



Third Annual Report

2013-2014





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Members of the Australian OHS Education Accreditation Board

Meagan Browne BSc, MAppSc(Org Dynamics), MAppSci(Toxicology), GCert Industrial Hygiene Science, DipEd
Director Operations Support, WorkSafe Victoria
Regulator/policy body representative

Professor Mike Capra BSc, MSc, PhD, FSIA
University of Queensland
Safety Institute of Australia representative

Professor David Cliff BSc(Hons), PhD, GDipEnvStud, GDipOutdoor Ed, GDipBusAdmin
CPMSIA, CChem, MRACI, MEIANZ, MCombustion Institute, MAusIMM, Member of Mine Managers Association of Australia
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OHS academic

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Human Factors and Ergonomics Society of Australia representative

Associate Professor Timothy Driscoll BSc(Med), MBBS, MOHS, PhD, FAFOEM, FAFPHM
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Professor Bruce King BA, DipT, DipEd, DipEd, MA(Research), Fellow Australian College of Educators
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Dr Sue Reed BSc, MEngSc, MSc(OccHyg), PhD, CIH, COH, FAIOH, FSIA, MAA
Associate Professor, School of Exercise & Health Sciences, Edith Cowan University
Australian Institute of Occupational Hygiene representative

As of December 2013 Dr Reed was replaced by:

Jane Whitelaw MSc, GDApSci OHS, MAIOH, COH
Post Graduate Program Coordinator, Occupational Health, University of Wollongong

Leo Ruschena MSc(OccHyg), MIER, BEng, BEcon, GDipOrgBehaviour, CFSIA
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National OHS Coordinator, Australian Manufacturing Workers Union
Australian Council of Trade Unions representative

Mike Walsh BOHS
Managing Director Mollitiam Pty Ltd, Senior Associate Aussafe Consulting
OHS professional

Registrar

Pam Pryor BSc, BEd, GDOHM, FSIA



Acknowledgements

Accreditation assessment panels

The Accreditation Board wishes to acknowledge and thank the following OHS academics and OHS professionals who have contributed time to participate in accreditation assessment panels between the commencement of accreditation and June 30, 2014.

Academics

Professor Mike Capra, University of Queensland

Dr Margaret Cook, University of Queensland

Leo Ruschena, RMIT University

David Cliff, Minerals Industry, Safety and Health Centre, University of Queensland

Tim Driscoll, University of Sydney

Susanne Tepe, RMIT University

Professor Dino Pisaniello, University of Adelaide

Dr Jodi Oakman, Latrobe University

OHS professionals

Meagan Browne, WorkSafe Victoria

Angela Seidel, OHS Manager, PMP Printing

Mike Walsh, Managing Director Mollitiam Pty Ltd

David Skegg, Manager, Health, Safety & Environment, Clyde Babcock-Hitachi (Australia) Pty Ltd

Trevor Love, Principal, AusSafe Consulting

Patrick Murphy, Global HSE Manager, Corporate Functions, Rio Tinto

PJ Fleming, Assistant Director Safety Capability, Defence Centre for Occupational Health & Safety

Supporting partners

The Australian OHS Education Accreditation Board could not undertake much if their work without the support of their Supporting Partners.





1 Report by Registrar and Chairperson

The Australian OHS Education Accreditation Board is now completing its third year of operation. Originally established for the sole purpose of accrediting OHS professional education programs the Accreditation Board has taken on a much broader role in OHS professional education and OHS capability than envisaged at its commencement. The Board is active in three main areas:

- Recognising university-level programs that meet the accreditation criteria
- Advocating for a sustainable environment for OHS education, and
- Custodian of the OHS Body of Knowledge.

These activities are particularly important in the light of the Australian Work Health and Safety Strategy 2012-2022 *Healthy, safe and productive working lives*, which includes the strategic outcome that those providing work health and safety education, training and advice have appropriate capabilities.

1.1 Accreditation of university level OHS education programs

There are currently 14 universities offering a total of 29 OHS professional education programs:

- 5 Bachelor programs (1 having achieved accreditation and one being processed)
- 13 Graduate Diploma programs (6 accredited, 1 being processed)¹
- 10 Master programs (4 accredited, 1 being processed).

