# 12531 Australian OHS Education Accrediation Board Logo.jpgCONTENTS

**Application Pack for Universities Applying for Accreditation of Programs for Education of Generalist OHS Professionals**

**Effective from January 2017**

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# Application for Accreditation

# 1 Provider details

**Applying institution**

|  |  |
| --- | --- |
| Name of Institution |  |
| Organisational Unit |  |
| Campus address |  |
| Web address |  |

**University contact**

|  |  |  |
| --- | --- | --- |
| University contact | Name |  |
| Position |  |
| Email address |  |
| Telephone |  |

**Signatures supporting application**

|  |  |  |
| --- | --- | --- |
| Program leader | Name |  |
| Signature |  |

|  |  |  |
| --- | --- | --- |
| Head of School | Name |  |
| Signature |  |

|  |  |
| --- | --- |
| Date of submission |  |

**Note: Application form to be submitted in MS Word format.**

# 2 Program for accreditation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Title of program for accreditation |  | | | | |
| Post nominals for program |  | | | | |
| Institution web link for program details |  | | | | |
| AQF level of program |  | | | | |
| Year of establishment of program or proposed date for first delivery |  | Date of last major review | | | |
| Minimum pre-requisites for application |  | | | | |
| Duration | Is part time available? Yes/No  Is full time available? Yes/No | | | | |
| \_\_\_\_ Full time equivalent (in months)  \_\_\_\_ Minimum (in months)  \_\_\_\_ Average (in months)  \_\_\_\_ Maximum in months | | | | |
| Mode of delivery | * Face-to-face * Block mode  [Total days of block(s) = \_\_\_\_\_\_\_] * Distance mode with compulsory on-campus workshops  [Total days compulsory attendance = \_\_\_\_\_\_\_] * Distance mode with optional on-campus workshops  [Total days optional attendance = \_\_\_\_\_\_\_] * Full distance mode * Other | | | | |
| Brief description of program  *(This should be more than an abstract from a web site. It should provide the assessment panel with an overview of the program.)* |  | | | | |
| Credit points | Total number of credit points \_\_\_\_  Number of credit points that address OHS \_\_\_\_  Topic areas for non OHS credit points: | | | | |
| Enrolments |  | | 2 years ago | Last year | This year |
| New enrolment numbers | |  |  |  |
| Total number of active students across the program (active = enrolled in at least one course/unit during the academic year) | |  |  |  |
| Yearly graduation number | |  |  |  |
| Average attrition rate over the three years | |  | | |

# 3 Evidence for accreditation

***Refer to the Information booklet for examples of evidence and guidance in completing the Evidence Statement.***

*All supporting documentation should be indexed to the relevant accreditation criterion.*

|  |  |
| --- | --- |
| Evidence attached | * Completed evidence statement |
| * Hard copy evidence with index list |
| * Temporary ‘student’ log in to IT system   + Log in and password supplied   + Time period for which access is available (at least 2 months from date of application) |
| Arrangements for interviews | *Once the application is received the registrar will contact the program leader regarding an assessment date. As a minimum the program leader and one member of the teaching must be available for interview on the assessment date.* |
| Head of School | Name  Email  Telephone |
| Program leader | Name  Email  Telephone |
| Teaching staff | Name  Email  Telephone |
| Sessional staff | Name  Email  Telephone |
| Students | *Access to students to be discussed by program leader and registrar* |

