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МЕЖДУНАРОДНАЯ АССОЦИАЦИЯ ИНСПЕКЦИИ ПО ТРУДУ

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# Guidance on Competency Framework for Labour Inspectorates

*This document is meant as a guide for labour inspectorate's reference.  
It is not intended for IALI's assessment of labour inspectorate's competency training  
or programme.*

## 1. Context and Rationale

Today, labour inspectorates continue to play a central role in the implementation of labour laws on working conditions that protect the rights of millions of workers worldwide. They help to promote compliance with relevant labour legislation through inspection, providing information and advice, and, where necessary, taking enforcement action. Good governance of workplaces is also central to the promotion of sustainable economic development.

In broad terms, the International Labour Organization (ILO) highlighted that the functions of labour inspectors are:

- (a) To advise employers, workers, and other duty-holders on good practice and specifically on how to comply with relevant legislation.
- (b) To investigate complaints, accidents and cases of ill health.
- (c) To work with social partners in educational/promotional activities such as training courses, seminars for small enterprises, use of IT media (including social media) techniques etc.
- (d) To enforce relevant legislation; and
- (e) To report to superiors on their activities and about particular matters as required, including “defects or abuses not specifically covered by existing legal provisions” (Convention No. 81)

With globalisation and the changing employment patterns, the work of labour inspectorates has become increasingly challenging. It is therefore crucial for them to keep up to date, remain effective and consistent across countries and regions. For the inspector, while technical knowledge is important, it is no longer enough. Application of knowledge is more important, and the focus will be on exhibiting attributes and behaviour that will enable inspectors to perform their job successfully. Consequently, capability building efforts must keep pace with these changes to ensure that the labour inspectorates are prepared to meet the challenges that such shifts may present.

## 2. Purpose of Competency Framework

To guide the competency building efforts, a framework can provide information on job roles, existing and emerging skills and competencies, as well as relevant education and training programmes. While each inspectorate would have varying entry academic requirements, individual inspectors can use such a framework to guide them to make informed choices on career development and skills upgrading. Inspectorates can use it to design progressive human resource practices to recognise skills and make informed decisions on skills investment. Training providers can use such a framework to develop relevant programmes to respond quickly to new and emerging needs.

## 3. Functions of Labour Inspectors

The range of topics that labour inspectors may cover includes:

- promoting occupational safety and health including the prevention of accidents and diseases, welfare facilities.

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- protection of income levels including consideration of wages/salaries records, overtime payments.
- consideration of evidence concerning working hours and overtime, holidays and rest periods including sick and maternity leave.
- promoting fundamental labour rights and anti-discrimination measures.
- accident investigation and work injury compensation.
- employment matters (from illegal employment, work permits to employment promotion, including vocational training programmes).
- social security contribution.
- employment of women, children and young persons and other workers with special needs.
- social dialogue and industrial relations issues and monitoring of collective agreements.

In general, labour inspectors may undertake one or more of the following functions:

### **Occupational Safety and Health and Working Conditions**

#### *Occupational Safety.*

The risk of accidents can arise from sources such as the use of dangerous machinery, working at heights, workplace transport, pressurised equipment, lifting equipment, the use of flammable or explosive substances, etc. A sound technical knowledge is needed of how safety risks arise and how they may be effectively controlled through good design and maintenance, the organisation of the workplace and its environment, safe methods of work and other means.

#### *Occupational Health.*

The risk of disease and ill health can arise in various ways, such as exposure to hazardous substances like asbestos or chemicals such as pesticides, working with heavy or awkward loads, noisy environments, work with high vibration tools, working in excessive heat or pressure, exposure to biological agents. Again, a sound technical knowledge is needed to be able to assess risks properly, and to give information and advice about how such risks may be effectively controlled, with reference to health surveillance and occupational health services. Musculoskeletal disorders are among the most important occupational health problems in both developed and developing countries, affecting the quality of life of most people. The primary approach to prevention of work-related musculoskeletal disorders is to redesign work in such a way as to optimize the workload and make it compatible with the workers' physical and mental performance capacity.

