technician and manager, each junior and senior level, providing a detailed list of tasks and knowledge required of each level (appendix no.4, minimum requirements).



(EUSAFE, 2013)

I attended, a technical session,TS10, ***Competence Workshop***, chaired by Jane White – IOSH, UK at the 7th International Conference **Workingonsafety.net** (IOSH, 2014) 30 September – 03 October 2014 Scotland, UK. . In this session the speakers, Andrew Hale former chairman of Certification Committee of ENSHPO, Pam Pryor - Registrar of Australian OHS Education Accreditation Board, Australia and Luise Vassie, Executive Director- Policy, IOSH, UK had presentations about developing a global framework for the training and certification needs across the world. Speakers and participants underlined the necessity of an international harmonisation of qualifications for the occupational health and safety practitioners and their presentations provide powerful evidence that OHS professionals from all around the world are interested in the development of coherent international benchmarks and qualification, which provides a useful context for the current research. The common empowerment procedure should be acknowledged and encouraged by all OHS professionals and ENSHPO and INSHPO (International Network of Safety and Health Practitioners Organisations) (INSHPO, 2014) are currently working together to a common framework.

Future licensing of OHS professionals may rely on the ENSHPO, EUSAFE or INSHPO competency schemes and so a question arises as to which is the best way to equate the years of professional experience with theoretical education (diplomas, certificates). Transforming professionals experience gained with or without studies, diplomas, recognized skills in the vocational training system and the ways to do so, represent a point of interest for the Romanian OHS practitioners and the research will present their opinions.

2.6 Summary

In the Romanian literature, there are no studies regarding the OHS professionals, their preparation level or the ways of becoming one, which is why this first study has been designed based upon a review of the legislative provisions and the mandatory steps needed to become an OHS professional. The research project thus has three purposes as traditionally recognized Robson (2011): to explore the background of how someone could become an OHS services provider, to describe the necessary steps and to explain one`s development as a professional in the field. Due to lack of scientific evidence about this topic, the researcher is confident that that this project will be important for the development of OHS practitioners, considering that all research is concerned with contributing to knowledge (Robson, 2011).

Consideration of the background of working practitioners and their level of training, correlated with the period in which they were empowered as OHS practitioners, is the objective of this research. Some of them were examined by a Labour Ministry Commission some of them were just presenting a file with proving documents. Knowing the level of training is necessary to determine the training needs of OHS practitioners, now that Romania has joined the EU in order to allow free movement of the work force. Knowing where to start and what needs to be improved, will allow the Romanian practitioners to be just as good as, and to compete with their European colleagues. The study will show which of the Romanian empowerment procedures was

better, with or without examinations, and whether practitioners were more prepared than these days.

At the European level there are organisations and procedures dealing with health and safety activity, there are framework for alignment to a voluntary certification and the research will establish if the Romanian OHS practitioners meet that requirements and if they are interested about voluntary certifications like ENSHPO or EUSAFE procedures, if it`s the proper time for them to understand the importance of utilisation European tools like ECVET, EQF, EQAVET, ECTS.

Chapter 3 Methods

The fundamental goal of the research is to build and develop knowledge of the OHS profession (DePoy and Gitlin, 1994), which will be judged according the insider researcher`s personal point of view, in a way that represents and feels right for her, (Costely *et al.*, 2010). Ethical approval for the project was obtained from Middlesex University Natural Sciences Ethics Committee (appendix no.5).

This research will evaluate the specific practice problems, education and training of OHS practitioners and implications for their training needs. The development of a profession will be examined from its very beginning to present time, including the legislative requirements.

The systematic investigation of OHS practitioners` experiences through their professional lives, how knowledge is acquired, how they know what they know (epistemology), represent the researcher`s answer to what there is to be known (ontology) and reflects the researcher`s way of seeing the "reality" of a profession (DePoy and Gitlin, 1994), a way to reflect the image of modern Romanian OHS practitioners.

3.1 Participants

The population of interest is the whole OHS profession. A sample was drawn through ARSSM members - these being the boundaries of the study, thus, in the research, the OHS professionals are called "participants" and not "subjects", "respondents" or "informants" (DePoy and Gitlin, 1994) having a very active role. The researcher is an insider that`s why it`s a collaborative relationship, an active contribution to the research, it`s a partnership.

The researcher was allocated some time at one of the general meetings of ARSSM (ARSSM, 2013) from 17-18 October 2013 to explain the basic details of the research, the main topics followed, giving the consent form, participant information sheet and questionnaires (appendix no.6) for the people who had expressed their interest in participating in the research. There were 42 people in the room, 34 questionnaires were handed out and 29 of them came back filled-in, which was an encouraging response rate that demonstrated the level of interest on the topics of the research. The frame for the research is an examination of the transformation of the experience of the practitioners, including the researcher, into knowledge about future training needs.

Human experience is complex and cannot be understood without a social environment, thus holistic philosophies were presented, as well as the history of health and safety and the empowerment procedures as OHS provider in Romania. Those who possess experience are the most knowledgeable about themselves (DePoy and Gitlin, 1994) and this is the reason for choosing practitioners from a professional association as participants for the study.

The researchers` strategy is a Naturalistic Inquiry (DePoy and Gitlin, 1994) using an inductive reasoning because, the inductive researcher is more interested in examining life experiences and transferring knowledge from what is learned from those new OHS professionals. In naturalistic research, the scope is exploration, understanding and description.

Theory is a set of related ideas (DePoy and Gitlin, 1994) that have the potential to explain or predict human experiences and that are based on data. ARSSM has been framed to begin to share experiences that can be transformed into knowledge, which in many ways a new concept for Romanian practitioners. This means that the sample is appropriate and adequate (DePoy and Gitlin, 1994) for this initial research.

The current experience and training level for OHS professionals from ARSSM, no more than 25-30 of them, who freely agreed to participate in this study, represent only a small sample and the results need to be interpreted appropriately, but represents a good starting point in further studies about the health and safety profession.

3.2 Methods

Questionnaires have been chosen for the research since it is important to be objective, while reflecting the values, perceptions and interests of the respondent (Gray, 2004). Questionnaires, by their very nature, can start to impose a structure on the answers and shape the nature of responses in a way that reflects the researcher`s thinking, rather than the respondent`s (Denscombe, 2003); in order to avoid this limitation, the researcher used open questions for giving her colleagues enough freedom to express themselves. It is quite difficult to develop questionnaires that are valid, reliable and objective. Validity means that an instrument must measure what was intended to measure (Gray, 2004:219), in this research, the current experience and training needs of Romanian OHS practitioners. The research has to be very precise if the study wants to prove its external validity – the extent to which findings from a study can be generalised, as Gray (2004) suggests.

Other reasons for choosing questionnaires in this study, because they are economical, low cost in terms of materials, money and time; they supply standardized answers, all respondents are asked exactly the same questions; they have a wide coverage; they contain pre-coded data and they eliminate the effect of personal interaction with the researcher (Denscombe, 2003). For this particular research, it was relatively easy to contact and arrange the participation of the respondents, because the questionnaires were filled in during the general meeting of ARSSM and the researcher had the opportunity to explain to the participants why the study was of high importance and all the steps for being part of the survey.

Some disadvantages of using the questionnares were anticipated at the designing stage. The questions were limited in length to four or six pages, to avoid the return rate being adversely affected or respondents give flippant, inaccurate or misleading answers (Gray, 2004).

Another important potential limitation is the fact that attention is focused on topic that the researcher considers meaningful or important. The respondent has no freedom to negotiate the relevance of the attribution with the researcher (Cassel and Symon, 2004). Incorporation of open questions gave them the opportunity to express their own ideas about the topics.

The researcher is an insider that is in a collaborative relationship, an active contributor to the research, a partner (Gray, 2004). When conceiving the questionnaires, the researcher was careful to avoid the mistakes presented by Denscombe (2003:154) the leading questions, asking the same question twice in a different fashion, to keep the question as short and straight forward as possible, to include sufficient options in the answers.

A number of key attributes of a good questionnaire (Denscombe, 2003) were incorporated into the design in order to ensure that:

- Privacy was assured in this case the respondents` names are known only by the researcher; every questionnaire is identified by a number.
- The respondent will have some knowledge on the topic - the respondents are participants because they have an active role – they are OHS professionals.
- The proposed style of questions is suited to the target group – the target group consisted of OHS practitioners, members of ARSSM.

The questions are on a topic and of a kind which participants will be willing to answer- the topic is only about their professional lives and ways of knowing their training needs and certifications opinions.

A number of other known disadvantages (Denscombe, 2003) emerged in the analysis of responses, including incomplete or poorly filled-in answers and the fact that the researcher cannot check truth - completeness of answers given by the respondents. Additional questions that might have been useful (Gray, 2004) emerged when data was analysed and are included in the discussion. Care was taken in writing the questions to avoid prejudicial language, imprecision, leading questions, double questions, assumptive and hypothetical questions (Gray, 2004).

3.3 Ethics

Ethical dilemmas around access, *who* and *how* are accessed, the fact that researcher must continually reflect around the data collected (Miller and Bell, 2002) and about their representativeness for OHS professionals, was resolved by working with and for a professional association. ARSSM`s voluntary members understood the necessity of the study and they freely agreed to participate by signing the consent form and filling in the questionnaires. The explanations given by the researcher were good enough to 29 fellows and made them be aware by the necessity of doing such a study, in this way the researcher transposed into life Russell`s definition (cited in Birch and Miller, 2002:91) „Ethics is in origin the art of recommending to others the sacrifices required for co-operation with oneself.”

The researcher gave a questionnaire and an approved consent form reviewed by Ethics Committee of the university, to each of the participants. Specific instructions were written for each question (e.g. put the tick in the appropriate box, circle the relevant number) and the researcher explained the importance of each result in the study.

3.4 Types of questions

Developing questions is an important step for the research, because the researcher considers the ways of analysis of the results before having the questions (Gray, 2004).

Pre-coded answers were used for collection of factual information, because they produce nominal data to allow the speedy collation and analysis. Pre-coded questions can bias the findings towards the researcher, rather than the respondent`s way of seeing things (Denscombe, 2003).

The researcher used "open" and "closed" questions. The advantage of "open" questions is that one can gather information about the views held by the respondent, but it needs effort from both the researcher and the respondent (DePoy and Gitlin, 1994, p.191). The advantage of open questions is the potential for richness of responses, some of which may not have been anticipated by the researcher. But the downside of the open questions is that they are difficult to analyze and centralize (Gray, 2004),"Closed" questions structure the answers and the role of the researcher was to instruct the respondents to answer by selecting from a range of options supplied in the questionnaire. Closed questions may restrict the richness of alternative responses but are easier to analyse (Silvester, 2004), since they produce ordinal, quantitative data a Likert`s scale (Robson. 2011 p.303) was used in questions where participants were asked to rate factors such as importance, relevance and usefulness.

In a number of cases some data was missing, which reduced the sample size, there are answers where the researcher was forced to deal with missing data and distinguished between different types of missing values, as presented by Gray (2004):

- Not applicable NA for questions answered by wrong or inappropriate persons
- Forgot to answer FA all questions answered except one, there were a few cases
- Did not know, DK all questions answered accurately but one left blank, there were a few cases.

3.5 The presentation of data

Different ways of presenting the data were used:

- Tables for nominal data, all the answers were centralized using tables, as a concise way to understand the results.

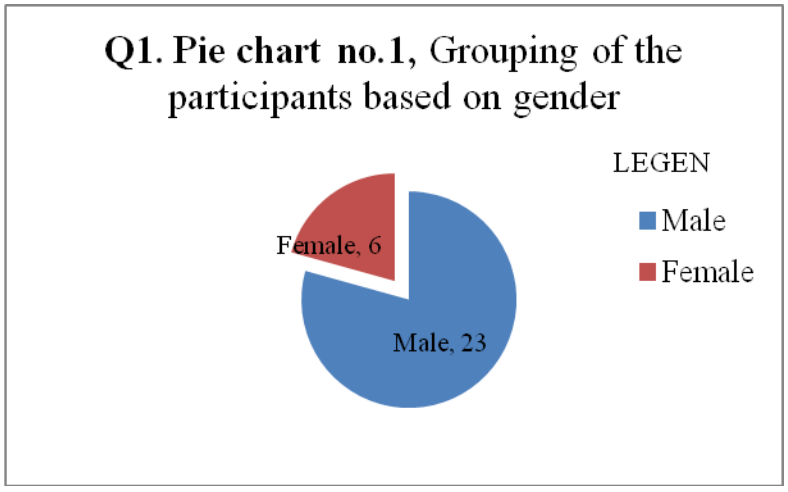
- Bar charts was used for nominal data and discrete data, as an effective way of presenting frequencies (Denscombe, 2003)
- Line graphs showed trends in data,
- Pie charts drew attention to one particular component have that segment extracted from the rest of the pie.

Chapter IV Results

The image of the Romanian OHS professionals can be seen in the results from the first nine questions. The age of the participants shows that the ones more interested in this research are of more than 50 years old (question no.1), a few of which are women (question no.2), with about 20 years of experience in health and safety (question no.3), many of them have a university degree (question no.4) and plenty of OHS courses (question no.5), a third of them are in this field before 1996 prior to Law no.90/1996 (question no.7), a third of them are full time OHS practitioners and more than a half have their own consultancy company (question no.6).

4.1 Demographics

Q 1, Table no.1: Age and gender		
YOUR AGE IS ABOUT?	SUMMARY OF ANSWERS	
	Female	Male
1a) 20-30	0	1
1b) 30-40	1	4
1c) 40-50	3	6
1d) More than 50	2	12
Total answers	6	23



Statistically 55,7% from Romanian population (Ziarul Gandul, *The Thought Paper*, 2013) are mature person (25-64 years) and this demographic result can be seen here as a sample of mature person having a profession. The high percentage is more than 50 years old category in this research, maybe as a result of empowerment conditions and necessary years of experience or maybe because of the lack of interest of young professionals about being member of a professional association like this.

Statistically in Romania there are 51,4% women, but as OHS participants in the research are 80% men, maybe OHS is seen as a male profession and is not likely to reflect the true gender balance of the wider population.

4.2 Experience

These are health and safety practitioners who worked in this sector for a few years and followed the empowerment procedure.

Q2, Table no.2, YEARS OF EXPERIENCE IN HEALTH AND SAFETY, FROM FIRST EMPLOYMENT		
Grouping years of experience, between:	Answers	N/A
1) 0 – 10 years	6	4
2) 10 – 20 years	12	
3) 20 – 30 years	6	
4) more than 30 years	1	
Total answers	25	

Looking at the results this is the image of professional experience of OHS practitioners and gives the opportunity to check whether there is any association between questions, here, question no.1 and q.no.2. There are 12 people with 10-20 years of experience in the field and this experience could reflect their age group, around 30-50 years old (q. no.1b), 1c)) and 7 people with more than 20 years experience among that one with more than 50 years age (q.no.1d)).