## 3.1 Evidence statement

| **Higher Education Standard Domain** | | **Accreditation criteria 2017-2021** | | **Evidence provide** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| **1 Student participation and attainment** | | | |  |  |
| 1.1 | Admission | 1.1 | Admission criteria are clearly stated. |  |  |
|  |  | 1.2 | Admission criteria are designed to ensure that students have the capacity to achieve the program learning outcomes. |  |  |
| 1.2 | Credit and recognition of prior learning | 1.3 | Credit through recognition of prior learning is granted only if the integrity of the course and qualification are maintained. Where credit recognition is granted the student completes a set of courses that comprise an eligible program ie: at least half of the credit points and one-year equivalent full time are OHS units at AQF 7 level or above. |  |  |
| 1.3 | Orientation and progression | 1.4 | Students are supported in transitioning to study through a clear statement of the requirements of the program and expected academic standards. Where appropriate, there is assessment of student readiness. |  |  |
|  | 1.5 | Assessment together with timely and comprehensive feedback to students on their performance is treated as an integral part of the learning process. |  |  |
|  |  | 1.6 | Processes for identifying students at risk of unsatisfactory progress are documented with evidence of their application. |  |  |
|  |  | 1.7 | Student progression through the program is monitored so that trends in rates of retention, progression and completion are monitored as a basis for review and improvement. |  |  |
| 1.4 | Learning outcomes and assessment | 1.8 | Specified learning outcomes for each course include OHS specific knowledge, skills and application as well as generic skills for effective OHS practice. |  |  |
|  | 1.9 | The program includes integrated tasks and structured learning experiences that address the conceptual structure of the OHS Body of Knowledge as defined in the current version of the Accreditation Information Pack. |  |  |
|  |  | 1.10 | There is evidence of integration of learning with workplace/ professional practice. |  |  |
|  |  | 1.11 | A range of assessment methodologies provide evidence that key knowledge and skills have been achieved, together with demonstrable application in practice appropriate to the award. |  |  |
|  |  | 1.12 | Assessment principles, methodology, criteria and expectations are clearly enunciated and communicated to students prior to the commencement of teaching. |  |  |
| 1.5 | Qualifications and certification | 1.13 | The program structure, content and learning activities are appropriate to the level of the award taking account of the criteria in the Australian Qualification Framework. |  |  |
| **2 Learning environment** | | | |  |  |
| 2.1 | Facilities and infrastructure | 2.1 | Where practical activities are undertaken as part of the program, facilities and equipment are sufficient in number and reasonably representative of current OHS practice. |  |  |
|  |  | 2.2 | IT communication and library facilities are reliable and accessible by all students. |  |  |
|  |  | 2.3 | The learning environment, whether physical, virtual or blended, and associated learning activities support academic interactions among students outside of formal teaching. |  |  |
| 2.2 | Diversity and equity |  |  |  |  |
| 2.3 | Wellbeing and safety | 2.4 | There are adequate facilities for student support and counselling regarding academic progress readily accessible by all students in forms that reflect their mode of learning and physical access to the campus. |  |  |
| 2.4 | Student grievances and complaints |  | There is demonstrable adherence to institutional processes for recognising and responding to student grievances and complaints and there is a proactive and equitable response to student concerns such that, where appropriate, they may be resolved at a program or course level. |  |  |
| **3 Teaching** | | | |  |  |
| 3.1 | Course design | 3.1 | Program information, including individual course descriptions includes content summary, expected learning outcomes (with course outcomes mapped to program outcomes), methods of assessment and compulsory requirements for completion. |  |  |
|  |  | 3.2 | The approach to teaching, learning and assessment is clearly enunciated, informed by current educational theory and practice, and evident both in teaching and assessment arrangements and support provision. |  |  |
|  |  | 3.3 | The teaching program demonstrates current and leading-edge thinking and research in OHS knowledge and practice. |  |  |
|  |  | 3.4 | Sequence of courses studied and teaching and learning activities are designed to foster cumulative achievement of learning outcomes as the student progresses toward achievement of professional level knowledge and skills in OHS practice. |  |  |