#### *Working Conditions.*

Conditions of employment are a very important aspect of decent work at the enterprise level. According to ILO Convention 81, labour inspectors shall "secure the enforcement

of the legal provisions relating to conditions of work and the protection of workers while engaged in their work, such as provisions relating to hours and wages...” The number of working hours and the way work is organized can significantly affect workers’ quality of work and quality of life. Night work, shift work and long working hours also reduce the workers’ health and life expectancy.

### *Gender Equity and Anti-Discrimination*

More countries have in recent times enacted anti-discrimination legislation. Where they have done so, advice, monitoring and enforcement become the responsibility of the national labour inspectorates. Some labour inspectorates not only enforce relevant legislation but have also established clear anti-discriminatory guidelines applicable within the inspection services. This forms part of their own comprehensive anti-discrimination and gender equity policies.

### *Child Labour*

The issue of child labour persists in many countries and especially in the informal economy. National efforts today are often distributed across several government ministries, employers, workers, teachers, community organisations and others, in a team approach with the aim of eventually eliminating at least the worst forms of child labour. The ‘worst forms’ include hazardous child labour, and it is here that the labour inspectorates are increasingly working with other organisations in identifying hazardous child labour and in helping to eliminate it.

### *Forced Labour*

Forced labour and the trafficking that leads to it are both criminal acts and labour market issues. For that reason, police forces, labour inspectorates and their social partners have to work together in the fight against it. As well as being responsible to promoting decent working conditions, labour inspectors are also able to identify victims and their perpetrators and take corrective measures.

### *Labour Relations*

Labour inspectors often have responsibilities in the field of industrial relations relating to trade union rights and the protection of trade union members. In several countries they also register and supervise collective agreements and may even be empowered to enforce them. Industrial relations can take place at the national, regional and enterprise level. In some countries, labour inspectors are also involved in conciliation and arbitration activities.

### *Migration*

Migrant workers commonly represent 10% of national workforces in many developed countries and increasing proportions of those in developing ones. Many of them are subject to abusive, exploitative or discriminatory treatment in the host countries, for various reasons and partly because of their vulnerability. Inspection of workplaces where migrant workers are present helps to ensure equality of treatment, it discourages exploitation and reduces incentives to hire irregular workers who might otherwise accept substandard working conditions.

#### 4. Proposed Competency Framework

For labour inspectors to perform their duties effectively, they must be equipped with the appropriate competencies arising from their course of work. Such competencies go beyond technical knowledge of occupational safety and health or employment relations matters. Specifically, they should also demonstrate or acquire broad-based skills and behaviours in order to be better equipped at work.

To equip labour inspectors with the relevant technical and broad-based competencies, IALI proposes the development of a competency framework. The labour inspection competency framework has the following key features:

- Focusing on competency-based learning: Currently, training could either take the form of on-the-job training or through courses which mainly focused on delivering technical knowledge. The proposed labour inspection competency framework focuses on a set of competencies for labour inspectors to manage their duties. It places emphasis on a *competency-based, rather than theory-based*, approach to training, by setting out expected competency outcomes which could be achieved through training.
- Establishing a common framework for training: Today, many labour inspectorates have varying training requirements and standards and the quality of training received by different batches of labour inspectors could be inconsistent. To address the absence of a common referencing framework, the proposed framework will help to provide a *consistent benchmark* where the knowledge and skills of different labour inspectors could be measured objectively. However, as each inspectorate could have varying needs, they can define its own building blocks of the framework, highlighting those relevant to their operational activities.
- Providing a definitive path for labour inspectors to upgrade themselves: Under the design of the framework, the training curricula are complementary and build upon each other. This provides a *clear pathway for labour inspectors* to upgrade their skills.

#### 5. Labour Inspection Integrity and Ethics

Labour Inspectorates are in a position to influence the development of safe, healthy, fair, and productive workplaces. IALI recognises that ethical practices and high professional standards are central to the ability of any Labour Inspectorate to provide the best possible services to the social partners and the wider community. Taking reference from IALI Global Code of Integrity<sup>1</sup>, formally endorsed in 2008, to underpin professional Labour Inspectorate work. Commitment to the values in the Code will ensure Labour Inspectorates operate in a transparent and accountable manner.