Years worked in a regulatory body it`s a particular way of becoming OHS practitioners and reflect the situation of members of Local Inspectorates who didn`t have to have HSE courses to became OHS practitioners; the legislation allowed the labour inspectors to be empowered as safety practitioners, without any exam, just through the submission of a file. There are 7 members of local inspectorates with more than 10 years experience in health and safety; one of

them could be of the five empowered as OHS professionals before 1998, if we look at question no.7.

Q2, Table no.3 – YEARS WORKED IN A REGULATORY BODY		
Grouping years of experience, between:	Answers	N/A not applied
1) 0 – 10 years	7	15
2) 10 – 20 years	6	
3) 20 – 30 years	0	
4) more than 30 years	1	
Total answers	14	

Half of the participants worked in a regulatory body and gave up for becoming a private consultant as a way of continuing their professional activity. They didn`t have to make HSE courses and they asked risk assessment and auditor courses for improving their training needs (q. no.10f) and 10g)).

If extrapolated to the wider population, this suggests that significant members of current HSE practitioners lack a number of qualifications that are required by qualification route. In some cases, their professional experience may present sufficient expertise while in other cases training may be needed to cover omissions.

4.3 Daily job

Q 3, Table no.4 Daily job		
ANSWER OPTIONS	SUMMARY OF ANSWERS	NUMBER OF FIRMS
6a) You work as a full time employee in HSE.	4	-
6b) You work as a part time employee in health and safety, for how many companies?	2	Did not answer
6c) You work for an external consultancy service, with consultancy contract.	5	-

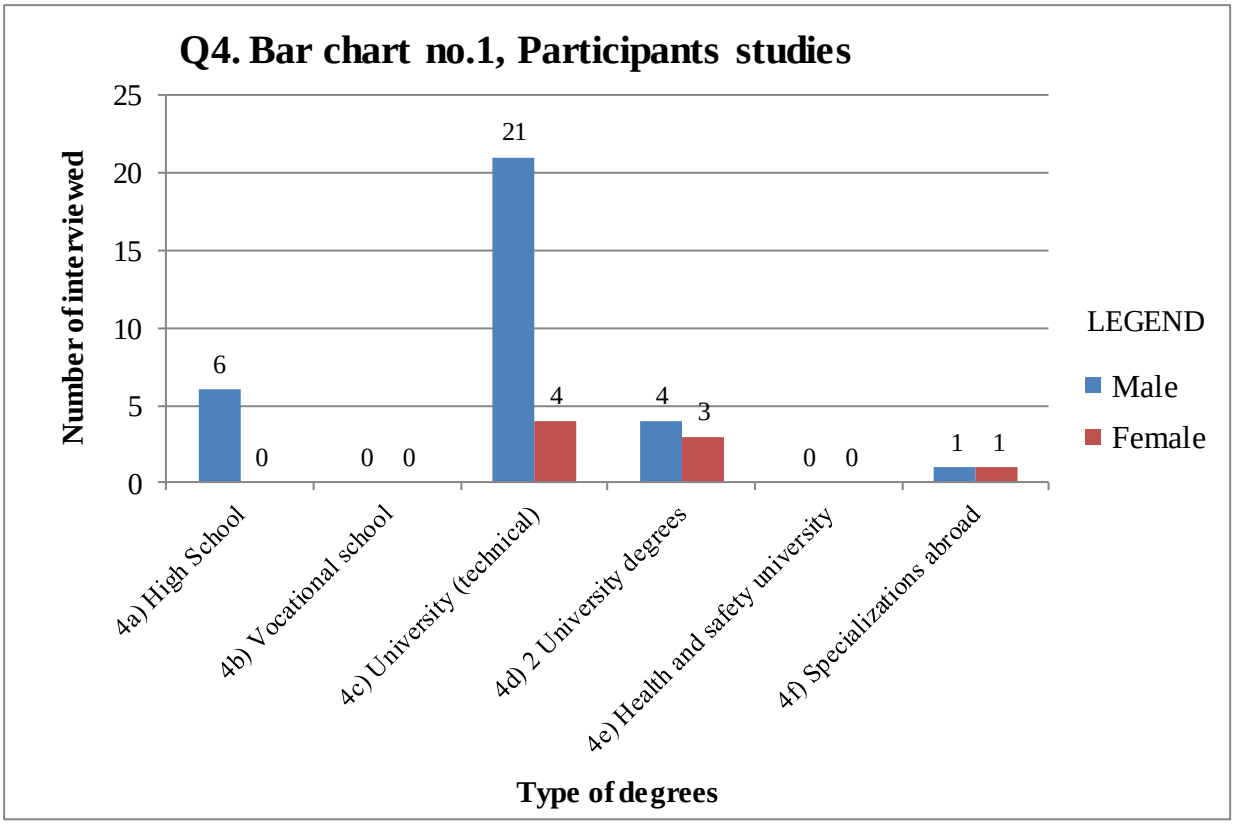
6d) You work to your own consultancy company, with consultancy contract for other companies, for how many companies?	6	Does not work for a firm
	5	5 – 50 firms.
	2	50 – 100 firms.
	5	100 – 200 firms.
Total answers	29	

This question brings a picture of their daily job and only 2 of them are working as a part time (q 6b)), 9 of them are full time employees in HSE (q 6a), 6c)) and 18 of them have their own consultancy company working for others (q 6d)).

Experience is a way of bringing up skills and knowledge and if we are looking to other professional body, like IOSH (IOSH, 2013), experience is required for becoming a Chartered Member. Romanian practitioners have experience and qualifications for becoming a Chartered Status, a process whereby experience is assessed according to qualification route, the question is, if they have the necessary commitment for such a membership.

4.4 Studies

There are 25 university graduates, perhaps because having one was mandatory for doing post university studies (courses) with a length of 180 hours in health and safety. Former members of local inspectorate were required to have university studies for being an inspector, so all HSE practitioners have a high level of training.



4.5 HSE courses

These questions show the background of OHS professionals, some of these courses having been mandatory, some of them being done for covering the CPD (when it was still a legal requirement), others being done just for more information in the field. They have solid training in the field and give them necessary knowledge for doing a good job.

All of the participants evidence having undertaken a range of courses. The relative worth of these training courses is explored in more detail in questions no.10 and 11. Having such an experience in doing OHS courses will help the researcher to rate which ones are more useful for their training needs.

There are 8 participants with HSE master degree and one doctor. If extrapolated to the wider population of OHS practitioners, we can state that maybe, a third of them are highly educated.

Q 6, Table no.5, HSE courses								
questionnaires number	5a) Prior to Law no.319/2006 = 1	5b) With a length of 40 h = 2	5c) With a length of 80 h = 3	5d) Post university studies with a length of 180 h = 4	5e) Two university studies with length of 180 h = 5	5f) HSE specialist = 6	5g) HSE master degree = 7	5h) HSE doctor degree = 8
Nr.1	**Yes**	-	**Yes**	**Yes**	-	-	-	**Yes**
Nr.2	-	-	**Yes**	**Yes**	-	-	-	-
Nr.3	-	-	**Yes**	**Yes**	-	**Yes**	-	-
Nr.4	-	-	-	**Yes**	-	-	**Yes**	-
Nr.5	-	-	-	**Yes**	-	**Yes**	-	-
Nr.6	**Yes**	-	**Yes**	-	**Yes**	-	**Yes**	-
Nr.7	-	-	-	-	-	-	-	-
Nr.8	-	**Yes**	-	-	-	**Yes**	**Yes**	-
Nr.9	**Yes**	-	**Yes**	**Yes**	-	-	**Yes**	-
Nr.10	**Yes**	-	**Yes**	-	**Yes**	**Yes**	-	-
Nr.11	**Yes**	-	**Yes**	-	**Yes**	-	**Yes**	-
Nr.12	-	-	**Yes**	**Yes**	-	**Yes**	-	-
Nr.13	**Yes**	-	**Yes**	**Yes**	**Yes**	-	-	-
Nr.14	-	-	-	**Yes**	-	-	-	-
Nr.15	-	-	**Yes**	-	**Yes**	-	-	-
Nr.16	-	-	**Yes**	**Yes**	-	**Yes**	-	-
Nr.17	-	-	-	**Yes**	-	-	-	-
Nr.18	**Yes**	-	**Yes**	**Yes**	-	**Yes**	-	-
Nr.19	-	-	**Yes**	**Yes**	**Yes**	-	**Yes**	-
Nr.20	**Yes**	**Yes**	**Yes**	-	**Yes**	-	**Yes**	-
Nr.21	-	-	**Yes**	-	**Yes**	-	-	-
Nr.22	-	-	**Yes**	**Yes**	-	**Yes**	-	-

Nr.23	**Yes**	-	**Yes**	**Yes**	**Yes**	-	**Yes**	-
Nr.24	-	**Yes**	**Yes**	**Yes**	-	-	-	-
Nr.25	**Yes**	-	-	**Yes**	-	-	-	-
Nr.26	**Yes**	-	**Yes**	-	**Yes**	**Yes**	-	-
Nr.27	**Yes**	-	**Yes**	**Yes**	-	-	-	-
Nr.28	**Yes**	**Yes**	**Yes**	**Yes**	-	-	-	-
Nr.29	**Yes**	-	-	-	**Yes**	**Yes**	-	-
Total answers	14	4	21	19	11	10	8	1

LEGEND: **RED** – Female, **BLUE** – Male; Seven of them graduate a second university and this is a good reason for stating they are educated.

4.6 Empowerment procedure

Q 7, Table no. 6, Year of authorization as a HS services provider			
ANSWER OPTIONS	ORDER OF EMPOWERING IN EFFECT	SUMMERY OF ANSWERS	Refused to answer R/A
7a) Before year 1998	Before Order 236/12.05.1998	5	2
7b) Between 1998 – 2002	Order 236/12.05.1998	3	
7c) Between 2002 – 2004	Order 251/01.07.2002	5	
7d) Between 2004 – 2006	Order 167/16.04.2004	7	
7e) Between 2006 – 2013	Law 319/2006 - 2013	7	
Total answers	27		2

If we are looking at the empowerment conditions and the results of this question, we can see:

- 7a) shows that 5 of them were empowered as OHS professionals without examination because they worked in a regulatory body and could be among that 7 ones from q3b);

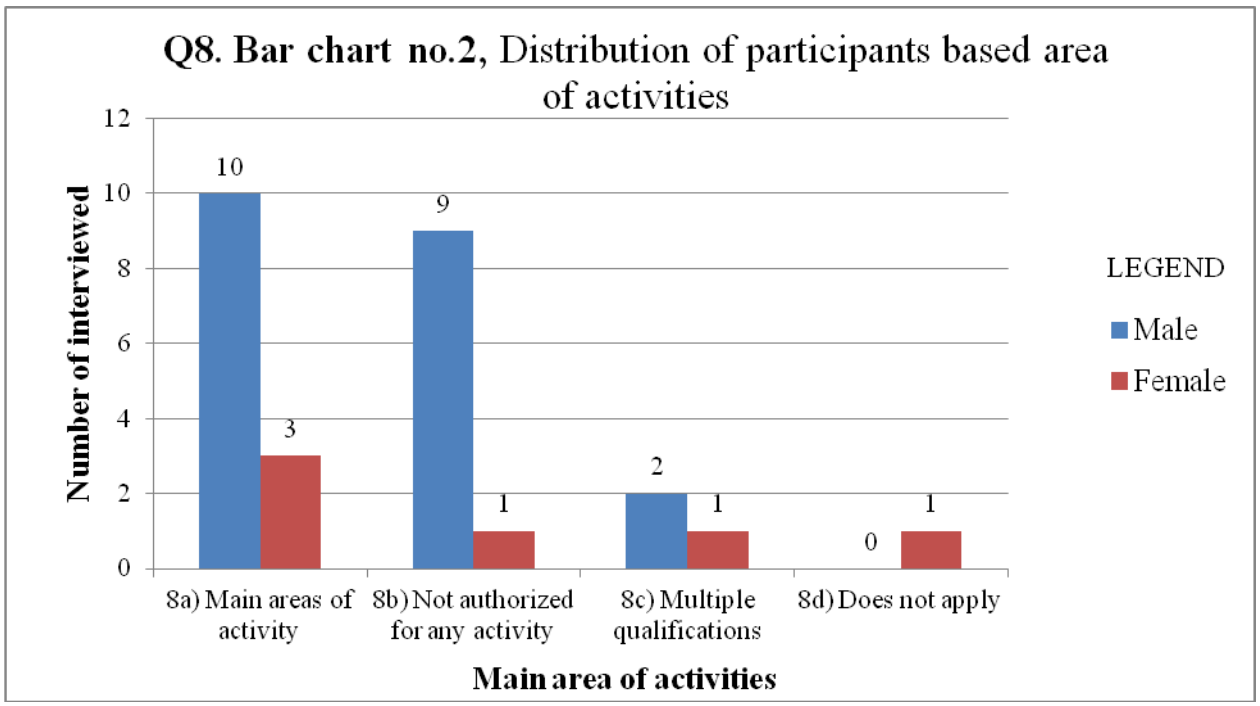
- 7b), 7c) and 7d) shows 15 among them were examined by a Commission of the Labour Ministry, needing proofs of experience in the field area(s), as we can see in question no.8a) and having courses prior to Law no.319/2006, as question no.5a) shows.

- 7e) shows that the new 7 OSH practitioners were empowered without examination, no proofs of experience in field area(s) required, just two mandatory courses (with a length of 80 hours – q5c) and post university studies with a length of 180 hours – q5d)) and minimum 10 years experience in the field - only for the coordinator.