|  |  | 3.5 | There is adequate opportunity and facilities for student: staff and student peer-interaction to enable the development of skills, knowledge and understanding required of an effective entry-level OHS professional, irrespective of the mode of delivery and location of student. |  |  |
| 3.2 | Staffing | 3.6 | Academic staffing profile provides the underpinning knowledge, level of academic oversight and teaching capacity to lead students in the intellectual enquiry expected of the learning outcomes for the program and for each course. |  |  |
|  |  | 3.7 | Staff receive induction and professional development to enable them to be an integral part of the education process. |  |  |
|  |  | 3.8 | Where sessional staff are employed for a series of lectures or for a unit there is suitable supervision and support to enable them to contribute as an integral part of the educational process. |  |  |
|  |  | 3.9 | There are arrangements for input to the teaching program by practicing OHS professionals. |  |  |
|  |  | 3.10 | Teaching staff have experience in the OHS field and/or are supported in obtaining/maintaining industry contact and experience. |  |  |
|  |  | 3.11 | Teaching staff are encouraged and supported in undertaking professional development both in their OHS-related academic field and in teaching and learning. |  |  |
|  |  | 3.12 | Support staff in sufficient number and capability to ensure the quality and viability of the program. |  |  |
| 3.3 | Learning resources and education support | 3.13 | Library and other study resources are current, available and suitable for the content, modes of learning and numbers of students. |  |  |
|  | 3.14 | IT facilities and staff IT skills are suitable for the modes of delivery and learning models. |  |  |
| **4 Research and research and research training** | | | |  |  |
| 4.1 | Research | 4.1 | Teaching staff are encouraged and supported in undertaking research and are expected to maintain scholarship in their OHS-related field. |  |  |
| 4.2 | Research training | 4.2 | Teaching program and learning outcomes address research principles and methodology appropriate to OHS in the workplace and the AQF level of the qualification. |  |  |
| **5 Institutional quality assurance** | | | |  |  |
| 5.1 | Course approval and accreditation |  |  |  |  |
| 5.2 | Academic and research integrity | 5.1 | Validity and reliability of assessment modes can be demonstrated. |  |  |
|  | 5.2 | Integrity of assessment can be demonstrated taking account of the mode of delivery of learning and assessment. |  |  |
| 5.3 | Monitoring, review and improvement | 5.3 | Programs are subject to periodic comprehensive review which includes the program overall as well as individual courses. The review addresses learning outcomes, methods of assessment as well as staffing. |  |  |
|  |  | 5.4 | Review is informed by developments in OHS and education, identified risks to the program, student achievement data, student and staff feedback, changing needs of students, developments in OHS and in education. |  |  |
|  |  | 5.5 | Review process includes input by past and present students. |
|  |  | 5.6 | Regular course review includes evidence of response to student feedback and lecturer reflection on the delivery of the individual courses. |  |  |
|  |  | 5.7 | Formal processes and structures are in place for regular oversight and input by OHS professionals and industry. Such arrangements should be designed so that the industry and professional advisors have some familiarity with the program and their input is timed to inform university approval processes. |  |  |
| 5.4 | Delivery with other parties | 5.8 | Where work placements are part of the program documented policies and procedures ensure student safety, quality of student experience and contribution to student learning outcomes. |  |  |
| **6 Governance and accountability** | | | |  |  |
| 6.1 | Corporate governance |  |  |  |  |
| 6.2 | Corporate monitoring and accountability |  |  |  |  |
| 6.3 | Academic governance | 6.1 | The program sits within a defined faculty/school and there is a statement of commitment to the program by the head of the faculty/school that includes budgetary and infrastructure provision. |  |  |
|  |  | 6.2 | There is a clearly identified leader of the academic team for the program who has a background in an OHS-related discipline. |  |  |
| **7 Representation, information and information management** | | | |  |  |
| 7.1 | Representation |  |  |  |  |
| 7.2 | Information for prospective and current students | 7.1 | Publicly available program information clearly defines the nature and level of the qualification, expectations/requirements of students including indicative workload, the learning outcomes, any content emphasis, any resource requirements including IT/internet access and any requirements for access to a workplace together with all forms of student support arrangements as a basis for informed decision-making pre-enrolment. . |  |  |
| 7.3 | Information management |  |  |  |  |