Some virtues of labour inspection integrity and ethics are:

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<sup>1</sup> <http://www.iali-aiit.org/en/publications/>

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- Demonstrate personal commitment to the continuous development of professional knowledge and skills and striving to improve service to the community.
- Make decisions objectively, diligently, honestly, and impartially on the basis of evidence and professional judgment and ensure public resources are used purely to the public benefit showing persistent commitment to achieving objectives.
- Deal openly, fairly, respectfully, tolerantly, courteously, and transparently with all stakeholders with an interest in an intervention setting aside any personal bias.
- Understand how to identify conflict of interest and how to avoid conduct that might compromise integrity or community confidence. Handle professionally any attempts to influence decision making with inducement or intimidation.

### 6. Summary

The framework comprises broad-based and technical skills and competencies differentiated at six levels. Each competency is identified by a definition, followed by a short description and further developed in a list of behavioural anchors that are allowing the observation and the assessment of the desired performance. Details are in **Annex A.**

**Figure 1: Career Pathway of Labour Inspectorates and Competency Levels**



#### **Broad-based Skills and Competencies**

(e.g. communication, inter-personal relations, decision making)

#### **Technical Skills and Competencies**

(e.g. occupational safety and health legislation and enforcement, labour dispute resolution, enforcement assessment and reasoning skills)

**Broad-based Skills and Competencies**

| Broad-based Competency      | Description   | Proficiency Levels  |   |   |
|-----------------------------|---|---|---|---|
|                             |   | Basic (Levels 1 to 2)   | Intermediate (Levels 3 to 4)  | Advanced (Levels 5 to 6)  |
| <b>Communication</b>        | Convey and exchange thoughts, ideas, and information effectively to stakeholders through various mediums and approaches.  | Communicate information with stakeholders to respond to general inquiries and to obtain specific information.                                 | Articulate and discuss ideas and persuade stakeholders to achieve common outcomes.  | Negotiate with stakeholders to address issues and achieve mutual consensus.   |
| <b>Creative Thinking</b>    | Adopt a fresh perspective to combine ideas or information in new ways and make connections between seemingly unrelated fields to create new ideas and applications. | Connect ideas or information from related fields or applications to address an immediate issue.   | Connect or combine ideas or information from unrelated fields or applications to generate multiple ideas to bring about a specific outcome. | Create original applications or ideas to reveal new possibilities and reshape goals through high level of innovativeness.   |
| <b>Decision Making</b>      | Choose a course of action from various alternatives using a reasoned process to achieve intended goals.   | Make decisions of simple or routine nature to achieve intended goals using given information and guidelines.                                  | Make decisions in a complex setting to achieve intended goals using a structured process and multiple sources of available information.     | Make decisions in a volatile and ambiguous setting using a structured process and limited sources of available information to achieve intended goals.                 |
| <b>Digital Literacy</b>     | Use information and communication technology (ICT) tools, equipment and software to create, evaluate and share information digitally with others.                   | Perform basic functions using software programmes pertaining to computer operating systems and file management and search online information. | Use available software features to create and edit documents, customise templates and reports and evaluate online information.              | Use available software features to enhance documents, analyse and manipulate data, and use ICT to organise, share and communicate information clearly and coherently. |
| <b>Interpersonal Skills</b> | Manage relationships efficiently and communicate with stakeholders effectively to achieve mutual consensus and outcomes.  | Recognise own internal feelings and emotional states to manage interpersonal relationships in social situations.                              | Detect and decipher emotions of others to manage interpersonal relationships in social situations.  | Influence, guide and handle others' emotions to build instrumental relationships and manage conflicts and disagreements.  |