A total of 11 programs have been accredited from RMIT University, Latrobe University, Monash University, Edith Cowan University, University of Newcastle, Queensland University of Technology and University of Queensland. Three further programs are being assessed with 9 programs having indicated their intention to submit in 2014.

Universities with accredited programs are able to display the Accredited Program logo on their web site and related publications. A register of OHS professional education programs is also available on the Accreditation Board website which is becoming a first port of call for potential students.

Anecdotally, universities that have gone through the accreditation have found it a constructive and supportive process. A formal review is being conducted of the implementation to date. The protocol for the review has been approved by the University of Sydney Human Research Ethics Committee and will include interviews of university representatives and assessment panel members as well as examination of accreditation reports and annual reviews by the universities.

1.2 Advocating for a sustainable environment for OHS education

It quickly became clear that the Accreditation Board had to engage more broadly to influence factors that potentially threatened the availability and quality of OHS professional education.

OHS VET education

OHS practitioner qualifications are offered by the VET sector at Certificate IV, Diploma and Advanced diploma levels. While many of these programs are of good quality there is concern about some

¹ Nine of the Graduate Diploma programs are nested in masters programs.



providers especially those offering short course programs. The quality of OHS VET qualifications is important to the OHS profession as:

- A Diploma in OHS is seen as a pathway into some university-level OHS programs
- Professional certification is being implemented for OHS professionals and practitioners with certification at the practitioner level based on the Diploma of OHS
- Many OHS practitioners work as solo practitioners and so do not have mentoring and job support from experienced OHS practitioners and professionals.

While the Accreditation Board does not operate in the VET sector it has engaged with industry level bodies including Innovation and Business Skills Australia (IBSA). Through the registrar the Accreditation Board is represented on the IBSA Business Services Sector Advisory Committee and is providing input to a User Guide being developed for RTOs delivering the Work Health and Safety Practitioner qualifications.

Capability and supply of OHS educators and small centres of OHS education

As commented earlier, there are 14 universities providing OHS professional education programs. The teaching units frequently only comprise 2-3 people with some programs relying on one staff member supported by sessional lecturers. University criteria for appointment usually include a PhD for even base level lecturing positions. Not only are there few people with OHS related PhDs in Australia thus creating a limited supply of people meeting university requirements but the significant pay differential between academia and industry makes full time academic positions unattractive.

The Accreditation Board seeks to promote a collaborative model for the delivery of OHS professional education to create centres of excellence in OHS knowledge and teaching to ensure the expertise to deliver quality OHS education. Due to limited resources this has not been progressed in 2013-14 but remains an objective for the Board.

Recognition of OHS professional education

OHS education tends to have a low profile in universities which can impact on allocation of resources and even the viability of the programs. The universities that have gone through accreditation have all reported an increase in profile and recognition of the OHS teaching unit within the university following the accreditation process.

Awards are also part of the Accreditation Board recognition program. The Accreditation Board joined with the Safety Institute of Australia to provide the annual OHS Education Awards at the bachelor, graduate diploma/masters and PhD levels. The Accreditation Board has developed a proposal for an OHS Educator Award but at this stage it is unfunded.

OHS Capability

While all of the activities of the Accreditation Board are directed toward OHS capability there have been two exciting developments in this area: the Australian WHS strategy and the compilation of the *Developing OHS Capability Package*.

OHS Capability and the Australian WHS Strategy

The capability action area for the Australian WHS strategy includes the objective that *those providing work health and safety education, training and advice have the appropriate capabilities*. The Board has published four statements of commitment to this objective. The target outcomes of this commitment are that:



- New graduate OHS professionals will have the required knowledge and skills to enter the workforce as effective entry level OHS professionals
- University level OHS teaching units have access to qualified OHS educators sufficient in number and scope of knowledge, skills and experience to address the required scope of teaching and learning as well as OHS expertise.
- The OHS Body of Knowledge describes the theoretical knowledge that underpins OHS professional advice.
- Managers and organisations have guidance on how to meet their due diligence requirements in ensuring access to appropriate and credible advice.

The detailed statements of commitment are available on the Board website with achievement against these targets reported in the Appendix to this report.