## 3.2 OHS Professional capabilities

*This matrix provides a useful tool to map the units or courses where assessment activities include the AQF/OHS capability statements. Delete the column(s) not related to the program for which accreditation is being sought then add a column to the right and enter the unit/course titles or assessment activities where the capability is assessed.*

**OHS capabilities: Skills: Analyse and evaluate information**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **OHS Bachelor**  **AQF 7** | **OHS Grad Dip**  **AQF 8** | **OHS Masters**  **AQf 9** |
| **SKILLS**  **Graduates will have well developed cognitive, technical and communication skills to** | **In 7.1.1** Access and evaluate knowledge from a range of sources relevant to OHS practice  **In 7.1.2** Critically analyse and consolidate information from such range of sources  **In 7.1.3** Synthesise the information to inform OHS practice | **In 8.1.1** Access and critically evaluate information from a range of sources as part of evidenced informed OHS practice  **In 8.1.2** Challenge information and current thinking as it relates to professional practice | **In 9.1.1** Access and critically evaluate the implications for OHS practice of complex information from workplace, national and international sources including academic literature  **In 9.1.2** Reflect critically on OHS theory and research and its relevance for practice |
|  | **In 8.2.1** Access, analyse, consolidate and synthesise relevant knowledge to inform OHS practice | **In 9.2.1** Generate complex ideas and concepts  **In 9.2.2** Evaluate complex ideas and concepts to interpret and evaluate theoretical perspectives. |
|  |  |  | **In 9.3.1** Investigate, analyse and synthesise complex information, concepts and theories and demonstrate their applicability to different areas of the Body of Knowledge for Generalist OHS Professionals and/or specialised aspects of OHS practice |

**OHS capabilities: Skills - Solve problems**

|  | **OHS Bachelor**  **AQF 7** | **OHS Grad Dip**  **AQF 8** | **OHS Masters**  **AQF 9** |
| --- | --- | --- | --- |
| **SKILLS**  **Graduates will have well developed cognitive, technical and communication skills to** | **Pr 7.1.1** Apply critical thinking, information gathering and communication skills to identify and analyse sometimes complex OHS problems  **Pr 7.1.2** Generate practical evidence-informed solutions taking account of legislation and industry standards and justify the proposed solutions | **Pr 8.1.1** Apply critical thinking, information gathering and communication skills to identify and analyse complex OHS problems  **Pr 8.1.2** Generate and prioritise practical evidence-informed solutions taking account of legislation and industry standards  **Pr 8.1.3** Justify proposed solution(s) taking account of organisational, commercial, legal, industry and other relevant factors | **Pr 9.1.1** Apply critical thinking, information gathering and communication skills to identify and analyse complex OHS problems and identify emerging issues  **Pr 9.1.2** Synthesise information and established theory from a variety of sources to generate practical evidence-informed solutions to OHS problems taking account of legislation and industry standards and defend the proposed solutions  **Pr 9.1.2** Prioritise practical evidence-informed solutions to OHS problems within a business environment taking account of legislation  **Pr 9.1.4** Apply a business evaluation process to justify proposed solution(s) taking account of commercial factors, industry standards and legal obligations |
|  | **Pr 9.2.1** Engage in evidence-informed reflective practice and professional discussion, encompassing the implications for practice of new research findings and theoretical developments |
|  |  |  | **Pr 9.3.1** Access and critically review academic literature and apply findings from research to inform professional practice  **Pr 9.3.2** Design, implement, evaluate and report on relevant activities and situations with a view to extending/deepening the OHS Body of Knowledge  **Pr 9.3.3** Approach the resolution of complex problems in a critically reflective manner drawing upon extant theory and appropriate evaluative activity |

**OHS capabilities: Skills - Communication skills to transmit knowledge, skills and ideas**

|  | **OHS Bachelor** | **OHS Grad Dip** | **OHS Masters** |
| --- | --- | --- | --- |
| **SKILLS**  **Graduates will have well developed cognitive, technical and communication skills to** | **Com 7.1.1** Select and appropriately apply a broad range of communications skills and formats to explain technical information and concepts to workplace audiences | **Com 8.1.1** Convey technical information and theoretical concepts in a clear, concise and logical manner giving underpinning rationale | **Com 9.1.1** Interpret and tailor technical information, complex concepts and theories to communicate knowledge and ideas to a range of specialist and non-specialist audiences using an appropriate range of communication strategies  **Com 9.2.2** Provide the evidence-base and logical reasoning to explain the risks and benefits of a range of options and justify relevant propositions and recommendations |
|  | **Com 8.2.1** Interpret and tailor information to communicate knowledge and ideas to a range of audiences using an appropriate range of communication strategies  **Com 8.2.2** Demonstrate written, oral and non verbal communication skills that reflect empathy for the audience |
|  |  |  | **Com 9.3.1** Engage in evidence-informed reflective practice, evaluative activities and professional discussion with a view to testing ideas through peer appraisal |