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| Broad-based Competency     | Description   | Proficiency Levels   |   |  |
|----------------------------|---|--|---|--|
|                            |   | Basic<br>(Levels 1 to 2)   | Intermediate<br>(Levels 3 to 4)   | Advanced<br>(Levels 5 to 6)  |
| <b>Leadership</b>          | Lead others to achieve objectives in the most effective way. Provide an inclusive workplace that cultivates workplace relationships and teamwork and foster the development of others and skills actively for continual learning.   | Demonstrate professionalism to set a good example at peer level. Support others through own initiative and enthuse others through own positive and energetic approach or career goals. | Lead by example at team level. Encourage and guide others to adopt a point of view, make changes or take action. Provide a team environment that facilitates relationships building, teamwork and the development of others, continually improve oneself. | Lead by example at organisational level. Inspire, motivate and guide others to adopt a point of view, make changes or take action. Cultivate an open, cooperative and collaborative learning culture for the organisation, career or profession. |
| <b>Managing Diversity</b>  | Work well with people from different ethnic, social, cultural and educational backgrounds and understand the concerns and interests of diverse work groups.   | Demonstrate sensitivity to the cultural characteristics, values, beliefs, and behaviours of another ethnic or cultural group.  | Build relationships with different ethnic or cultural groups by engaging in cross-cultural cooperative projects.  | Manage conflicts arising from different ethnic or cultural groups and work effectively in cross-cultural settings.   |
| <b>Problem Solving</b>     | Generate feasible and efficient solutions to solve problems and capitalise on new opportunities.  | Identify easily perceivable problems and follow given guidelines and procedures to solve the problems.   | Identify less perceivable problems and use problem solving tools and techniques to solve the problems.  | Anticipate potential problems beyond the current scope and apply higher order problem solving tools and techniques to turn problems into opportunities.  |
| <b>Resource Management</b> | Efficient and effective deployment and allocation of resources when and where they are needed. Include planning, allocating and scheduling of resources to tasks, which typically include manpower, machines, money, and materials. | Use resources to ensure optimum and efficient use of resources.  | Deepen insights into the planning, allocation and deployment of resources to anticipate needs. Plan the allocation and deployment of resources efficiently and effectively.   | Establish strategies for the allocation and deployment of resources efficiently and effectively.   |

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| Broad-based Competency     | Description  | Proficiency Levels  |   |   |
|----------------------------|--|---|---|---|
|                            |  | Basic<br>(Levels 1 to 2)  | Intermediate<br>(Levels 3 to 4)   | Advanced<br>(Levels 5 to 6)   |
| <b>Sense Making</b>        | Organise and analyse data and information accurately to identify relationships and detect patterns and trends to gain insights for decision-making.                          | Identify relationships and linkages within different components of data.  | Interpret data to uncover patterns and trends between various sources of data.  | Analyse data relationships, patterns and trends to gain important insights and make informed decisions.   |
| <b>Service Orientation</b> | Commit to exceeding both internal and external stakeholders' needs. Proactively identify customer needs and sustain a culture of service excellence within the organisation. | Exceed stakeholder needs and expectations and handle service challenges with a positive mindset. Demonstrate an understanding of the organisation's service vision, mission and values. | Anticipate customer needs and expectations and elicit feedback from customers to improve service. Build relationships with customers to create and sustain customer loyalty.              | Model, lead, train and motivate staff with a focus on sustaining a culture that encourages commitment to service excellence and high performance.                           |
| <b>Teamwork</b>            | Work collaboratively and effectively with others to contribute to group efforts to achieve identified objectives.  | Contribute to a positive and cooperative working environment by fulfilling own responsibilities and providing support to co-workers to achieve team goals.                              | Facilitate work team activities, provide assistance and support needed by team members and promote ownership and commitment among team members to work goals to improve team performance. | Establish teams, design and assess tasks to continually improve team effectiveness and cultivate a sense of organisational ownership and a cooperative working environment. |