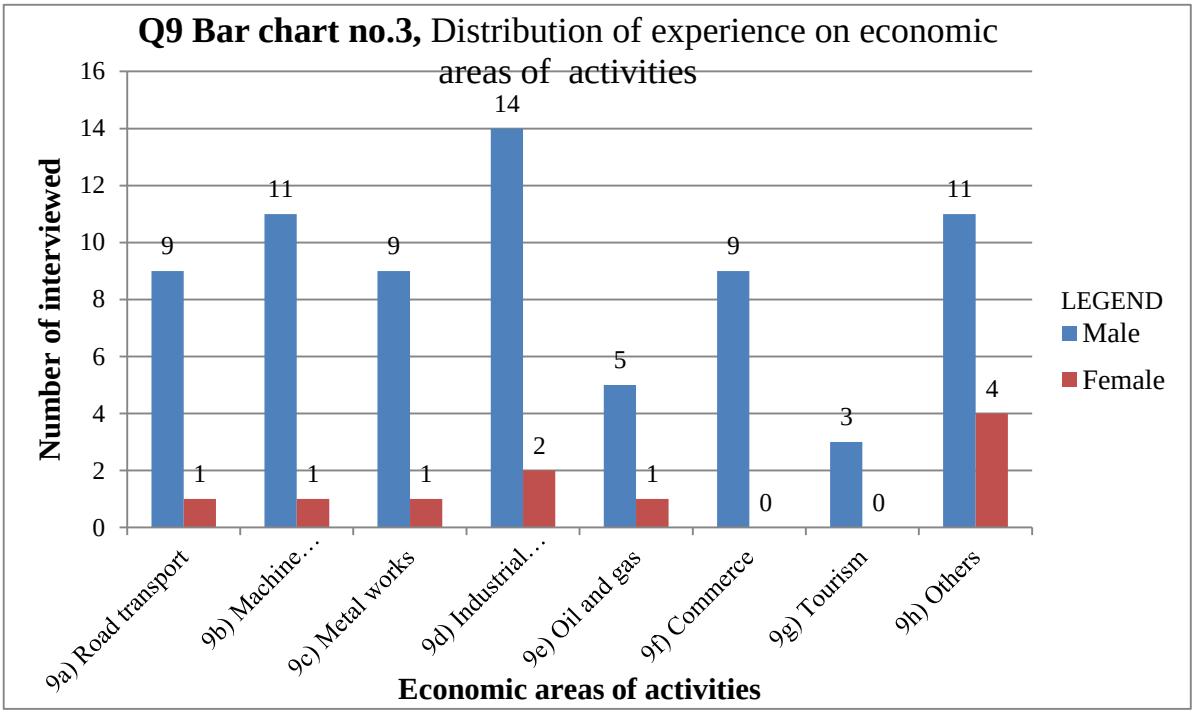
The year of their authorization (question no.7) shows if they were examined by a commission of the Labour Ministry (a few of them were in a special position – they were members of Labour Inspection and the exams weren`t necessary), or had just submitted a file, what the distribution of participants is, based on the area of activities (question no.8) and their experience on areas of economic activities (question no.9).

For empowerment procedure, proofs of experience (q no.8) in the field areas were required and 16 of them are specialised in main areas of activities and only 10 of them are not. Being specialised in a specific area of activity give you time for being the best one in that domain but it will limit your professional development.

If we are extending this sample to the wider population of OHS practitioners we have more than half specialized in main areas of activities and only a few of them have multiple qualifications. Companies are looking for specialists in their own area but any company have a single area of activity, so their qualification will cover the employer`s expectations. If being specialised in some areas of economic activity it`s a good thing, market will distinguish and select them.



Which is the distribution of experience on areas of economic activities it seen in question no.9 and these are industrial constructions (q 9d)) with 16 people, machine building (q 9b)) 12, road transport (q 9a)) and metal works (q 9c)) with 10 people each.



An examination procedure done by a Ministry commission required some time for reviewing and acquiring knowledge, continual professional development (CPD), a necessary learning process for those involved in the empowerment procedure. This was a good way of selecting the best HSE professionals on specific areas of activities. When this type of examination was dropped it was an increasing number of practitioners (Inspectia Muncii, *HSE*, 2014) without specific economic domain of activities. Nowadays there are OHS practitioners with and without economical areas specialization and could be seen equally as a bad and a good thing, like we said, market will select them.

4.7 Useful courses

Types of courses and their utility scale are presented by question no.10 and also, other not so useful courses completed by the participants by question no.11. If we are talking about courses and their ways of improving the training needs of the professionals, we can check question no.11 where the participants expressed their opinions about courses that require improvement. These two questions are very useful for professional trainers and their schools.

Q10. Table no.7, HSE COURSES and their utility

Courses	**Summary of Answer**	**Did not answer**	**UTILITY SCALE**				
			1 - completely useless	**2 - useless**	**3 - undecided**	**4 - useful**	**5 – extremely useful**
10f) Risk assessor.	**29**	0	0	0	0	**4**	**25**
10n) Trainer.	**26**	3	0	0	1	**3**	**22**
10a) Work protection courses, done prior to the current health and	**25**	4	1	0	3	**13**	**8**

safety law.							
10c) 80 hours technician course.	**24**	5	0	1	1	**11**	**11**
10g) Health and safety auditor.	**23**	6	0	0	0	**4**	**19**
10h) Construction site coordinator.	**21**	8	0	0	1	**6**	**14**
10d) Health and safety specialist.	12	17	0	0	1	5	6
10m) ISCIR - RSVTI	11	18	0	0	1	2	8
10k) Health and safety masters.	9	20	0	0	0	1	8
10e) Health and safety expert.	8	21	0	0	0	2	6
10i) Psychologist.	2	27	0	0	0	0	2
10j) Occupational physician.	1	28	0	0	0	0	1

From that 15 given kind of courses 6 of them are considered useful and extremely useful by the participants and these are risk assessor and auditor, trainer and construction coordinator. There are 21 people who considered that old courses prior to the current health and safety law were useful and extremely useful and of course, these are among that 7 participants from question no.3a) with more than 20 years experience in the field. This correlation between experience and most appreciated courses shows their ages, 30-50 years old ((question no.1) and their first year of empowerment as OHS professionals,13 of them were authorized before 2004 (question no.7).

This is a list with other courses requested by the participants, not so many but still it`s important for knowing their training proposals.

Q10o). Table no.8, OTHER COURSES COMPLETED BY THE PARTICIPANTS					
10o) OTHERS	UTILITY SCALE				
	1 - completely useless	2 - useless	3 - undecided	4 - useful	5 – extremely useful
5) Emergency situations	0	0	0	0	**3**
8) Fire Fighting technical framework	0	0	0	1	**2**
9) Civil protection	0	0	0	0	**2**
1) Electrical Engineering	0	0	0	0	1
2) IT	0	0	0	0	1
3) ADR (Transport)	0	0	0	0	1
4) IATA (Air transport)	0	0	0	0	1
10) Environmental management	0	1	0	1	1
11) HSE manager	0	0	0	0	1

12) Occupational Hygiene	0	0	0	0	1
13) Head of concrete and sorting station	0	0	0	1	0
14) Environmental auditor	0	0	0	1	0
15) Specialist in waste management	0	0	0	0	1
16) High pressure installations Operator	0	0	0	0	1
17) Assessor of professional skills	0	0	0	0	1
18) Project manager	0	0	0	0	1
6) SEVESO	0	0	0	0	1
7) Human Resources	0	0	1	0	0

ARSSM has to introduce a courses hierarchy looking to members choices to fulfil their options for learning. There are a few courses completed by the participants and it is a useful list of requirements (question no.10 o)) for existing and future training courses done by ARSSM. The most wanted are emergency situations, fire fighting and civil protection courses and ARSSM should include them in their courses agenda.

All OHS practitioners have a lot of courses. Some of them were attended because till 2006 it was mandatory of having at least one course done between 3 years of re-empowerment, or some of them were interested of having new knowledge. From all the courses they have studied the researcher want to find out which one(s) were inadequate or need further study and we can see their opinion about, if we are looking the answers to question no.11.

Q11. Table no.9, COURSES THAT REQUIRE IMPROVMENTS							
Courses	Summary of answers	Did not answer	IMPROVEMENT RATE				
			1 – Does not require	2 – Somewhat required	3 - Undecided	4 – Requires improvement	5 – Requires extensive improvement
11e) Risk assessor.	**25**	**4**	**17**	6	2	0	0
11m) Trainer (someone which is authorized to teach others).	**19**	**10**	**10**	7	0	2	0
11f) Health and safety auditor.	**19**	**10**	**14**	2	3	0	0
11b) 80 hours technician course.	**18**	**11**	**6**	8	4	0	0
11g) Construction site coordinator.	**17**	**12**	**10**	5	2	0	0
11l) ISCIR – RSVTI.	11	18	5	6	0	0	0
11c) Health and safety specialist.	10	19	5	4	1	0	0
11a) 40 hours course.	9	20	0	7	1	0	1
11d) Health and safety expert.	8	21	4	3	1	0	0

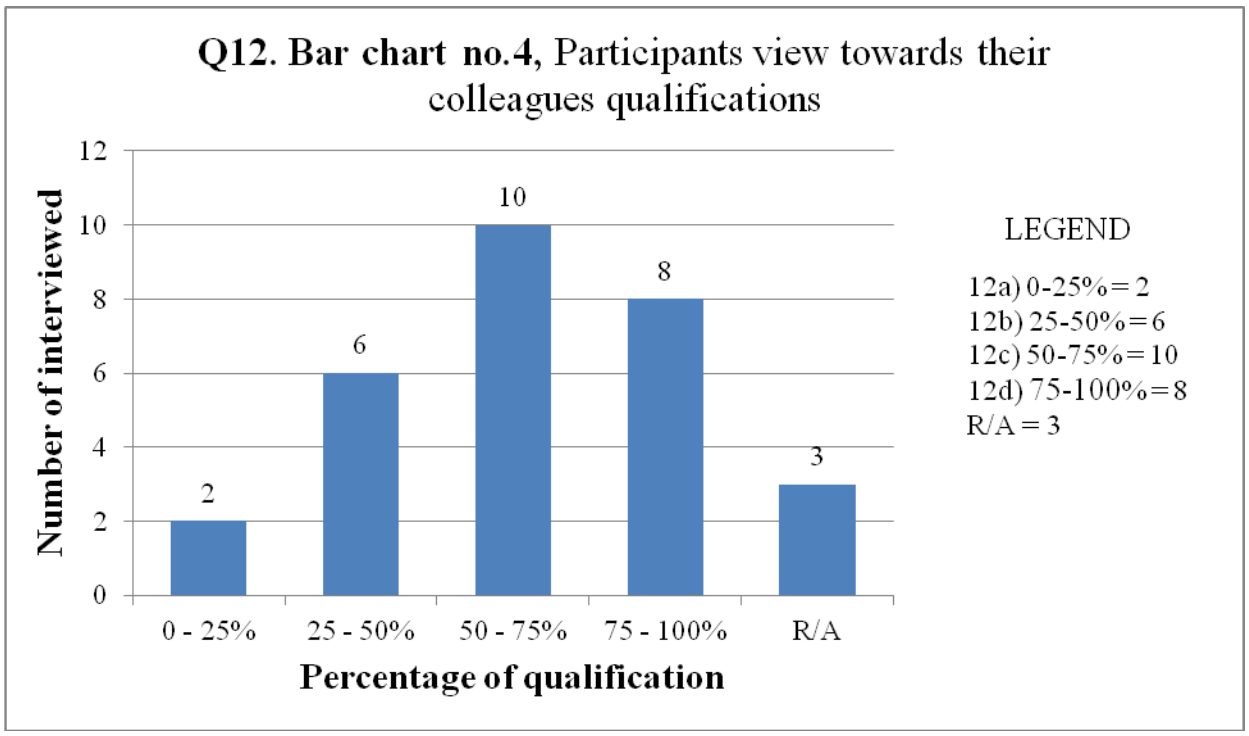
11j) Health and safety masters	7	22	6	0	0	1	0
11k) Transport coordinator.	3	26	2	0	1	0	0
11h) Psychologist.	0	29	0	0	0	0	0
11i) Occupational physician.	0	29	0	0	0	0	0

Unimportant courses are not even good enough for getting at least an answers, their lack of interest it`s very clear about courses like *occupational physician* or *psychologist.* There is shown some interest about *transport coordinator* (has 3 answers) and 2 of them said does not require improvements.

There were given 14 types of courses and that ones that doesn`t need improvement are *risk assessor* and *auditor*, *trainer* and *construction coordinator*, *80 hours technician course* and *ISCIR.* If we are looking together question no.10 and no.11, we can make the correlation between HSE most useful courses and which ones doesn`t need improvements. ARSSM could use this answers for planning improvements to their courses agenda, if want to fulfil the expectation of their members.

4.8 The mirror

The image of the OHS professional and what participants think about the preparation level of their colleagues can be seen in questions no.12, it is a very interesting mirror. It is a symmetrical round half of them think their colleagues are adequately trained.



From that 6 young practitioners between 30-40 years (question no1) one of them said that others level of training is only 20%, 4 of them agreed with 50-60% and a single one with 70%.

From that ones with age between 40-50 years old (question no.1) two of them refused to answer, 3 agreed with 50%, 2 with 60-70% and 2 with 80-90%, a very balanced view about practitioners training.

That 14 people between 50-60 years old (question no.1) have a very good idea about colleagues, one refused to answer, only 2 of them see others trained under 50%, 4 about 50-60%, 2 of them 70%, 3 with 80%, one with 90% and one agreed 100%.

This does not suggest that most people have a strong positive or negative view of the profession, it`s only their opinion about colleagues, a young one was very critical (only 20%) and an old one very pleased about colleagues training (100%).

4.9 CPD

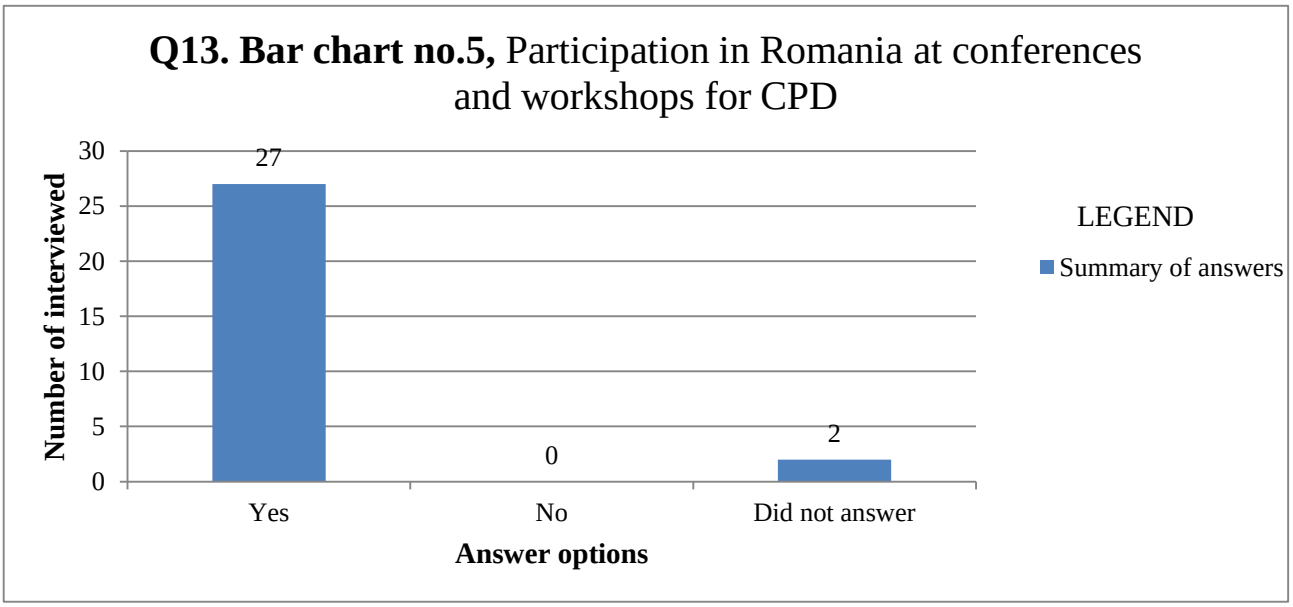
The Romanian OHS professional is also interested in continual professional development (CPD) and question no.13 proved this interest. If we are looking ways of granting credits and utility of selected ways for CPD we can check question no.14. These results could be the starting point for organizing CPD for OHS professionals in a different way than just doing another course.