**OHS capabilities: Application**

|  | **OHS Bachelor**  **AQF 7** | **OHS Grad Dip**  **AQF 8** | **OHS Masters**  **AQF 9** |
| --- | --- | --- | --- |
| **APPLICATION OF KNOWLEDGE AND SKILLS Graduates will be able demonstrate application of knowledge and skills to** | **App 7.1.1** Recognise the limits of one’s own knowledge and skills and seek specialist advice as appropriate  Observe relevant codes of conduct | **App 8.1.1** Make high level independent judgements regarding technical OHS issues and plan, implement and monitor OHS-related projects  **App 8.1.2** Recognise the limits of one’s own knowledge and skills and seek specialist advice as appropriate  **App 8.1.3** Observe relevant codes of conduct including identifying when disclosure/whistle blowing may be appropriate | **App 9.1.1** Make high level independent judgements regarding technical OHS issues and plan, implement and monitor OHS-related projects  **App 9.1.2** Operate with a high level of autonomy to conceptualise, plan, implement and evaluate major OHS related projects  **App 9.1.3** Recognise limits of one’s own knowledge and skills and seek specialist advice as appropriate  **App 9.1.4** Observe relevant codes of conduct and engage in discussion on distinguishing features of professional practice  **App 9.1.5** Identify when disclosure/whistle blowing may be appropriate and take appropriate action and be able to foster work environment elements that are conducive to open expression of worker concerns |
| **App 7.1.2** Recognise the implications of different work environments and work cultures and the implications for OHS practice |
| **App 7.2.1** Work independently and as part of a team in addressing a range of OHS problems  **App 7.2.2** Recognise the value of professional, enterprise and industry collaboration  **App 7.2.3** Be accountable for the technical and conceptual underpinnings of one’s own practice  **App 7.2.4** Be reliable in meeting commitments in accord with agreed time lines | **App 8.2.1** Work independently and as part of a multidisciplinary team  **App 8.2.2** Be accountable for technical and conceptual underpinning of own practice across arrange of areas of practice and diverse contexts  **App 8.2.3** Ability to operate across a range of activities that create different demands in implementation while meeting agreed delivery time lines | **App 9.2.1** Ability to operate across a range of responsibilities and activities that create different demands in implementation while meeting required delivery time lines  **App 9.2.2** Work with people from many disciplines and backgrounds, across a range of work groups including at the highest decision-making levels, demonstrating leadership capacity  **App 9.2.3** Work in diverse, complex and unfamiliar contexts  **App 9.2.4** Be accountable for technical and conceptual underpinning of own practice at a high level including currency with recent research across arrange of areas of practice and diverse contexts  **App 9.2.5** Bring an international perspective to professional practice |
| **App 7.3.1** Contribute to and implement an agreed problem-solving strategy  **App 7.3.2** Take individual responsibility for a small research project or evaluative study of OHS practice  **App 7.3.3** Apply project management skills to conduct OHS projects of limited scope | **App 8.3.1** Take a leadership role to operationalise and implement strategy  **App 8.3.2**.Apply project management skills to conduct projects to implement change | **App 9.3.1** Identify priorities and develop strategies for addressing OHS problems that require the involvement of others for successful implementation  **App 9.3.2** Apply research principles to design projects to investigate issues within the workplace  **App 9.3.3** Apply project management skills to implement significant projects in the workplace |