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### Technical Skills and Competencies

| Technical Competency  | Description  | Proficiency Levels   |   |   |
|---|--|--|---|---|
|   |  | Basic<br>(Levels 1 to 2)   | Intermediate<br>(Levels 3 to 4)   | Advanced<br>(Levels 5 to 6)   |
| <b>Occupational safety and health legislation and enforcement</b> | Knowledge of the Occupational Safety and Health laws, policies and standards, investigative skills, and processes to ensure compliance and effective safety and hazard management. | Knowledge of basic investigative skills and possesses some applicable skills in processes and inspection methodologies.  | Knowledge of evaluation methodologies and processes, and techniques of obtaining OSH data.                    | Knowledge of policy formulation, implementation, planning, and processes for OSH policies.  |
|   |  | Analyses and determines hazardous situations that may affect employee health and safety during inspections/ investigations.  | Knowledge and ability to implement safety management processes and hazard management planning and procedures. | Knowledge of operational procedures and processes of the operational departments  |
|   |  | Understands the implementation procedures, best standards and practices in the industry and possible review of the best practices.   | Knowledge and ability to develop Compliance Assistance toolkits and materials.                                | Knowledge of enforcement framework and other enforcement regime to ensure consistent application of enforcement strategies across the entire value chain. |
|   |  | Knowledge on the utilisation of equipment and instruments related to enforcement procedures.   | Knowledge of basic trend analysis and data collection, if applicable.   | Knowledge of international statutory requirements, standards and current best practices to using latest technology and equipment for safety processes.    |
|   |  | Understands OSH legislations and regulations within work area (e.g. subsidiary legislation).   |   |   |
|   |  | Knowledge and ability to conduct field inspections at workplaces to strengthen industry sensing (e.g. industry's strengths and limitations, business drivers) to identify systemic trends and problem areas ("hotspots"), if applicable. |   |   |

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| Technical Competency   | Description  | Proficiency Levels   |   |   |
|--|--|--|---|---|
|  |  | Basic<br>(Levels 1 to 2)   | Intermediate<br>(Levels 3 to 4)   | Advanced<br>(Levels 5 to 6)   |
| <b>Occupational safety and health governance and standards</b> | Knowledge of international and/or national OSH standards and framework, including latest developments in OSH practices and trends, and knowledge of standards development processes, methodologies and best practices. | Advises employers and stakeholders on the compliance to OSH legislation  |   |   |
|  |  | Knowledge in report writing with ability to reach a level appropriate to audience and management, if applicable. |   |   |
|  |  | Understands and advises employers and stakeholders on relevant OSH standards.                                    | Knowledge of policy and OSH Acts, legislative processes in the local context and implementation processes and approaches. | Possesses specialised knowledge in standards development processes and methodologies in various subject matter at local and international levels. |
|  |  | Aware of developments and ability to suggest OSH best practices within own work area.                            | Understands knowledge management to ensure information is consistently acquired and shared.                               | Understands OSH best practices, including OSH policies, legislation and standards setting processes.  |
|  |  | Knowledge of national OSH standards and frameworks, if applicable.   | Understands standards in the multiple subject areas for OSH professionals.  | Knowledge of latest system safety tools used in the industry.   |
|  | Aware of current policy issues and impact on relevant industries.<br>Aware of the key principles of the OSH framework.   | Understands risk management principles and strategic implementation processes to control systemic lapses.        | Knowledge of international OSH standards and frameworks, if applicable.   |   |