All the 27 participants who answered question no.14 agreed the granting credits system by participating to conferences and workshops, as a way of accumulating knowledge and credits

simultaneously. We could allege that the wider population of OHS practitioners is interested and very happy about CPD, about learning from others through workshops and conferences.

It was a time when attending courses was mandatory for CPD, but these days practitioners proved they have other wishes for improving their skills, knowledge and expertise.

This represents a good way for ARSSM and other similar organisations for developing and growing the number of members or finding other people interested of becoming member of a professional association by organizing conferences, workshops and OHS meeting each others.



There are a few comments who illustrate their position about this subject: `It's Romania's obligation as a EU member"; "They (EU) required so we can meet those special requirements of foreign employers";"Very useful because they permanently refresh the know-how with new methods in the area of activity".

4.10 Ways of achieving CPD

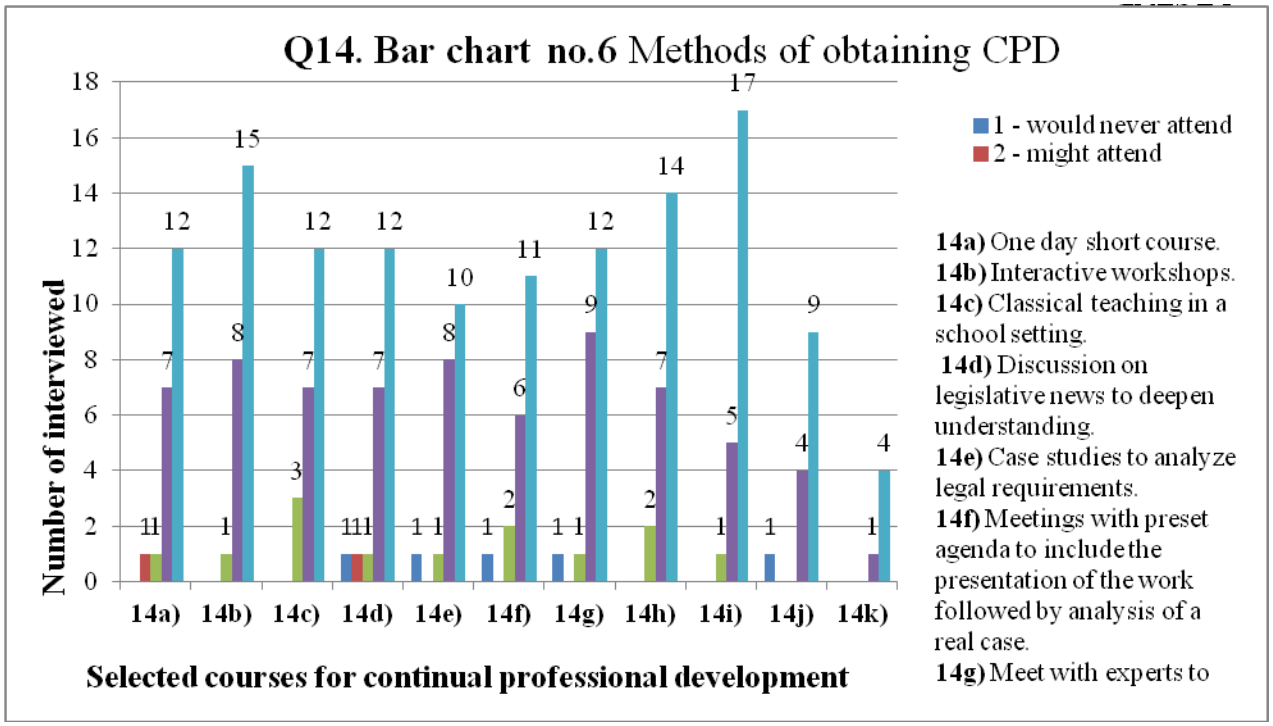
Question no.14 looks at the various ways of training that could be delivered and asks participants to indicate the types of subject that they would like to attend. CPD could be achieved through inclusion in one or more of the options below and they indicated most important subject to study. These results shows that OHS practitioners are interested in CPD and have clear ideas about what would be needed for developing their knowledge and agreed granting credits for participation in conferences and workshops.

Q14. Table no.10, Methods for gaining CPD								
Selected methods for CPD	Summary of answers	Did not answer	UTILITY SCALE					Selected subjects for this kind of activity
			1 - would never attend	2 - might attend	3 - undecided	4 - would attend	5 – would certainly attend	
14b) Interactive workshops on a theme previously released before the meeting and discussed over several hours.	**24**	5	0	0	1	**8**	**15**	Alternative method of evaluation, internal services, collective protection workplaces, quality Health and security services;
14i) Analysis of work accidents with a human victim.	**23**	6	0	0	1	**5**	**17**	Methods of establishing the consequences, methods of determining the causes of accidents, Motivating staff to increase attention in Health and security;
14g) Meet with experts to answer questions regarding law enforcement.	**23**	6	1	0	1	**9**	**12**	The impact of legal regulations on Health and security, Maintenance E. M; Meetings

								with inspectors from the I.T.M in the county;
14h) Meeting with prosecutors or judges to present the steps of a process in criminal and / or civil judicial practice related to work accidents.	**23**	6	0	0	2	**7**	**14**	Criminal liability by categories of offenses; Liability of external service for prevention and protection; the circuit of documents between involved organizations, tracking and social implications of a serious work accident.
14c) Classical teaching in a school setting arranged by type of preset themes.	**22**	7	0	0	3	**7**	**12**	HAZOP assessment methods, activity coordination, sites temporarily and mobile road risk; importance of Health and security legislation; Industrial Hygiene, Psychology of Labour;
14d) Discussion on	**22**	7	1	1	1	**7**	**12**	Updating information on

legislative news to deepen understanding.								Health and security news, Directive Safety Card; implementation HG 300 - Coordinator of site;
14a) One day short course on a predetermined theme.	**21**	8	0	1	1	**7**	**12**	Ergonomics, Hygiene, electro security, Practical examples of HS activities; Licensing of electricians, risk factor assessment, the new legislation.
14e) Case studies to analyze legal requirements.	**20**	9	1	0	1	**8**	**10**	Employers Liability Health and security; emerging risks;
14f) Meetings with preset agenda to include the presentation of the work followed by analysis of a real case.	**19**	10	1	0	2	**6**	**11**	Research work requirements, work incidents. Reporting and investigation of their accidents and occupational diseases;
14j) Seminars for analyzing disasters related to negligence at	**14**	15	1	0	0	**4**	**9**	Analysis of the causes and effects of events that are produced in the work

work.								environment; LGP Explosions ; Fires and explosions of hazardous and toxic chemicals; Emergency Situations;
14k) Other, describe and rate.	**5**	24	0	0	0	**1**	**4**	ISCIR Domain; Maintenance of equipments; Methods of assessment on activities; Development paths in the HSE area, Policies and European strategy in HSE area;



There were given 14 ways of gaining CPD and the participants are very clear about their wishes, the most voted (24 answers with 8 would attend and 15 certainly attend) was interactive workshops on a theme previously released before the meeting and discussed over several hours 14b). Some of them have even propositions about theme, like alternative method of risk assessment, organisation and ways of working of H&S internal services, collective protection for workplaces, quality of H&S providers.

The participants are very interested about analysis of work accidents with (14i) human casualties and deceased (5 people would attend and 17 certainly attend), even if MOK trials are almost unknown in Romania. They consider this analysis a good opportunity in motivating staff to increase attention given to health and safety at work and they wish to learn new methods of determining the causes and consequences of work accidents. We can put here together the answers given to 14h) meetings with prosecutors or judges to present the steps of a process in criminal and/or civil practice related to work accidents (7 people would attend and 14 certainly attend) for proving their interest about the circuits of documents between involved organisations, tracking and social implications of a serious work accident. This result is a strong proof that people wants MOK trials even a few of them known that powerful organisations like IOSH (IOSH, 2014), organise such.

Meetings with experts to answer questions regarding law enforcement (9 people would attend and 12 certainly attend), the impact of legal regulations on health and safety, meetings with members of Executive Health and Safety all over the country have 23 answers.

Case studies to analyze legal requirements neglected 14e) is another new way of learning in Romania, but the participants shows their interest about with 8 "would attend" and 10 "certainly attend" and they have interest about employers liability in health and safety.

There are a lot of interesting answers for ARSSM and the researcher is ready to share all these information for becoming a strong professional organisation representative for OHS practitioners in Romania.

4.11 EUSAFE empowerment standard (EUSAFE**,** 2013)

Open question no.15 needs lots of efforts for both the researcher and the respondents (Denscombe, 2003:155) they have to express their opinions about future licensing of OHS professionals. ARSSM as an ENSHPO member can take into consideration ENSHPO certification procedure (Manager-EurOSHM and Technician-EurOSHT) or than ones established by EUSAFE Project (there are two levels: Manager and Technician, each ones with junior and senior sublevels) for its members to see how the European level can be reached. The participants have to express their ideas about the ways of professional experiences, vocational learning may/can be compared to education (diplomas, degrees, certificates).

12 participants responded to this question, the majority of whom (9) felt that validation was the better option. The other 3 said that comparison should be used for this process.
If we are looking to minimum requirements and criteria for eligibility of individuals for EurOSHM (a university degree or at least at Bachelor level; occupational safety and health training courses at a professional level, at least 250 cumulative hours at least 120 hours examined; professional work experience for at least two years full-time since the completion of the occupational safety and health training; CPD) most of the participants fulfil this EUSAFE empowerment standard. It should therefore be justified the participants claim to be recognised as OHS practitioners at the European level by validation of their qualifications.

Open questions are difficult to analyse (Gray, 2004:194) and centralize but to this question it was easy to determine which of the answers were refused to answer R/A, they didn`t complete anything and not applicable N/A, their comments are not about comparison or validation of their experience and certificates obtained thru years.
The levels of competency established by the EUSAFE Project (2013), manager and technician, are accepted by participants and they wish their years of professional experience to be validated not compared to education.

4.12 ENSHPO certification, (EurOSHM, 2013)

Question no.16 it`s an open question about the opportunity to be certified as an OHS professionals by an international organization like ENSHPO. They are asked to rate the likelihood of doing such a certification. 27 of them responded this question and 2 of them might attend, 7 would probably and 18 certainly attend ENSHPO certification.

Q16. Table no.11, ENSHPO CERTIFICATION AND ITS UTILITY							
TYPES OF CERTIFICATIONS	Summary of answers	Did not answer	UTILITY SCALE				
			1 - would never attend	2 - might attend	3 - undecided	4 – would probabaly attend	5 – would certainly attend
a) ENSHPO	**27**	2	0	2	0	**7**	**18**
b) OTHERS	4	25	0	0	0	0	4

All 6 young participants as well as more experienced ones are very interested in certification by an international organization like ENSHPO, knowing that ARSSM is an ENSHPO member, (question no.16) and they agree with Ferguson and Ramsay (2010:28) that certification is viewed as credible evidence of skills and knowledge within a field of professional practice.

The respondents have even commentaries about the subject as: “very necessary” “a Romanian certification international renowned” “what about certification on constructions?” “should be done by ARSSM” a young one asked “what about prices?” some old one said “never attend” and another ones refused to answer.

ARSSM should complete national assessment process for approval of national qualification scheme as an ENSHPO member. Romania currently does not have approval from ENSHPO to accept any Romanian qualification as a qualification meeting the criteria for registration as EurOSHM or EurOSHT. That step needs to be carried out first. Until this approval is sought and granted, applicants for EurOSHM/T from Romania will therefore be handled by the central assessment process.

The necessary ENSHPO criteria needed to be met by applicant are the same as EUSAFE Project: the length of the OSH course; work experience in safety; CPD or to assess how the applicant has kept up to date with knowledge, skills and competences in the period since initial registration; if the national assessment process does not have o code of conduct or ethics approved by ENSHPO, the applicant can be asked to sign the ENSHPO code and to fulfil this criterion.

The national assessment process must be able to assesses the level of education attained by Romanian OSH professionals, it would be EQF level 4 for EurOSHT (technician) and EQF level 6 for EurOSHM (manager) minimum requirements are in appendix no.4.

This research could be the starting point for assessment process for approval of national qualification as an ENSHPO member, the majority of ARSSM members showed their interest.

4.13 Code of ethics

The Romanian OHS practitioners are aware about the necessity of a voluntary code of ethics and they express very clear their point of view about this problem (question no.17 and no.18).

Open question no.17 asked them to comment about the possibility of developing o voluntary code of ethics knowing that in most EU countries OSH professionals has a code of conduct or ethics. If ARSSM is going through a national assessment process by ENSHPO or any other European certification committee, it will be needed to fulfil this criterion and the majority of participants agreed adopting a code of ethics.

Q17. SYNOPTIC TABLE		
Answer options	Summary of answers	Did not answer
Yes	24	5
No	0	

The participants are interested and showed very clear the desirability and feasibility of this, there are 24 positive answers on whether a voluntary code of ethics is necessary and for adopting one from that 29 participants interviewed. Only 3 of them said they would adopt a voluntary code of ethics if needed.

Other opinions contain: " It`s mandatory to have a voluntary code of ethics"; "It`s the right moment and could be a way of selecting professional by unprofessional"; "We are talking about this code about three years, it`s time to have it"; " Extremely important and should be respected by all OSH practitioners "; "A code of ethics afford dignity of a profession, it gives moral authority and professional standard"; "We should adopt an existing one, like ENSHPO"; "Having a code of ethics, unfair competition would no longer exist"; "Because it is a voluntary code I don`t think everyone will sign and respect it"; "Very important and need to be adopted very quickly"; "ARSSM will be recognised as a professional association if will have such a voluntary code"; "A code of ethics it`s mandatory for professionals".

Question no.18 asked them to rate from 1 to 5 the proper time for adopting a voluntary code of ethics and they have to choose between 6 options, from "timely now" and "only required by the law". The majority of their answers, 24 of them, rate "strongly agreed" that it`s timely now and 2

of them “agreed” with the present time. The researcher believe only 3 of them understand that doing such a code it`s a process that need time and give some to board members of ARSSM for doing such thing and said “timely but in a wider time interval”. There are a few of them who believe that it`s “not timely” or they suggest it`s “appropriate in certain circumstances” but it`s not significant for the results of this research, always people have different opinions, it`s their right to have different ideas.

If we are extending the results to the wider population of OHS professionals, more than 80% of them are supporting and considering that it`s a proper time for adopting a code of ethics and this it`s a very good thing for all Romanian professionals.