All Supporting Partners have signed statements of commitment to the capability outcome of the Australian Strategy which are published on the Board website.

Developing OHS Capability Package

Managers may meet their due diligence requirements in some respects by proper reliance on advice from and the activities of others, however they must be able to demonstrate the reasonableness of relying on that advice. There are no mandatory requirements to practice OHS and, until recently, no benchmarks for assessing the competence of those in the OHS function. Thus managers have to consider what constitutes 'credible' and 'appropriate' advice.

The *Developing OHS Capability Package* has been compiled by the Australian OHS Education Accreditation Board to assist employers to evaluate their OHS capability and where appropriate support development of capability in their organisation. The materials in this package have been developed from capability statements and learning outcomes developed through workshops with OHS educators and professionals, other activities undertaken by the Accreditation Board together with input by one of our Supporting Partners *Safesearch*. This package was launched at the Supporting Partner Breakfast in October and is freely available on the Board web site. These resources will be enhanced with pre-recorded podcasts. The introduction of certification offers an opportunity to join with the SIA to use the package to support organisational capability while promoting the OHS profession.

1.3 OHS Body of Knowledge

The OHS Body of Knowledge for Generalist OHS Professionals was developed as part of the OHS Body of Knowledge project funded by WorkSafe Victoria. It has attracted acclaim both in Australia and internationally. The OHS Body of Knowledge is available free of charge for individual professional, non-commercial use at www.ohsbok.org.au. The copyright of the OHS Body of Knowledge is held by the Safety Institute of Australia with the Australian OHS Education Accreditation Board having a custodian role responsible for currency and further development. Originally published in 2012 the Accreditation Board has developed a seven year review and update schedule.

The Accreditation Board is very excited that the contribution of the OHS Body of Knowledge to capability has been recognised by Safe Work Australia. SWA is supporting the development of four additional chapters:

- Principles of OHS Law
- A user centred, safe design approach to control



- Organisational culture
- OHS risk and decision making.

Two chapters are now complete, one is being edited, the fourth is nearing completion of the first draft. It is intended that three of the four chapters will be launched in October, 2014 with the fourth launched in December, 2014.

The development of the each chapter is managed by the Australian OHS Education Accreditation Board with technical input and writing of the chapters managed through Topic Specific Technical Panels. Input to the chapters has been enhanced by workshops and focus groups with OHS professionals.

1.4 International engagement

The International Network of Safety and Health Practitioner Organisations (INSHPPO) is developing a Global Framework for OHS Practice. One component of this framework describes the role and tasks, knowledge and skills for generalist OHS professionals, other components include guidelines for OHS professional bodies on codes of conduct, education accreditation and for certification of professionals.

The Registrar is a member of a three-person working party that has developed the role, knowledge and skills component of the Global Framework for Practice which has been informed by the Australian OHS Body of Knowledge and the capability statements developed by the Board.

Other components of the framework to which the Accreditation Board is contributing include guidelines for bodies accrediting OHS professional education. The registrar has also provided input to a research publication commissioned by INSHPPO on the value of the OHS professional.

1.5 The view ahead to 2015

The next year will be a busy one for the Accreditation Board. Activity will focus on two areas: accreditation and the OHS Body of Knowledge.

Three accreditation applications were received in June for processing in July. Intention to submit notices have been received for 11 further applications to be submitted in 2014 with some of the assessments following into 2015. This represents a high workload for the Accreditation Board and the academics and professionals who give of their time to be part of the assessment panels.

The remainder of 2014 will see completion of the four new chapters of the OHS Body of Knowledge with project briefs being developed for a further four chapters. Commissioning of these chapters will be dependent on funding.

Pam Pryor
Registrar

July 2014

Mike Capra
Chairperson



2 Core principles

2.1 Purpose statement

To contribute to workplace health and safety by facilitating the education of graduates equipped with the knowledge and skills to enter the workplace as effective entry-level OHS professionals.

2.2 Vision

That OHS professional education is based on strong scientific and technical concepts, evidenced-informed, delivered by suitably competent persons and so recognised by the profession, government, industry and the community.