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| Technical Competency                          | Description   | Proficiency Levels  |  |   |
|---|---|---|--|---|
|   |   | Basic<br>(Levels 1 to 2)  | Intermediate<br>(Levels 3 to 4)  | Advanced<br>(Levels 5 to 6)   |
| <b>Stakeholder Management</b>                 | Cultivating partners and establishing networks.   | Communicates clearly with courtesy and tact, and ability to respond to others timely and effectively  | Ability to address current internal and external stakeholder needs, interests and priorities.  | Manage organisation's key stakeholders, strategic partners and investors to maintain high levels of engagement by identifying needs, setting service standards and resolving issues in accordance with organisational procedures  |
| <b>Labour dispute/Dismissal Investigation</b> | Knowledge and understanding of dispute issues by breaking it down in a systematic manner. | <p>Knowledge of investigative approaches (e.g. interviewing, questioning skills), looks into the circumstances surrounding a dispute and asks relevant questions to obtain complete information of the case.</p> <p>Knowledge of section's Standard Operating Procedures (SOP) for investigation (e.g. rules of natural justice).</p> | <p>Knowledge of relevant labour and related laws, policies, practices and procedures so as to assess the arguments involved in the dispute highlighting the significant issues of the case and the basis of settlement.</p> <p>Knowledge and appreciation of the rationale for outcome of past cases and appeals.</p> <p>Ability to assess the arguments submitted by disputing parties and evaluate the evidence gathered vis-à-vis labour laws and policies, industrial practices and standards.</p> | <p>In-depth knowledge of fundamental concepts in interest-based conflict management.</p> <p>Knowledge of tried and tested dispute investigation strategies and approaches and applies the appropriate strategy as necessary.</p> <p>Understands international norms of dispute investigation.</p> <p>Formulate a coherent argument, with holistic evaluation, in arriving at a sound judgement.</p> |
| <b>Labour dispute resolution</b>              | Knowledge and understanding of policies and guidelines to resolve employment disputes.    | <p>Basic knowledge of fundamental concepts in interest-based conflict management.</p> <p>Knowledge of contractual/statutory rights and interest issues.</p>   | Good knowledge of fundamental concepts in interest-based conflict management.  | In-depth knowledge of fundamental concepts in interest-based conflict management  |

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| Technical Competency | Description   | Proficiency Levels       |   |  |
|----------------------|---|--------------------------|---|--|
|                      |   | Basic<br>(Levels 1 to 2) | Intermediate<br>(Levels 3 to 4)   | Advanced<br>(Levels 5 to 6)  |
|                      | Understands the different interests and needs of various parties.   |                          | Good understanding of industrial relations and industrial climate.  | Knowledge of tried and tested mediation strategies and approaches, and applies the appropriate strategy as necessary   |
|                      | Knowledge of relevant advisories, guidelines, best practices and industry norms/ trends for resolving disputes.         |                          | Knowledge of mediation strategies and approaches to resolve conflicts.  | Understands industrial norms internationally.  |
|                      | Knowledge on fundamental rights of trade unions in relation to collective bargaining and representation of its members. |                          | Knowledge of precedent/past cases in the court.<br>Sound understanding of labour policies and good political sensitivity. | Provides strategic direction and innovative ways to improve the industrial relations climate.<br>Forges and maintains close links with internal and external stakeholders. |
|                      |   |                          | Good knowledge on trade union recognition framework.  | Provides inputs to policy formulation.   |
|                      |   |                          | Cultivates a network of stakeholders for ground sentiments and realities.   |  |

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| Technical Competency                 | Description  | Proficiency Levels  |  |   |
|--------------------------------------|--|---|--|---|
|                                      |  | Basic<br>(Levels 1 to 2)  | Intermediate<br>(Levels 3 to 4)  | Advanced<br>(Levels 5 to 6)   |
| <b>Facilitation and chairmanship</b> | Knowledge of facilitation and principles of group dynamics to guide parties toward a dispute settlement.               | Knowledge of existing guidelines and procedures of negotiations.  | Knowledge and ability to apply appropriate facilitation techniques to generate constructive dialogue, practical and creative options, and build consensus between parties.   | Knowledge of and ability to apply transactional analysis, neuro-linguistics skills etc. in seeking a settlement of a dispute.   |
|                                      |  | <p>Knowledge of basic facilitation skills (e.g. use of objective, impartial language) to guide communication between parties along existing guidelines and procedures.</p> <p>Knowledge of group processes in understanding different views and arguments expressed by disputing parties, and ability to handle arguments diplomatically and effectively, and steer parties towards a quick settlement.</p> | <p>Knowledge of group dynamics and ability to separate the process from the content of negotiations, the emotion from the issue, the people from the problem, and deal with them separately.</p> <p>Acts rationally in stressful and emotional situations and stays focused on substantive issues to settle the dispute.</p> | <p>Understands complex dispute settlement cases and their impact on economic, social and political spheres.</p> <p>Ability to steer parties towards a win-win (where applicable) negotiated settlement on complex and high-profile issues that may have social, economic and/or political implications.</p> |
| <b>Prosecution capabilities</b>      | Knowledge of procedural laws, operating procedures, and various regulations in enforcing breaches of the relevant laws | Knowledge of procedures for conduct of investigation, enforcement and prosecution, including prosecution Standard Operating Procedures (e.g. bail/bond procedures, arrest, charging).   | In addition to Level 1,2 competencies:<br><br>Able to independently conduct more complex prosecutions.<br><br>Able to be tactical in conducting prosecutions.  | In addition to Level 3,4 competencies:<br><br>Able to goal-keep trials.<br><br>Provides sound and effective advice and directions to investigating officers and prosecutors to ensure effective prosecution.  |
|                                      |  | <p>Knowledge of relevant Acts related to area of work.</p> <p>Understands the parameters of legal powers and limitations under the relevant Acts.</p>   | <p>Knowledge of other relevant criminal laws in local context (e.g. Penal Code, Immigration Act).</p>  |   |