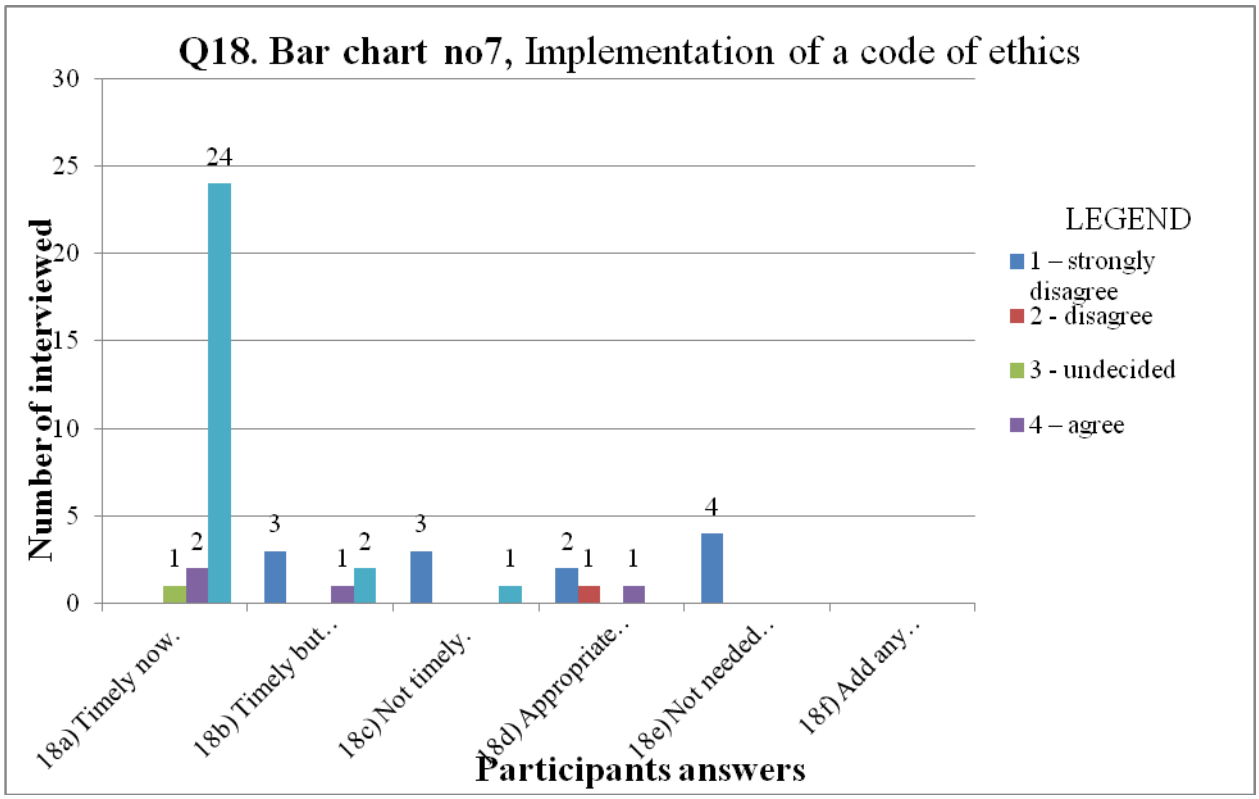
Q18. Table no. 12, Opinions about adopting a code of ethics/conduct							
Declaration	Summary of answers	Did not answer	UTILITY SCALE				
			1 – strongly disagree	2 - disagree	3 - undecided	4 – agree	5 – strongly agree
18a) Timely now.	**27**	2	0	0	1	**2**	**24**
18b) Timely but in a wider time interval.	**6**	23	3	0	0	**1**	**2**
18c) Not timely.	**4**	25	3	0	0	0	1
18d) Appropriate in certain circumstances.	**4**	25	2	1	0	1	0
18e) Not needed unless required by law.	**4**	25	4	0	0	0	0

18f) Add any other options you would prefer.	0	29	0	0	0	0	0

There are a few comments about implementing an ethics code and these are their opinions:

Questionnaires number	**Q 18, Table no.13,** Opinions toward implementing an Ethical Code
Nr. 1	First step is adopting a code of ethics by HSE practitioners, the second ones setting up an ethics commitee who will check how this code is respected. Working like this it will automatically lead to the elimination of amateurish HSE practitioners from Romania.
Nr. 2	A good opportunity for separation of OHS practitioners.
Nr. 6	A code of ethics must be in accordance with EU good practices and in conformity with local and economical features from Romania.
Nr. 8	By implementing a code of ethics there will be established exclusion criteria for members of OSH professionals who don't respect it.
Nr. 17	A code of ethics must be conform to the principles of transparency within ARSSM and it offers the posibility of bringing OHS legislation into line with the principles of the EU.
Nr. 24	A code of ethics is mandatory in HSE activities.
Nr. 26	A code of professional ethics is particularly necessary, it must be assumed and respected by all HSE professionals.
Nr. 27	Our code of ethics should be similar to that of the European countries.

Their comments are spoken for themselves and the researcher is very confident that the majority of OHS practitioners would like to have a code of conduct or ethics. If we are extending this result to the wider population of OHS professionals, it`s the needed proof that it`s the proper time for having such a code, people understood his necessity.



4.14 Summary

To the end of this analysis we should check if the research fulfils its declared objectives.

Objective no1, *reviewing the ways of becoming an OHS professional* - we can find answers to that from questions no.3, 5 and 7. If we want to see what kind of certifications was agreed by the participants, we can check question no.16. All participants could easily be included in the EurOHSM (manager) category, because they fulfil the requirements: they all have university degrees, they have attended OHS training courses of least 80+180 examined hours, they have experience of more than two years; the only issues that arise are continuous professional development courses and the lack of a Code of Conduct.

Objective no.2, *to estimate the relative preparation of each type of route* - this can be found out from the answers to questions no.3, 4, 6 and 8.

Objective no.3 *to evaluate the perception of Romanian practitioners about the quality of their training and preference for delivering of future trainings* - for this, we can check the answers from questions no.10, 11, 12, 13, 15 and 16.

Objective no.4 *to estimate the demand for development of a professional code of ethics* - the results can be found reading the answers to questions no.17 and 18.

Objective no.5 *to establish the current training needs* – this can be found in the answers from questions no.10, 11 and 13.

The participants considered it important to gain knowledge both from education and training in order to become competent and answers from question no.14 *methods for gaining CPD*, could be used as a proof on the debate whether OSH personnel should be educated or trained if they should have knowledge or training. OSH professionals are aware they need education from courses in the same time with gaining training from case studies and from other people`s experience. Q 14i) *doing analysis of work accidents with human victims* gained 23 "yes" answers with 17 "*would certainly attend"* and 5 "*would attend*" and this means knowledge from practice learning. The "yes" answers for such a way of learning represent their way of showing what they believe is the best way for doing training for education learning from other people`s experience.

Chapter 5 Discussion

The results of the research depict an image of Romanian OHS practitioners with their education and experience, wishes for improving the personal skills, outlining the portrait of a profession. The participant practitioners represent just a small part of all the OHS practitioners in the country out of a total of three thousand (Inspectia Muncii, *HSE*, 2014) but they are representative for Romania, being members of a nationwide professional association. Being member of a professional body, represents one of the steps for becoming a true professional (Ferguson and Ramsay, 2010) as this experience brings together voluntary members from all important cities of the country for learning from each other and sharing knowledge. This is an achievement as they are likely to be more reflective and evaluative about their profession. On the other hand this may introduce some achievements in place, as discussed above.

The OHS profession was born in 1998, so it is a relatively new in Romania, therefore, so far, no studies have been made about the professional`s level of knowledge and their needs. As outlined above in the study if we discuss haw to become real professional practitioners, ready to fight with our competing peers from the EU, we need a lot of studies about what the current preparation level is, what their training needs are, if any certification is needed.

The participants are very interested in certification by an international organization like ENSHPO - knowing that ARSSM is an ENSHPO member and they agree with Ferguson and Ramsay (2010:28) that certification is viewed as credible evidence of skill and knowledge within a field of professional practice.

Among the necessary characteristics for a well developed profession, (Ferguson and Ramsay, 2010), should be:

- ***A valuable service to society and Code of Ethics***, the study shows their work is about learning others working safely and the second one is now missing. The Romanian OHS practitioners are aware about the necessity of a voluntary code of ethics and they express very clearly their support for developing and implementing of such a code.

- *a specialized body of skills and knowledge*, the Romanian law requests health and safety courses, minimum years of experience, as seen in the empowerment procedure and all these can be the proof for their skills.

They also should have:

- *Academic qualifications*, the study shows that many of them have one or two university degrees not at least Bachelor degrees.

- *CPD* could be a challenge because it`s not mandatory at the moment and isn`t officially recognised as a way of learning. But all interviewed practitioners supported as a way of learning and agreed that is extremely useful.

We can`t yet declare the OHS practitioners` profession as being a well developed one in Romania, looking (only) at the results of this research. The future necessary steps are known, as it has been suggested by Ferguson and Ramsay (2010:6):

- *The existence of an accrediting organization* – could be ARSSM using ENSHPO or EUSAFE empowerment procedures. OHS practitioners were very interested about ENSHPO system of certification, they supported the idea of being recognised by an international organisation and many of them are fulfilling the requirements. The study shows that it is the proper time for this certification procedure, the practitioners desire such an empowerment procedure they have opportunity and evidence for being recognised as European OHS practitioners.

- *Establishes conditions for access (establishing a metric(s) that can discern the qualified from the unqualified)* – steps for becoming an ARSSM member used these days (ARSSM, 2013), should be carefully revised, qualifications exists but are not mandatory. Future development might grow towards chartered status, where membership of a chartered organisation is required in order to practice. This system already exists in Romania for doctors, accountants, engineers and if we are looking for European models, we can fallow IOSH system of chartered safety and health practitioners (IOSH, 2014).

- *Establishes the professional associations with their roles: socialization/ collegiality; offering CPD training courses; lobbying for specific policy and legislation that affect the practice of the profession.* Knowing, as an insider, the way of working of an association like ARSSM, the researcher thinks that there is a lot more work to do in order to grow and achieve the expectations of a mature, well-established association;

- *Establishes and enforces a professional code of ethics as a common characteristic of a profession.* A proper and suitable way needs to be found, as the questioned members express their wish for having a code of ethics and they showed very clear that the proper time is now.

These results provide a great deal of useful evidence for future decision making on professionalistion of OHS, even if a generalization of the OHS practitioners can`t be done only by a single study; bearing this in mind, the researcher found out that practitioners are aware of their personal training needs, of CPD and the necessity of a voluntary code of ethics.

Romania as a EU member should use the European tools:

- EQAVET and EQF are ways of recognizing the vocational learning all over the EU and could be used by Romanian OHS practitioners with the support of Labour Ministry, Education Ministry and professional associations;
- ECVET a system to help the transfer and recognition of learning experiences including vocational education and training (VET) for those wishing to use this instrument in EU.

- ECTS credit points; for example now, a university diploma has 240 credits. The system is simple and easy to understand. A student should study 25-30 hours for a credit, about 1500-1800 hours of work for an academic year and 7200 hours for a university diploma.

ARSSM could be a significant professional association if it were to restrict the conditions for access only for those with academic qualifications, wishing to grow its specialised body of skills and knowledge using CPD, for offering valuable services to society, guided by a code of ethics and realizing the roles of socialization/ collegiality, lobbying for specific policy and legislation that affect the practice of a profession. If we are looking around us we can find out models of chartered status, as we can see to IOSH.

IOSH offer different categories of membership with different qualifications/experience, from Associate Member (equivalent to the European Qualification Framework, EQF, Level 4) to Chartered Member and Fellow, the higher-level qualifications. One can be Chartered Fellow after five years as Chartered Member with obligatory CPD, an open assessment and peer review. It`s a long way but a Chartered Member is recognised as the best health and safety practitioner. Chartered Member means time and commitment for improving the ability to influence decision-makers, working on an equal footing with other professionals and increasing future employability in health and safety (IOSH, 2014).

If we are talking about IOSH we should learn from their system of gaining credits for CPD, IOSH (2014) create a system of CPD unknown in Romania, a system that is not just about gaining new knowledge or skills and recording this. Nor is confined to just Safety Areas of learning, but showing an understanding and a way to develop new knowledge or skills, changes to beliefs or attitudes, so that it is seen as useful ways to you as a person and a professional practitioner. CPD must be here too, a way of undertaking reflective practice and aligning their reflective practice to CPD not only examine or record new skills or knowledge. CPD must be seen also about you and one of the most important parts of one`s personal CPD record, should be the reflective statement that accompanies the learning narrative.

Certification and registration

- Certification – formal procedure by which an accredited agency assesses and verifies the attributes, quality, qualification in accordance with established standards, made by ENSHPO (The European Network of Safety & Health Professional Organisations) or IOSH (Institution of Occupational Safety and Health)
- Registration – entering information in a public / recognised record book

ARSSM
In order to become a member:
- University degree; OHS courses by 80h, 180h, 240h; more than 5 years experience
- Working full time in OHS

– NO:
- CPD as reflective practice
- Code of ethics
- Membership structure and hierarchy

IOSH
Code of ethics, reflective practice
- Affiliate Member - everyone,
- Associate Member – EQF level 4,
- Technical Member –EQF Level 4 and obligatory CPD
- Graduate Member – EQF Level 6 and obligatory CPD,
- Chartered Member- professional portfolio, practice
- Chartered Fellow

The Romanian Labour Ministry could learn from the existing European health and safety regulations by adopting/ selecting/ improving the RDNA (The Regulator`s Development Needs Analysis) self-assessment tool, an interactive website that provides a robust process enabling regulators to identify and prioritise their development needs (RDNA, 2015).

Then, the regulators could use GRIP (The Guidance for Regulators- Information Point) a portal website (GRIP, 2015) to help them discover what learning resources are available to achieve their development objectives.

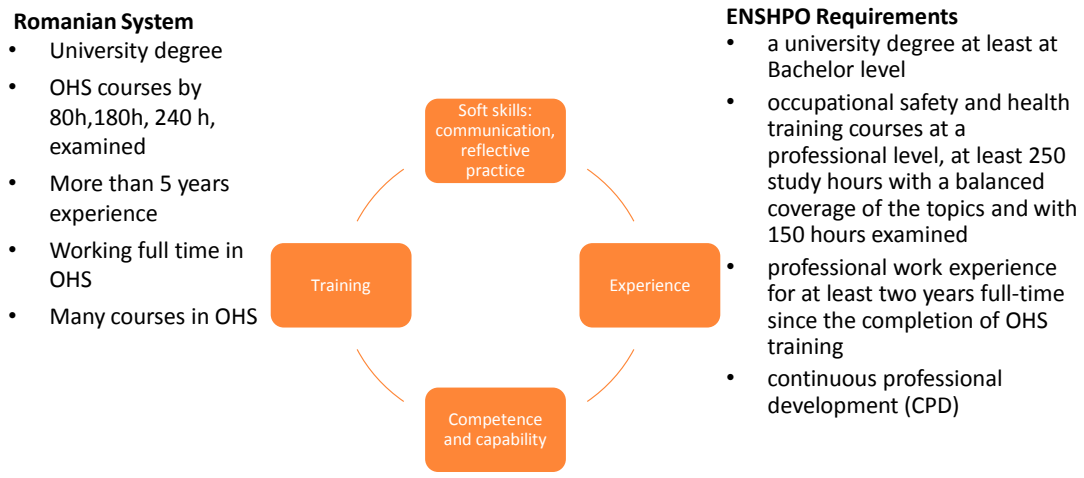
Having such tools could help demonstrate that HS Executives is interested to develop a process for identifying and meeting the development needs of their professionals, based on the common regulatory competence standard of their regulators.