## 3.3 Program content and the OHS Body of Knowledge

*Refer to the Information Pack, specifically Appendix 4: Information sheets - Accreditation Criterion 1.9. Note do not just enter unit identification numbers.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Concept** |  | **Sub-concept** | **Summary of courses and extent of BOK covered** |
| ***Foundation science*** | 7 | *for understanding hazards, mechanism of action and so control* |  |
| **Socio-political context** | 8.1 | OHS law and regulation in Australia |  |
| 8.2 | Principles of OHS Law |
| 9 | Industrial, technological and business imperatives |  |
| **The organisation** | 10 | The Organisation |  |
|  | 10.2 | Organisational culture |
|  |  | *Complexity and adaptability* |
|  |  | OHS performance evaluation |  |
| **Systems** | 11 | Systems and systems thinking, management systems, systems of work |  |
|  |  | Process safety |  |
|  |  | Rules procedures and documentation |  |
| **Human (individual)** | 12 | As a biological system |  |
| 13 | Basic psychological principles |  |
| 14 | Basic principles of social interaction |  |
| **Hazards and their mechanisms of action and related controls** | 15 | Hazard as a concept |  |
| 16 | Biomechanical |  |
| 17 | Chemical |  |
| 18 | Biological |  |
| 19 | Psycho-social hazards and occupational stress |  |
| 20 | Psychosocial: Fatigue |  |
| 21 | Psychosocial: Bullying, aggression and violence |  |
| 22 | Physical: Noise and vibration |  |
| 23 | Physical: Electricity |  |
| 24 | Physical: Ionising radiation |  |
| 25 | Physical: Non ionising radiation |  |
| 26 | Physical: Thermal (hot/cold environments, processes and objects) |  |
| 27 | Physical: Gravitational (people and things falling from heights), slips and trips |  |
| 28 | Physical: Mechanical plant |  |
| 29 | Physical: Mobile plant |  |
| 30 | Physical: Vehicles and occupational road use |  |
|  |  | Process safety hazards |  |
| **Risk** | 31 | Risk |  |
|  | 31.2 | Risk and decision making |  |
|  |  | People, risk and psychology |  |
| **Causation** | 32 | Models of occurrence causation (safety) |  |
| 33 | Models of causation (health determinants) |  |
| **Control** | 34 | Prevention and intervention |  |
| 34.2 | User-centred safe design approach to control |  |
|  | Engineered safe design |  |
|  | Design of good work |  |
|  | Occupational health |  |
|  | Fitness for duty |  |
| 35 | Mitigation: Emergency planning |  |
| 36 | Mitigation: Health impacts |  |
| **Practice** | 38 | Model of OHS practice |  |
|  | Leadership and the OHS professional |  |
|  | Working in organisations |  |
| 39 | The OHS professional as a critical consumer of research |  |
|  |  | The OHS professional as a workplace researcher |  |
|  |  | Ethical and professional practice |  |

The matrix below requires an indication of the extent to which the Learning Outcomes for the OHS Body of Knowledge are addressed in assessment activities by shading the relevant OHS Body of Knowledge Learning outcomes.