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| Technical Competency               | Description   | Proficiency Levels   |   |   |
|------------------------------------|---|--|---|---|
|                                    |   | Basic<br>(Levels 1 to 2)   | Intermediate<br>(Levels 3 to 4)   | Advanced<br>(Levels 5 to 6)   |
|                                    |   | <p>Able to draft court papers and other necessary documents, such as correspondence.</p> <p>Able to conduct court matters (e.g. mentions, pre-trial conferences, trials, witness interviews, meetings with counsel).</p> <p>Able to apply the knowledge of prevalent policies in prosecutorial decisions and submissions.</p>        | <p>Able to draft more complex legal documents, able to express legal analysis and assessment.</p> <p>Proficient in legal research.</p> <p>Knowledge of industry-specific policy trends and practices/ malpractices.</p> <p>Identifies and resolves difficulties in the application of the Acts to current industry practices.</p> | <p>Actively conducts research when there is a need to address legal issues.</p> <p>Actively gathers information on policy considerations, market trends and/or key changes in various industrial sectors, and shares it with others.</p>  |
| <b>Civil Advisory Capabilities</b> | <p>Knowledge of laws when giving sound legal advice, vetting Agreements, and proposing and drafting Legislative Amendments.</p> | <p>Basic understanding of relevant laws and principles related to area of work in order to give legal advice, vet legal documents and identify legislative amendments.</p> <p>Able to draft simple documents, advice, minutes.</p> <p>Able to carry out, analyse and apply legal research.</p> <p>Basic legal analytical skills.</p> | <p>In addition to Level 1,2 competencies:</p> <p>Knowledge of policy/operational requirements or constraints for purposes of rendering legal advice.</p> <p>Proficient legal analytical skills.</p> <p>Able to draft complex documents, advice, minutes.</p> <p>More developed legal research abilities.</p>                      | <p>In addition to Level 3,4 competencies:</p> <p>Able to participate in high-level management meetings and advise political office holders.</p> <p>Able to defend inspectorate's position and negotiate for the inspectorate with external agencies/ stakeholders.</p> <p>Able to direct and lead projects.</p> |