This research wants to be a starting point for all OHS practitioners knowledge about themselves; it`s time for all of us to be aware of the right moment of becoming a certified OHS professional, for proving that our level of skills and knowledge is similar with the EU standards. The Romanian legislation follows the 2005/36/EC Directive about the recognition of professional qualification and the `Framework Directive` 1989/391/EEC regarding protective and preventive services, but only legal compliance is not quite enough. The OHS practitioners should use their practice for improving their knowledge and for offering valuable services to society. Teaching the participant`s to the work system about working safely, risks, hazards and ways of keeping the people safe, their rights and responsibilities should be every professional practitioner`s aim.

ENSHPO have the instruments for certifying skills and competencies, ARSSM as an ENSHPO member could certify members and others willing professionals. The study proved that Romanian practitioners easily meet the minimum requirements and criteria for eligibility of individuals for EurOSHM, standard:

- Many of them have a university degree or at least at Bachelor level
- All of them have plenty of occupational safety and health training courses at a professional level, more than the minimum required of at least 250 cumulative hours most of them examined
- The legal requirement in Romania for professional work experience first was 10 years and 5 years nowadays, more than the minimum required by ENSHPO, for at least two years full-time since the completion of the occupational safety and health training
- Many of them have done Continuous Professional Development (CPD), between 1998-2006, as it was a legal requirement and after that year, many of them have done other courses for improving their knowledge in a changing legislative environment. Some of them were participating in conferences and seminars without knowing that they were adding to their CPD experience.
- All of them agreed with the necessity of having a code of ethics and agreed to respect such a code.

Capabilities of the OHS practitioners



5.1 Personal reflection

When I first started out on this process I and my colleagues were blind to our person practice when compared to others. We knew what we did and how we were trained; in some respects, through our community of practice ARSSM (Romanian Health and Safety Association) we knew the wider practice within our community. However this knowing was anecdotal; there was no evidence for our belief, nor was there an understanding of our comparison to others in an international context.

The timing of this study also coincided with work of the European Networking of Safety and Health Professional (ENSHPO) on which I now sit as the Romanian representative who like myself wanted to understand the background of those acting to reduce accidents and ill health arising from work. That my work coincided with a more major piece of work to my mind shows the urgency and timeliness of my intervention and research.

My learning through this project has been considerable. I never saw myself as a research or that much of my personal practice was bedded in research action. I have learnt about positioning of research through epistemological concepts and my role as an insider researcher. I am grateful that my research determined the Romanian position is not disproportionally different and indeed better than many European countries. I do wonder how I would have managed a result that was less complementary to our current practice. I have to remember that I am part of this very community and a negative result would have reflected on colleagues but equally on me.

What I have found it is that all the instruments are here, the OSH practitioners in Romania just need to use them and they will be recognized all over the EU as OHS professionals.

For me the most important observation is that whilst the participants within the study recognised the place of both training and ongoing education and the embedding of this within practice and thereby learning through this practice, it is only through this work that the value and power of the latter in terms of transformative and constructivistic learning has been recognised. Like many within practice community we recognise the power of the workplace as a learning medium, but do not understand the theory or research that underpins this. This work provides an evidence base to support the value of learning through work. With this in mind OHS education must be seen not as purely a vocational training or apprenticeship but a more powerful transformative learning paradigm in which propositional knowledge gained at University is used and adapted by iterations in practice setting (A. Page, personal communication, April 23, 2015).

The researcher is a proof that experience is valued and appreciated by universities and that all can be transformed into a new trajectory towards fresh perspectives in the career, such as undergoing a master's degree. The journey undertaken by a problem solving practitioner such as myself into a reflective self-assessing student, is testament to the influence that research and learning can have on future developments of the OHS profession in Romania.

This latter point is critical if the profession and professional occupational safety practitioner within Romania is to develop. On the paper we meet the requirements to be recognised as European Occupational Safety and Health Manager but the reality is that there is still work to be done to improve. These include: a need to be more reflexive, something that without this award I would not be fully aware of; and a need to work towards a code of professional conduct and code of ethics. As I highlight in my work, some within the profession rely on past training and experience to tell others how to improve, without always learning from their actions.

With this in mind we have to build a strong professional association respecting the roles of socialization, collegiality, creating and sharing knowledge with the declared purpose of becoming a better version of a profession, a model for our peers and personal development.

Professional development and conduct of a member of a professional OHS association means that one should be able to explain, debate and justify professional ethics in practice, to develop a professional skills portfolio and recognise the importance of professional reflection, to demonstrate professional advocacy in relation to health and safety. This professional development of self and others within my community is now key to my future work and something I hope will continue so as to assist my fellow practitioners.

Chapter 6 The relevance of the study

As a novice researcher I have been pleasantly surprised to see the interest in my project when presenting at various conferences. These have included the International Scientific Conference `South East Europe as a Common Market`, which took place between 14th -15th of March 2015 in Tirana, Albania (EURAS, 2015). The European Network of Safety and Health Professional (ENSHPO) have commented my conference presentation might have relevance to the wider professional community and published an article about it on the website of the organization (ENSHPO, 2015).

I also presented my work at 8th International Conference: Working on Safety (WOS 2015) Porto, Portugal University of Minho, 23-25 September 2015. Being accepted to speak at the principal conference on safety indicates the view of the relevance of my work to the wider community. It was an experience delivering my work in Romanian to those from all over the world.

All the papers from the conference were published on the WOS.2015 website and it was through this that Horizon Research Publishing Corporation (HRPUB) a United States of America based published contacted me to discuss future dissemination. HRPUB (http://www.hrpub.org) is a worldwide open access publisher serving the academic research and scientific communities delivering a range of peer-reviewed journals covering a wide range of academic disciplines. This international academic organisation for researchers and scientists asked permission to publish my research in the Universal Journal of Management. The manuscript has been peer reviewed and their comments were ”Overall this is an interesting article and will be of interest to safety professionals and organisations who are currently looking into the issue of recognising safety qualifications and credentialing in their countries. Advantages are in that it has covered some area in great detail, excellent originality and depth of research, good technical quality and contribution in the field”.

`The current experience and training of Romanian OSH professionals` was published in Universal Journal of Management volume 4, number 2, 2016 : http://www.hrpub.org/download/20160130/UJM1-12105679.pdf.

ENSHPO considered the publication of my paper work overseas as an important event and created a link on their website through the tab ”New publications”, April 2016 http://enshpo.eu/news-detail/63/Paper-published-in-Universal-Journal-of-Management-.

I have considered the reviewers comments and feel that this gets to the core of my research. Whilst it is based and bedded in the Romanian context it enables others to picture the process to determining a country level appraisal of current training of practitioners, what their skill set encompasses and who to measure competency against external criteria. Arguably it has enabled Romanian practitioners to recognise the level of their work as judged against others and for other countries to utilise a method to appraise their practitioners. This latter point could be extended to

those outside of occupational health and safety who seek to benchmark their practice and the practice of others within their community against international standards.

Chapter 7 Conclusions and recommendations for future research

The study shows that being an OSH practitioner isn`t yet a well-developed profession in Romania, but outlines us the necessary steps needed for the Romanian practitioners to become professionals. The study shows that now is a good time as any for becoming accredited with the difference that now we know what the steps are for development

There are some recommendations for the future of OHS practitioners behind this study, first being ENSHPO or EUSAFE certification for those wishing to have their experience acknowledged, although all the participants could easily be included in the EurOSHM (manager) category - they fulfil all the requirements. Knowing that certification is viewed as credible evidence of skills and knowledge within a field of professional practice, the necessity of this process is obvious. The practitioners could be helped in their endeavours by a strong professional association, if ARSSM were to make the necessary steps needed to reinforce its position in the H&S field.

The acknowledgement of vocational learning could be done using European tools like EQF or EQAVET (European initiatives aiming of better recognizing skills and competences acquired by learners) knowing that ECTS (the European Credit Transfer and Accumulation System) is already used in Romanian universities. This is valuable information that should be known by every practitioner all over the country and they consist in tools for becoming recognised at European level.

This study will form the starting point to the wider discussion of training being only the one component in the future development of the profession and the development of competence and capability. The next step will continue to develop a training programme, the implementation of recognition, certification, registration protocols that will be needed to turn ARSSM and Romanian OSH practitioners up to international standards.

We have the information, we have the tools and this is significant moment in our professional lives. Unasked questions about whatever remains to be done can still be achieved in the future, preparing for this step and making this transformation in our professional lives. The research proved that we are in front of many challenges and we are confident that many of us will succeed in achieving the goals.

The researcher is contentment of this research but she knows that is not the end of her journey, she realized that ending one study means a step furthermore of becoming a reflective self assessing student. She knows that becoming competent is an ongoing process and this paper work it`s only the starting point, the first stage in the transforming development from a student to professional doctoral level. (Word count: 16058).

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Appendix no.1,

Government`s Decision no.955/2010

GD 955/2010 amending and supplementing the Norms for applying Law no safety and health. 319/2006, approved by Government Decision no. 1.425/2006, published in the Official Monitor, Part I, no.661 from 27.09.2010

Article 45[1]. - (1) Natural and legal persons established in a Member State of the European Union or the European Economic area which have undergone a similar process in these states can provide services enabling the prevention and protection in Romania, without being authorized right of these rules in the following ways:

a) permanently;

b) temporary or occasional.

(2) Natural and legal persons established in another Member State of the European Union or the European Economic Area which have not undergone a similar procedure in these states can provide services enabling the prevention and protection in Romania if they are entitled according to these methodological rules.

Article 45[2]. - (1) Natural and legal persons referred to in art. 45[1] in Romania can provide protection and prevention activities referred to in art. 15, after notifying the Commission of empowerment and approval of the territorial labour inspectorate across which it operates and are based, as appropriate.

(2) Start the external service provision such activity is subject to notification under point (1) and, in the case of art. 45[1](1) a) transmission with the notification form, the following documents:

a) the act of registration with the Trade Register copy;

b) authorization / certificate / certificate issued / issued in another Member State of the European Union or the European Economic Area, in certified copy holder and unofficial translation;

c) list of staff holding appropriate certificates of professional competence, signed and stamped by the authorized person;

d) certificates of professional competence or similar documents issued by the authorities of a Member State of the European Union or the European Economic Area, the certified copy holder and unofficial translation.

(3) The right to provide the persons referred to point (1) from the time of notification and approval Empowerment Commission, respectively:

a) the registration date of the notification, when submission to the Secretary of empowerment and approval or electronic PCU;

b) date of confirmation of receipt, if sent by post to the notification.

Article 45[3]. - (1) Individuals and businesses who wish to provide external service for prevention and protection under art. 45[1] (1). a) shall notify this by completing and submitting the form set out in Annex. 10A, accompanied by the documents referred to in art. 45[2] (2) enabling the Commission and approval of the territorial labour inspectorate within whose jurisdiction they are established / domicile / residence, before starting work.

(2) The notice referred to in paragraph empowerment point (1) after the checks it deems necessary to score individual or entity within 30 days of receipt of the notification, the list of natural and legal persons established in a Member State of the European Union or the European Economic Area that provide external protection and prevention on a permanent basis in Romania.

Appendix no.2

Government`s Decision no.955/2010

GD 955/2010 amending and supplementing the Norms for applying Law no safety and health. 319/2006, approved by Government Decision no. 1.425/2006, published in the Official Monitor, Part I, no.661 from 27.09.2010

Article 37. - (1) to empower prevention and protection activities referred to in Art. 15, applicants will submit a file that contains the following documents:

a) application services enabling external prevention and protection, according to the model in Annex no. 8;

b) the list of documents in the file;

c) copy of the certificate of registration with the Trade Register, containing a code corresponding to the activity for which empowers, and, where appropriate, a copy of the articles of association;

d) list of staff who will carry out the safety and health at work;

e) copies of documents certifying training and preparedness, according to Art. 31 and 32, the staff will conduct security and health;

f) Curriculum vitae of the staff who will work for prevention and protection;

g) copies of documents showing age of at least 5 years in the field of occupational health and safety, driver external service for prevention and protection;

h) Detailed presentation showing of material and human resources available to them;

i) copies of the decision to appoint and individual employment contract, an indefinite period driver external service for prevention and protection;

j) copies of employment contracts of executive staff from external service for prevention and protection;

k) statements of foreign service personnel to prevent and protect the confidentiality during and after deployment of prevention and protection of the information to which it has access.

(2) exempts from the provisions of point (1) e) records submitted by applicants who have worked at least 5 years in departments with responsibility for safety and health in the Ministry of Labour, Family and Social Protection, Labour Inspection, labour inspectorates, the National

House of Pensions and Other Rights Social Insurance and territorial pension houses and similar institutions within the Member States of the European Union or the European Economic Area which, at the time of submitting the dossier to empower, no longer work in these institutions.

(3) evidence that the requirements of this article may be made by a document issued by a competent authority in another Member State of the European Union or the European Economic Area, prepared in an equivalent purpose or showing that it meets requirements, certified copy submitted by the applicant and accompanied by an unofficial translation into Romanian.

(4) The statement referred to in paragraph presentation point(1). h) must contain, at a minimum, information regarding:

a) the registered office;

b) the technical and material;

c) prevention and protection activities referred to in Art. 15 that it intends to carry out.

Appendix no.3

Government`s Decision no.955/2010

GD 955/2010 amending and supplementing the Norms for applying Law no safety and health. 319/2006, approved by Government Decision no. 1.425/2006, published in the Official Monitor, Part I, no.661 from 27.09.2010

Article 49. - (1) The minimum requirements for training in safety and health at level environment are:

a) studies the branch of study in secondary education or real profile in technical profile

b) course in health and safety at work, with minimal content as that provided in Annex. 6 letter. B, with **a minimum of 80 hours**.

(2) The amount referred to in paragraph environment point (1) shall be attested by a diploma and graduation certificate referred to in point.(1). b).