*(Where no numbers are listed for existing chapters the learning outcomes are under development and will be posted on* [*http://www.ohsbok.org.au/resources/learning-outcomes/*](http://www.ohsbok.org.au/resources/learning-outcomes/) *when available. Learning outcomes for new chapters will be developed once the chapters are published. Where universities include topics in their curriculum where no detailed learning outcomes are listed the chapter title should be highlighted.)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 8 OHS law in Aust | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 8.9 | 8.10 |  |  |  |
| 8.2 Principles of OHS Law | 8.2-1 | 8.2-2 | 8.2-3 | 8.2-4 | 8.2-5 | 8.2-6 | 8.2-7 | 8.2-8 | 8.2-9 | 8.2-10 | 8.2-11 | 8.2-12 |  |
| 9 Industrial, tech & business imperatives | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 | 9.8 | 9.9 |  |  |  |  |
| 10 The Organisation | 10.1 | 10.2 | 10.3 | 10.4 | 10.5 | 10.6 | 10.7 | 10.8 | 10.9 |  |  |  |  |
| 10.2 Organisational culture |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Complexity and adaptive capacity |  |  |  |  |  |  |  |  |  |  |  |  |  |
| OHS performance evaluation |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 Systems | 11.1 | 11.2 | 11.3 | 11.4 | 11.5 | 11.6 | 11.7 | 11.8 |  |  |  |  |  |
| Process safety |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Rules and procedures |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16 Biomechanical hazards | 16.1 | 16.2 | 16.3 | 16.4 | 16.5 | 16.6 | 16.7 | 16.8 | 16.9 | 16.10 | 16.11 |  |  |
| 17 Chemical hazards | 17.1 | 17.2 | 17.3 | 17.4 | 17.5 | 17.6 | 17.7 | 17.8 | 17.9 | 17.10 |  |  |  |
| 18 Biological hazards | 18.1 | 18.2 | 18.3 | 18.4 | 18.5 | 18.6 | 18.7 | 18.8 | 18.9 |  |  |  |  |
| 19 Psychosocial hazards | 19.1 | 19.2 | 19.3 | 19.4 | 19.5 | 19.6 | 19.7 | 19.8 | 19.9 | 19.10 |  |  |  |
| 20 Fatigue | 20.1 | 20.2 | 20.3 | 20.4 | 20.5 | 20.6 | 20.7 | 20.8 | 20.9 | 20.10 |  |  |  |
| 21 Bullying, aggression and violence | 21.1 | 21.2 | 21.3 | 21.4 | 21.5 | 21.6 | 21.7 | 21.8 | 21.9 | 21.10 | 21.11 | 21.12 | 21.13 |
| 22 Noise & vibration | 22.1 | 22.2 | 22.3 | 22.4 | 22.56 | 22.6 | 22.7 | 22.8 | 22.9 | 22.10 |  |  |  |
| 23 Electricity | 23.1 | 23.2 | 23.3 | 23.4 | 23.5 | 23.6 | 23.7 | 23.8 | 23.9 | 23.10 | 23.11 |  |  |
| 24 Ionising radiation | 24.1 | 24.2 | 24.3 | 24.4 | 24.5 | 24.6 | 24.7 | 24.8 | 24.9 | 24.10 |  |  |  |
| 25 Non ionising radiation | 25.1 | 25.2 | 25.3 | 25.4 | 25.5 | 25.6 | 25.7 | 25.8 | 25.9 | 25.10 | 25.11 |  |  |
| 26 Thermal environment | 26.1 | 26.2 | 26.3 | 26.4 | 26.5 | 26.6 | 26.7 | 26.8 | 26.9 | 26.10 |  |  |  |
| 27 Gravitational hazards | 27.1 | 27.2 | 27.3 | 27.4 | 27.5 | 27.6 | 27.7 | 27.8 | 27.9 |  |  |  |  |
| 28 Plant | 28.1 | 28.2 | 28.3 | 28.4 | 28.5 | 28.6 | 28.7 | 28.8 | 28.9 | 28.10 |  |  |  |
| 29 Mobile plant | 29.1 | 29.2 | 29.3 | 29.4 | 29.5 | 29.6 | 29.7 | 29.8 | 29.9 | 29.10 |  |  |  |
| 30 Vehicles and occupational driving | 30.1 | 30.2 | 30.3 | 30.4 | 30.5 | 30.6 | 30.7 | 30.8 | 30.9 | 30.10 | 30.11 |  |  |
| Process safety hazards |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 31 Risk | 31.1 | 31.2 | 31.3 | 31.4 | 31.5 | 31.6 | 31.7 | 31.8 |  |  |  |  |  |
| 31.1 OHS Risk and decision making |  |  |  |  |  |  |  |  |  |  |  |  |  |
| People, risk and psychology |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 32 Models of causation: Safety | 32.1 | 32.2 | 32.3 | 32.4 | 32.5 |  |  |  |  |  |  |  |  |
| 33 Models of causation: Health | 33.1 | 33.2 | 33.3 | 33.4 | 33.5 | 33.6 |  |  |  |  |  |  |  |
| 34 Prevention and intervention | 34.1 | 34.2 | 34.3 | 34.4 | 34.5 | 34.6 | 34.7 | 34.8 |  |  |  |  |  |
| Engineered safe design |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Design of good work |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Occupational health |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Fitness for duty |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 35 Mitigation: Emergency preparedness | 35.1 | 35.2 | 35.3 | 35.4 | 35.5 | 35.6 | 35.7 | 35.8 | 35.9 | 35.10 |  |  |  |
| 36 Mitigation: Health impacts | 36.1 | 36.2 | 36.3 | 36.4 | 36.5 | 36.6 | 36.7 |  |  |  |  |  |  |
| 38 OHS Model of Practice | 38.1 | 38.2 | 38.3 | 38.4 | 38.5 | 38.6 |  |  |  |  |  |  |  |
| Leadership and the OHS professional |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Working in organisations |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 39 Critical consumer of research | 39.1 | 39.2 | 39.3 | 39.4 | 39.5 | 39.6 | 39.7 | 39.8 |  |  |  |  |  |
| The OHS professional as a workplace researcher |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ethics and professional practice |  |  |  |  |  |  |  |  |  |  |  |  |  |

## 3.4 List of attachments

*The supporting evidence as noted in the evidence statement will be a number of attachments which may include: course guides; assessment/marking guides; information provided to students, CVs, minutes of meetings. These attachments should be listed below.*