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| Technical Competency             | Description  | Proficiency Levels  |   |   |
|----------------------------------|--|---|---|---|
|                                  |  | Basic<br>(Levels 1 to 2)  | Intermediate<br>(Levels 3 to 4)   | Advanced<br>(Levels 5 to 6)   |
|                                  |  |   | <p>Able to participate in meetings with internal clients or external parties which may require rendering advice on the spot, or defending inspectorate's position.</p> <p>Able to direct and coordinate projects.</p> <p>Identifies and resolves difficulties in the application of the Acts administered by the inspectorate to clients' policies intent.</p>  |   |
| <b>Adjudication capabilities</b> | Knowledge of the relevant laws, principles and procedures in order to conduct fair proceedings and make sound legal decisions. | <p>Able to apply the relevant Acts and case law to make sound assessments/ decisions in a case.</p> <p>Able to draft papers (e.g. Assessment, Notice of Infringement, Determination, Caution, Advisory) and other necessary documents, such as correspondence.</p> <p>Able to conduct simple proceedings.</p> <p>Able to draft Grounds of Decision.</p> <p>Able to carry out, analyse and apply legal research.</p> | <p>In addition to Level 1,2 competencies:</p> <p>Able to conduct more complex proceedings.</p> <p>Able to draft more complex legal documents, able to express legal analysis and assessment.</p> <p>Able to facilitate parties to reach a settlement; able to be objective and impartial in mediating between parties.</p> <p>Proficient in legal research.</p> | <p>In addition to Level 3,4 competencies:</p> <p>Able to direct and lead projects.</p> <p>Actively gathers information on policy considerations, market trends and/or key changes in various industrial sectors, and shares it with others.</p> |

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| Technical Competency                       | Description   | Proficiency Levels  |   |  |
|--|---|---|---|--|
|  |   | Basic<br>(Levels 1 to 2)  | Intermediate<br>(Levels 3 to 4)   | Advanced<br>(Levels 5 to 6)  |
| <b>Enforcement of employment practices</b> | Knowledge of laws, operating procedures and various Acts administered for detecting, dealing with, and tackling malpractices in the employment and deployment of migrant workers. | Knowledge of various Acts under the purview of the inspectorate.                            | Knowledge of industry-specific policy trends and practices/ malpractices.   |  |
|  |   | Understands the parameters of legal powers and limitations under the relevant Acts.         | Able to direct and coordinate projects.   |  |
|  |   | Understands policies and guidelines in enforcing the Acts administered by the inspectorate. | Identifies and resolves difficulties in the application of the Acts administered by the inspectorate to current industry practices. |  |
|  |   |   | Knowledge of procedures for the conduct of investigation, enforcement and prosecution.  | Motivates and coaches officers to successfully execute action plans, investigations and prosecutions.  |
|  |   |   | Understands court procedures in the conduct of mentions, pre-trial conferences and trials.  | Acts as mentor in guiding officers to understand market trends in various sectors, and how the impact of changes in the operating environment affects officers' and department's work. |
|  |   |   | Knowledge of industry malpractices and detecting new trends.  |  |
|  |   |   | Knowledge of relevant criminal laws in local context.   |  |

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| Technical Competency                               | Description  | Proficiency Levels  |  |   |
|--|--|---|--|---|
|  |  | Basic<br>(Levels 1 to 2)  | Intermediate<br>(Levels 3 to 4)  | Advanced<br>(Levels 5 to 6)   |
| <b>Enforcement assessment and reasoning skills</b> | Knowledge of the relevant laws, principles, and court procedures in order to conduct an objective and fair assessment.       | Understands relevant laws and principles, including prosecution Standard Operating Procedures (e.g. bail/ bond procedures, arrest, charging). | Understands relevant laws, principles and court procedures in order to make sound assessment of each case.   | Provides sound and effective advice and directions to investigating officers and prosecutors to ensure effective prosecution. |
|  |  | Knowledge of methods in legal writing to draft court papers and other necessary documents.  | In-depth knowledge of methods in legal writing to express legal analysis and assessment.   | Actively conducts research when there is a need to address legal issues on a larger scale.                                    |
| <b>Industry knowledge</b>                          | Knowledge of policies, guidelines, industry-specific trends, and practices pertaining to employment or when assessing cases. | Understands and applies the knowledge of prevalent policy trends in the employment.   | Knowledge of industry-specific policy trends and practices in employment in different sectors  | Acts as mentor in guiding officers to understand global market trends and/or key industry-specific developments.              |
|  |  | Understands employment relations legislation and identifies areas where breach of the legislation may occur                                   | Identifies difficulties in the application of the regulations to current industry practices.<br><br>Actively gathers information on market trends and/ or key changes in various industrial sectors pertaining to employment |   |