Article 50. - (1) The minimum requirements for training in occupational health and safety appropriate higher level, to be fulfilled cumulatively, are as follows:

a) completion of the fundamental areas: engineering sciences, agricultural sciences and forestry, with bachelor's degree or equivalent undergraduate studies to graduate, undergraduate or graduate studies with long-term or graduation diploma graduation Short term university;

b) course in health and safety at work, with minimal content as that provided in Annex. 6 letter. B, **for a period of at least 80 hours;**

c) completion of a diploma or certificate of completion, as appropriate, a program of graduate education in health and safety at work, with a minimum of 180 hours.

(2) The requirements referred to in point. (1) shall be attested by a diploma and graduation certificates referred to in point.(1), b) and c).

(3) The minimum requirement provided in point(1). b) and c) shall be fulfilled and if the person has obtained a master's degree or doctorate in occupational safety and health.

Article 51. - Courses and training programs in health and safety at work, referred to in art. 49, 50, 51^2 and 51^3, shall be conducted by training providers authorized under the provisions of Government Ordinance no. 129/2000 on adult training, republished, subsequently amended and supplemented. "

Article 51^1. - Specific occupations health and safety at work, necessary for the prevention and protection activities are:

a) health and safety technician work;

b) expert in health and safety at work.

Article 51^2. - (1) The minimum requirements for training in proper safety and health occupation under art. 51^1 lit. a) are:

a) upper secondary attainment chain real or theoretical profile in technical profile;

b) training program for occupation health and safety technician working at **least 80 hours.**

(2) The requirements referred to in point.(1) shall be attested by a diploma and graduation certificate training program accordingly.

Article 51^3. - (1) The minimum requirements for training in proper safety and health occupation under art. 51^1 lit. b):

a) undergraduate studies attested by a diploma or higher education long or short graduated with bachelor's degree or equivalent in the areas fundamental engineering sciences, agricultural sciences and forestry;

b) training program for occupation health and safety expert working at **least 80 hours;**

c) postgraduate course in health and safety at work, with a **minimum of 180 hours, or master / doctorate in this field.**

(2) The requirements referred to in point.(1) shall be attested by diplomas and certificate of completion of the training program accordingly.

Appendix no.4

Minimum requirements for Technician and Manager levels

from EUSAFE Project,

Level 4

OSH course Level 4 (Technician Junior)

Aims

The aim of this programme is to enable the learner to recognise a range of hazards encountered in the workplace and to assess the risks associated with them and manage those with low risk outcomes, or where processes have already been established.

B. Implementing OHS Systems Health and Safety Strategies, Policies and Culture At the end of the course a person should be able to:

B 4.1 K Identify hazards with the potential to cause harm and/or loss

B 4.2 K Describe the risks associated with common occupational hazards

B 4.3 K Outline suitable techniques for assessing occupational risks

B 4.4 K Describe suitable methods to control risks

B 4.5 K State local requirements for legal compliance

B4.6 K Identify applicable legislation and sources of associated documentation

B 4.7 K Identify where to find expert advice, guidance and information

B 4.8 S Select appropriate methods for identifying hazards and evaluating risk

B 4.9 S Consider and prioritise where further risk controls are required

B 4.10 C1 Prioritise those areas in workplaces where there is the most potential to cause harm

C. Monitoring OHS Systems At the end of the course a person should be able to:

C 4.1 S Assist in the implementation of inspections and monitoring systems

C 4.2 C1 Record significant findings

C 4.3 C2 Select suitable methods of keeping records relating to OHS

E. Professional Development and Conduct At the end of the course a person should be able to:

E 4.1 K Identify where to find expert advice, guidance and information

E 4.2 C2 Recognise one's own level of competence

Level 5

OSH course Level 5 (Technician Senior)

Aims

The aim of this programme is to build on the knowledge and skills learned at level 4 and to integrate these into either simple management systems for organisations possessing less complex risks or to work as part of a management team in an organisation with more complex risks.

B. Implementing OHS Systems Health and Safety Strategies, Policies and Culture At the end of the course a person should be able to:

B 5.1 K Identify a range of methods of risk control

B 5.2 K Prepare effective instructions for workplace procedures

B 5.3 K Describe main legal responsibilities for OHS

B 5.4 K Recommend suitable risk control methods

B 5.5 K Design suitable methods for the communication of risk to those affected

B 5.6 K Identify training requirements for OHS

B 5.7 S Interpret the results of risks assessments and operate systems of control

B 5.8 C1 Deliver instructions relating to OHS in a suitable and effective manner

C. Monitoring OHS Systems At the end of the course a person should be able to:

C 5.1 S Select suitable monitoring and measuring equipment

C 5.2 C1 Conduct workplace inspections

C 5.3 C2 Record significant findings

C 5.4 C2 Conduct investigations into accidents in the workplace

Level 6

OSH course Level 6 (Manager Junior)

Aim

The aim of this programme is to develop professionals who can design, implement, maintain and monitor safety management systems for organisations with hazards possessing either high or complex risks.

A. Developing OHS Systems Health and Safety Strategies, Policies and Culture At the end of the course a person should be able to:

A 6.1 K Develop health and safety policies for organisations across a full range of risk profiles

A 6.2 K Generate systems to identify hazards or hazardous events and prioritise and control risks arising from them

A 6.3 K Explain the impact of health and safety requirements on the inputs, conversion processes and outputs of an organisation

A 6.4 K Explain the factors that affect risk tolerability or acceptability

A 6.5 S Specify the concept of safety culture in an organisation and how it integrates with other management functions

A 6.6 S Devise goals and performance targets for health and safety within health and safety policies

A 6.7 C1 Use an evidence based approach to develop health and safety strategy, policy and culture

A6.8 C1 Inspire organisations to believe in the health, safety and well-being of people affected by work

A 6.9 C2 Develop arrangements for contractors or within shared responsibility workplaces

B. Implementing OHS Systems At the end of the course a person should be able to:

B 6.1 K Explain the theory and practice of organisational communication and the applicability to health and safety management systems

B 6.2 K Effectively communicate information, ideas, problems and solutions to the full range of people they encounter at work

B 6.3 K Justify the principles and applicability of the tools and techniques available to measure risk

B 6.4 K Illustrate how the systems devised meet statutory legal requirements in the jurisdiction of operation and support legal compliances

B6.5 K Explain the role of European and local legislation in the development of OHS

B 6.6 K Explain the role of behavioural safety programmes and the application of relevant programmes

B 6.7 S Undertake hazard identification and evaluation across a range of environments

B 6.8 S Devise risk control strategies across a range of environments

B 6.9 S Implement risk control strategies across a range of environments

B6.10 S Use suitable techniques to coach people to recognise the importance of occupational health and safety

B 6.11 S Use Information Technology to develop health and safety systems as appropriate

B 6.12 C1 Adapt systems to incorporate diversity and inclusivity in the workplaces

B6.13 C1 Develop effective relationships, interactions and management of people

B6.14 C1 Use effective coaching skills

B 6.15 C2 Develop safe systems of work and associated documentation

B 6.16 C2 Use communication tools

B 6.17 C2 Develop safe systems of work

C. Monitoring OHS Systems At the end of the course a person should be able to:

C 6.1 K Appraise pro-active monitoring tools to determine their applicability to help organizations meet their statutory and organisational needs C 6.2 K Describe reactive monitoring tools

C 6.3 K Analyse techniques for monitoring the data generated by health and safety systems

C 6.4 K Use suitable and appropriate analysis, assessment and recording techniques

C 6.5 K Explain the purpose of safety audits, their design, techniques

C 6.6 S Investigate loss events and their legal implications

C 6.7 C1 Use suitable techniques for monitoring risk control

C6.8 C1 Analyse and interpret the results of safety audits

C 6.9 C2 Design health and safety audit questionnaires

D. Maintaining and Reviewing OHS Systems At the end of the course a person should be able to:

D 6.1 K Generate performance targets

D 6.2 K Create health and safety review systems

D 6.3 K Develop actions plans, following from reviews

D 6.4 K Review European and national standards applicable to health and safety

D 6.5 K Describe the impact of organisational change to the management of OHS

D6.6 K Explain the concept and application of continuous improvement

D 6.7 S Plan health and safety reviews

E. Professional Development and Conduct At the end of the course a person should be able to:

E 6.1 K Recognise that health and safety is a dynamic discipline and that it is necessary to keep up to date

E 6.2 K Describe learning styles and their effectiveness in health and safety both for individual practitioners and the workforce they advise

E 6.3 K Describe the principles that underpin ethical practice in health and safety

E 6.4 K Evaluate sources of health and safety information and external contacts with central bodies

E 6.5 S Compile a personal development portfolio

E 6.6 S Use Information Technology to develop health and safety systems as appropriate

E 6.7 C1 Reflect on new developments in health and safety

E 6.8 C1 Recognise the role of related professions to OHS

E 6.9 C2 Justify the input of a OHS professional within an organisation

E 6.10 C2 Use management tools for the operation of an OHS department

E6.11 C2 Use effective people relationships tools to support the operation of OHS systems

Level 7

OSH course Level 7 (Manager Senior)

Aim

The aim of this programme is to develop professionals who have high level management and strategic skills in the context of organisations which possess a range of risks which need to be managed.

A. Developing OHS Systems Health and Safety Strategies, Policies and Culture At the end of the course a person should be able to:

A 7.1 K Appraise the health and safety culture of an organisation

A 7.2 K Analyse components of safety strategies for an organisation

A 7.3 K Develop OHS competence schemes

A 7.4 K Appraise OHS performance targets

A 7.5 S Devise a safety management system for an organisation

A 7.6 C1 Justify OHS systems against organisational objectives

A7.7 C1 Justify the integration of OHS management into the overall management culture

A7.8 C1 Explain how an OHS practitioner can be a change agent and drive the agenda for change within their organisation

B. Implementing OHS Systems At the end of the course a person should be able to:

B 7.1 K Interpret the theory and practice of organisational communication with respect to health and safety management systems

B 7.2 K Compare general management techniques and describe how these can be used to influence health and safety management

B 7.3 K Compare available standards for health and safety management

B 7.4 K Communicate OHS risks in the context of organisational risk

B 7.5 C1 Compare ranges of communication techniques and be able to select appropriate techniques for the intended audience

C. Monitoring OHS Systems At the end of the course a person should be able to:

C 7.1 K Compare the effectiveness of monitoring systems

C 7.2 K Describe how to improve OHS

C 7.3 S Develop change strategies to improve OHS in organisations

C 7.4 C1 Communicate the changes necessary to OHS systems

C 7.5 C2 Challenge existing OHS systems when necessary

D. Maintaining OHS Systems At the end of the course a person should be able to:

D 7.1 K Explain the concept of continual improvement in health and safety performance

D 7.2 K Evaluate the efficiency and cost effectiveness of safety management systems

D 7.3 K Interpret feedback from health and safety management monitoring systems

D 7.4 K Evaluate new techniques of reviewing the maintenance of safety management systems

D 7.5 S Utilise benchmarking techniques

D 7.6 C2 Utilise appropriate national and European standards to improve business performance

Level 7

E. Professional Development and Conduct At the end of the course a person should be able to:

E 7.1 K Explain, debate and justify professional ethics in practice

E 7.2 S Develop a professional skills portfolio and recognise the importance of professional reflection

E 7.3 S Demonstrate professional advocacy in relation to health and safety

Certification standard EurOSHM,

PART 5 - MINIMUM REQUIREMENTS AND CRITERIA FOR ELIGIBILITY OF INDIVIDUALS FOR EurOSHM

5.1 Introduction

5.1.1 The criteria set out in this part are applicable to the recognition of national certification schemes and of the qualifications of individuals who apply directly to ENSHPO from these countries and from countries which do not (yet) have certification schemes approved by ENSHPO.

5.2 Educational Qualifications

5.2.1 The candidate must hold **a university degree at least at Bachelor level** or a qualification that is accepted as equivalent to Bachelor's degree level within the national educational frameworks of that EU country.

5.3 Occupational Safety & Health Training

5.3.1 The candidate must have attended occupational safety and health training courses at a professional level, equivalent to the Bachelor's degree level under the Bologna agreement, of at **least 250 cumulative hours**, of which at least 150 hours must be validated by suitable assessment. The training must have a balanced coverage of the subject areas listed in Appendix 1 or of learning outcomes derived from that appendix. The course and/or its assessment shall normally include work done and reported relating theory to practical application in occupational safety and health management.

5.3.2 The remaining 100 hours, which do not require to be validated by assessment, could be attendance at training courses, conferences, workshops and seminars.

5.4 Professional Work experience

5.4.1. The candidate must be working in an occupational safety and health function performing professional safety and health tasks, either as an employee or as a consultant, in undertakings and/or public authorities. The candidate **must have worked in such a function for at least two years full-time since the completion of the occupational safety and health training** specified under section 5.3 of this standard. Candidates with part-time safety and health appointments must demonstrate that they have had the equivalent of two years full-time experience over not more than the previous four years.

5.5 Professional Qualification

5.5.1 The candidate shall be a full member of an ENSHPO national professional organisation or association.

5.6 Continuous Professional Development (CPD)

5.6.1 Certified professionals must keep their knowledge and skills up to date. ENSHPO will therefore assess how an individual does that through his/her CPD. This check will be made at the first and each subsequent renewal of the certification, at three yearly intervals. The criteria for this renewal are set out in. Part 12 of this standard EurOSHM version May 2013DM.docx 5

List of the indicative subjects that could be included in the required training courses according to paragraph 5.3.1

This list indicates the subject areas, which must be covered in the occupational safety and health training courses specified in paragraph 5.3.1. The subjects in the right hand column give an indication of the possible content of the subject area. Not all subjects need to be, or will be covered directly in all approved courses, but the graduates must be able to deal with the range of subjects indicated. The courses acceptable for the EurOSHT qualification will cover many of the same topics as the courses for the EurOSHM qualification dealt with in another ENSHPO standard, since both deal with much the same range of risks and prevention measures. The difference will be in the depth and coverage of these topics. The technician level courses provide training for jobs in safety and health at a tactical, rather than the strategic and policy level of the manager level courses. The EurOSHT works in close collaboration with the line management and workforce, resolving the day to day safety and health issues, applying the relevant legal, professional and technical standards and procedures. The EurOSHM advises top management, prepares, assists in implementing, monitors and evaluates safety and health policy and management and may give leadership to a department or consultancy in which EurOSHTs will work.

	Subject area	**Indicative subjects**
1.	European and national occupational safety & health regulation	• Relevant European safety and health legislation and its translation into national practice; • Regulatory mechanisms relevant to occupational safety & health in the public and private (civil law) spheres influencing and responding to regulation. • Occupational safety and health in the context of public policy.
2.	Safety & health management	• Setting and improving policy for occupational safety and health; • Organising for safety and health; • Safety and Health Management systems; • Safety and Health auditing; • Organisation of the protection and prevention services; • Promotion of a positive safety and health culture;

		• Management of contract works; • Monitoring, reviewing and auditing of health and safety performance; • Basics of Environmental management.
3.	OSH risk assessment and management	• Risk assessment methodologies and implementation; • Risk management (identification and successful implementation of specific risk control measures); • Developing safety methods of work, safety instructions, etc; • Best practice.
4.	Occupational safety and health technical knowledge	• Accidents and occupational diseases investigation, recording and reporting; • Occupational Safety science (for example Machinery and Work equipment safety; Electrical safety; Construction safety; Fire safety; Accident prevention techniques, working at heights); • Occupational health and hygiene science (for example Chemical, Physical and Biological hazards and exposure limits and prevention measures).
5.	Safety training, information and communication	• Safety and health communication techniques; • Training assessment, execution and evaluation.
6.	Human and ergonomic factors	• Posture, manual handing & musculoskeletal disorders; • Anthropometry & work physiology; • Workplace design & layout, incl. computer workplaces; • Human behaviour and safety.
7.	Advisory and change management skills	• The OSH manager as change agent; • Organisational learning; • Technical and organisational change management.
8.	Project work	• The course should provide the opportunity for the course members to apply the lessons learned in theory to the practical situations in their own or other workplaces and to report on that process.

Appendix no.5

Nikoletta Chardaloupa

From: Nikoletta Chardaloupa

Sent: 12.03.2013: 12:40

To : Alan Page

CC: Adam Choonara

Subject: NSESC 1164 – Cornelia Bohalteanu

Dear Alan

Re: NSESC 1164 – Cornelia Bohalteanu

"Assessment of current experience and training of Romanian occupational safety and health professionals"

Please ensure instructions on PIS are deleted.

Please accept this email as confirmation that this project has been approved.

Please note that the committee must be kept informed of any proposed changes to the project protocol.

Please advise the applicant to include a copy of this email in their final project submission as confirmation of ethical protocol.

Adam Choonara

Chair of NSESC

Appendix no.6

Questionnaire - Health and Safety Training Survey

First, some details about you.

1. **How old are you? Your age is between** (please tick what is appropriate):
   a) 20-30
   b) 30-40
   c) 40-50
   d) More then 50

2. **You are,** please tick one of the following**:**
   a) Male
   b) Female

3. **How many years of experience in health and safety, from your first employment, do you have?** _____years
   Or
   How many years have you worked in a regulatory body?
   _____years

4. **Your studies are – tick all that apply:**
   a) High school
   b) Vocational school
   c) University (technical)
   d) 2 university degrees
   e) Health and safety university
   f) Specializations abroad

5. **What HSE courses have you taken? – tick all that apply:**
   a) Prior to Law no.319/2006
   b) With a length of 40 h
   c) With a length of 80 h
   d) Post university studies with a length of 180 h
   e) Two university studies with length of 180 h
   f) HSE specialist
   g) HSE master degree
   h) HSE doctor degree

6. **Tick the appropriate statement**:

a) You work as a full time employee in HSE
b) You work as a part time employee in health and safety, for how many companies?
_____
c) You work for an external consultancy service, with consultancy contract
d) You work to your own consultancy company, with consultancy contract for other companies, for how many companies?
_____

7. In what year were you authorized for the first time as a HS services provider?
_____

8. For health and safety authorization, proofs of experience in the field was required. Choose the option that best represents your case:
a) Yes, I was authorized for certain activities – please mention the main area of activity (e.g. road transport, naval, railroad, heavy industry, clothing industry etc.)
_____
_____
_____
b) I was not authorized for any particular activity
c) I have multiple qualifications, please mention the area(s)-
_____
_____
d) Other
_____
_____
_____

9. Your experience is mainly focused on:
a) Road transport
b) Machine building
c) Metal works
d) Industrial construction
e) Oil and gas
f) Commerce
g) Tourism
h) Other
_____
_____
_____

10. Now looking at training, do you also have any of the following diplomas (knowing some of them are mandatory)? Please circle all that apply and rate the usefulness of the course content for your career, using the following scale to rate: 1 = completely useless, 2=useless, 3= undecided, 4=useful, 5= extremely useful.

a) Work protection courses, done prior to the current health and safety law,
1------2-------3-------4------5

b) 40 hours course

1------2-------3-------4------5

c) 80 hours technician course
1------2-------3-------4------5

d) Health and safety specialist

1------2-------3-------4------5

e) Health and safety expert

1------2-------3-------4------5

f) Risk assessor

1------2-------3-------4------5

g) Health and safety auditor

1------2-------3-------4------5

h) Construction site coordinator

1------2-------3-------4------5

i) Psychologist

1------2-------3-------4------5

j) Occupational physician

1------2-------3-------4------5

k) Health and safety masters

1------2-------3-------4------5

l) Transport coordinator

1------2-------3-------4------5

m) ISCIR – RSVTI

1------2-------3-------4------5

n) Trainer (someone which is authorized to teach others)

1------2-------3-------4------5

o) Other

_____

1------2-------3-------4------5

_____

1------2-------3-------4------5

_____

1------2-------3-------4------5

11. **From all the courses you have studied, think about their role in improving your training needs. Which one(s) do you feel were insufficient and need further study? Please rate each variable on a scale from 1to 5, where 1 = completely useless, 2 = useless, 3 = undecided, 4 = useful, 5 = extremely useful**.

a) 40 hours course

1------2-------3-------4------5

b) 80 hours technician course

1------2-------3-------4------5

c) Health and safety specialist

1------2-------3-------4------5

d) Health and safety expert

1------2-------3-------4------5

e) Risk assessor

1------2-------3-------4------5

f) Health and safety auditor

1------2-------3-------4------5

g) Construction site coordinator

1------2-------3-------4------5

h) Psychologist

1------2-------3-------4------5

i) Occupational physician

1------2-------3-------4------5

j) Health and safety masters

1------2-------3-------4------5

k) Transport coordinator

1------2-------3-------4------5

l) ISCIR – RSVTI

1------2-------3-------4------5

m) Trainer (someone which is authorized to teach others)

1------2-------3-------4------5

n) Other

_____

1------2-------3-------4------5

_____

1------2-------3-------4------5

12.Thinking about the profession as a whole, what percentage (of your colleagues) do you think are adequately trained?

_____%

13. The granting of credit for participation in conferences and workshops is used in many EU countries as a method of gaining evidence that continuous training has been done (CPD). Please comment on its potential in Romania (would credit bearing CPD be useful and if yes, why?).

_____
_____
_____
_____
_____

14. Continual professional development (CPD) could be achieved through inclusion in one or more of the options below. This question looks at the various ways training could be delivered and asks you to indicate the types of subject that you would like to see. Please rate the likelihood that you would take such a course on a scale from 1 to 5, where 1 = would never attend, 2 = might attend, 3 = undecided, 4 = would attend, 5 = would certainly attend. For each case where you indicate a desire to study, please indicate the most important subjects to study(for you).

a) One day short course on a predetermined theme

1 ------ 2 ------- 3 ------- 4 ------ 5

Subjects

_____
_____

b) interactive workshops on a theme previously released before the meeting and discussed over several hours

1 ------ 2 ------- 3 ------- 4 ------ 5

Subjects

_____

_____

c) classical teaching in a school setting arranged by type of preset themes

1 ------ 2 ------- 3 ------- 4 ------ 5

Subjects

_____

_____

d) discussion on legislative news to deepen understanding

1 ------ 2 ------- 3 ------- 4 ------ 5

Subjects

_____

_____

e) case studies to analyze legal requirements

1 ------ 2 ------- 3 ------- 4 ------ 5

Subjects

_____

_____

f) Meetings with preset agenda to include the presentation of the work followed by analysis of a real case

1 ------ 2 ------- 3 ------- 4 ------ 5

Subjects

_____

_____

g) meet with experts to answer questions regarding law enforcement

1 ------ 2 ------- 3 ------- 4 ------ 5

Subjects

_____

_____

h) meeting with prosecutors or / judges to present the steps of a process in criminal and / or civil judicial practice related to work accidents

1 ------ 2 ------- 3 ------- 4 ------ 5

Subjects

_____

_____

i) Analysis of work accidents with a human victim

1 ------ 2 ------- 3 ------- 4 ------ 5

Subjects

_____

_____

j) Seminars for analyzing disasters related to negligence at work

1 ------ 2 ------- 3 ------- 4 ------ 5

Subjects

_____

_____

k) Other, describe and rate

_____

1 ------ 2 ------- 3 ------- 4 ------ 5

_____-

1 ------ 2 ------- 3 ------- 4 ------ 5

15. Future licensing of OHS professionals may rely on competency schemes such as EUSAFE (there are two levels: Manager and Technician, every level having a junior and senior sub-levels). One question that arises concerns the way that years of professional

experience may be (can be) compared to education (diplomas, degree, certificates). Please comment.

_____
_____
_____
_____
_____
_____
_____

16. If you would have the opportunity to be certified as a OSH professional by an international organization like ENSHPO (The European network for safety and health professional organizations), please rate the likelihood of doing so, where 1= would never attend, 2 =- might attend, 3 = undecided, 4 = would probably attend, 5= would certainly attend.

a) ENSHPO certification 1 ------ 2 ------- 3 ------- 4 ------ 5

d) other, please describe and rate 1 ------ 2 ------- 3 ------- 4 ------ 5

_____
_____
_____
_____

17. OHS professionals working in most EU countries have a professional code of ethics. It is always possible that such a code might be made mandatory in Romania in the future.

In the meantime, it would be possible to develop a voluntary code. We are interested in your opinion about the desirability and feasibility of such a code. Please comment.

_____
_____
_____
_____

18. Rate the following statements on a scale of 1 to 5, where 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree).

Adoption by OSH professionals of a voluntary code of ethics seems:

a) Timely now 1 ------ 2 ------- 3 ------- 4 ------ 5

b) timely but in a wider time interval 1 ------ 2 ------- 3 ------- 4 ------ 5

c) not timely 1 ------ 2 ------- 3 ------- 4 ------ 5

d) appropriate in certain circumstances 1 ------ 2 ------- 3 ------- 4 ------ 5

e) Not needed unless required by law 1 ------ 2 ------- 3 ------- 4 ------ 5

f) Add any other options you would prefer

_____
_____
_____
_____

g) Please write any other views that you have about a code of ethics here.

_____
_____
_____
_____

MIDDLESEX UNIVERSITY

SCHOOL OF HEALTH AND SOCIAL SCIENCES

NATURAL SCIENCES ETHICS SUB-COMMITTEE (NSESC)

GUIDELINES AND TEMPLATES FOR A

PARTICIPANT INFORMATION SHEET (PIS) AND CONSENT FORM

1. Study title - Titlul proiectului

Assessment of current experience and training of Romanian OSH professionals.

Evaluarea nivelului actual de pregatire al profesionsitilor SSM

2. Invitation paragraph Invitatia de participare

You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

Thank you for reading this.'

Sunteti invitati sa participati in acest studiu. Inainte de a decide daca este important sa participati as vrea sa va explicam motivul invitatiei. Va rugam sa cititi cu mare atentie prezentarea pentru a va face o idée clara asupra materialului ce urmeaza sa-l lucrati. Daca nu intelegeti motivatia cercetarii va rugam puneti intrebari. Decizia de participare va apartine.

Va multumim pentru timpul acordat.

3. What is the purpose of the study? Scopul cercetarii

The study is aimed at determining the current position of health and safety training within Romania see if there are any knowledge, skills or application gaps in professional practice. (to alter to fit to your study).

Obtinerea de informatii legate de nivelul de pregatire al profesionistilor SSM si nevoile lor de pragatire.

4. Why have I been invited? De ce sunteti invitat?

You have been invited as you are someone involved at an advisory/consultant capacity with responsibility for the protection of health, safety and welfare of staff.

Sunteti invitati pentru ca sunteti practician in SSM, sunteti implicat in aceasta activitate de prevenire si protectie.

5. Do I have to take part? Daca este important sa luati parte?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason.

Decizia va apartine. Daca doriti sa participati o sa primiti un document scris prin care sa va dati acceptul de participare. Va puteti retrage in orice moment fara a va justifica.

6. What will happen to me if I take part? Ce se intampla daca particip?

The study will be undertaken over 2 months. Your involvement will be limited to two questionnaires. You will not be identified within the study.

Studiul va dura cam 2 luni iar participarea se reduce doar la completarea chestionarului. Participarea dumneavoastra nu va fi facuta publica (numele nu va fi cunoscut decat de cercetator).

Survey:

In a survey we aim to collect information to answer the research question through the use of questionnaires, interviews, and sometimes though observation.

Please note that in order to ensure quality assurance and equity this project may be selected for audit by a designated member of the committee. This means that the designated member can request to see signed consent forms. However, if this is the case your signed consent form will only be accessed by the designated auditor or member of the audit team.

7. What are the possible benefits of taking part? Care sunt beneficiile participarii?

There is no intended benefit specific benefit to you directly from this study. However it is hoped that by gaining an insight into the operation of health and safety in Romania that improvements to practice can be made.

Nu va fi un beneficiu personal ci doar in avantajul dezvoltarii asociatiei.

8. Will my taking part in this study be kept confidential? Daca participarea va fi confidentiala?

All information that is collected about you during the course of the research will be kept strictly confidential. Any information about you which is used will have your name and address removed so that you cannot be recognised from it.

Toate informatiile legate de persoana dumneavoastra nu vor fi facute publice.

.9. What will happen to the results of the research study? Ce se va intampla cu rezultatele cercetarii?

The results of the study will be used primarily within a postgraduate dissertation and are likely to be available from June 2014.

Rezultatele vor fi prezentate sub forma unui proiect de cercetare si va fi terminat pina in iunie 2014.

10. Who has reviewed the study? Cine a verificat studiul?

The subject of this study has been reviewed by the Middlesex University, School of Health & Social Sciences, Natural Sciences Ethics sub-Committee.

Monitorizarea si supravegherea cercetarii este facuta de Universitatea Middlesex, Comitetul de Etica.

11. Contact for further information Pentru mai multe informatii apelati la:

Name : CORNELIA BOHALTEANU Dr Alan Page
Student number:M00368866
Email: corneliacwp@gmail.com a.page@mdx.ac.uk

Remember to thank your participant for taking part in this study!

Va multumim pentru participarea la studiu.

CONSENT FORM

Participant Identification Number:

Title of Project: *Assessment of current experience and training of Romanian Occupational Safety and Health professionals*

Evaluarea nivelului actual de pregatire al profesionsitilor SSM

Name of Researcher: CORNELIA BOHALTEANU

1. I confirm that I have read and understand the information sheet dated .....……..…for the above study and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.
3. I agree that this form that bears my name and signature may be seen by a designated auditor.
4. I agree that my non-identifiable research data may be stored in National Archives and be used anonymously by others for future research. I am assured that the confidentiality of my personal data will be upheld through the removal of any identifiers.
5. I agree to take part in the above study.

_____	_____	_____
Name of participant	Date	Signature
_____	_____	_____
Name of person taking consent	Date	Signature
(if different from researcher)		
CORNELIA BOHALTEANU	_____	_____
Researcher	Date	Signature

1 copy for participant; 1 copy for researcher;