2.3 Mission

To ensure that OHS professional education is based on educational design and review processes, and delivery of learning appropriate to develop graduates equipped with the knowledge and skills to enter the workplace as an entry-level generalist OHS professional.

2.4 Corporate and business structure

The Accreditation Board is created under the By Laws of the Safety Institute of Australia. As such it is auspiced by the Safety Institute of Australia but is independent in its decision-making regarding standards and accreditation of OHS education programs. The SIA By Laws describing the governance arrangements for the Accreditation Board were revised in December 2012.

Membership of the Board is an honorary non-executive position with travel expenses for meetings and for participation in assessment panels reimbursed. The chair of the Board is determined by the Board members. Members the Board are appointed as individuals based on their expertise and experience related to the activities of OHS professionals and the education of OHS professionals. The Board is supported by a registrar which is a part time remunerated position.

3 Operating environment

3.1 The Australian WHS Strategy and Safe Work Australia

Australian Work Health and Safety Strategy 2012-2022, with the vision of *Healthy, safe and productive working lives*, was released in October 2012. This strategy sets the focus and direction for activities of Safe Work Australia (SWA) and OHS regulators, employer bodies and other bodies involved in promoting improvements in OHS. The strategy defines seven action areas, one of which is Work Health and Safety (WHS) capabilities. The capability action area has four strategic outcomes one of which relates specifically to the work of the Accreditation Board: *those providing work health and safety education, training and advice have the appropriate capabilities*.

The role of Safe Work Australia in implementing the strategy has three key components: building relationships: collecting and collating information: and monitoring and assessing achievement against the Australian Strategy targets. The SWA focus on relationship building has provided a significant opportunity for the Accreditation Board and SWA to work together on identifying issues, developing



strategies and actions to support achievement of the strategic action that *those providing work health and safety education, training and advice have the appropriate capabilities.*

3.2 Higher Education Sector

The Higher Education sector comprises 39 public universities, 14 of which provide OHS professional education programs. While universities are self-accrediting in that they can develop, approve and provide qualifications without reference to outside bodies there are professional education accreditation bodies for most professions.

With the establishment of the Tertiary Education Quality Standards Agency (TEQSA) and changes to the Australian Qualification Framework the Higher Education sector has undergone structural change which has required universities to review most of their programs, particularly post graduate programs. This environment of change offered significant opportunity for the Accreditation Board to be a leader in implementing accreditation criteria and processes aligned with the new requirements but also delayed some universities in applying for accreditation. Most universities have now completed these reviews which has resulted in an upsurge in accreditation applications.

It is unclear as to the nature of drivers and, what if any is the role of accreditation, but there has been an increase in employment advertisements for OHS educators including at the associate professorship level. However the challenge remains as to the availability of OHS educators with appropriate qualifications and experience.

3.3 Vocational Education and Training (VET)

Currently there are broad based concerns around the quality and credibility of VET qualifications generally. While there are many good providers of OHS education in the VET sector there is concern about some providers especially those offering short course programs. While a review of quality issues in the VET sector was conducted by the National Skills Standards Council in 2013 the outcomes of this review are unlikely to be implemented with the disestablishment of the NSSC by the government. As the new arrangements for oversight of the VET sector have not been fully implemented there is considerable uncertainty in the VET sector overall.

3.4 The OHS profession

Two developments in the profession are important to the activities of the Accreditation Board. The OHS Body of Knowledge for Generalist OHS Professionals, first published in 2012, has given the OHS role a professional profile by emphasising that there is a theoretical knowledge base to OHS and assisted in defining the depth and breadth of the knowledge base. The OHS Body of Knowledge is receiving interest and acclaim both in Australia and internationally.

A profession wide certification process for Generalist OHS Professionals will be implemented in 2015. Certification is the third outcome of the OHS Body of Knowledge project. While the structure and criteria for certification for Generalist OHS professionals was defined in 2012 the implementation has been delayed while the OHS professional bodies clarified questions of roles and responsibilities as well as logistical issues. It now appears that certification will be available from early 2015. Accredited professional qualifications and Continuing Professional Development (CPD) are key requirements for certification.



3.5 Industry and educational emphasis on work integrated learning

Work Integrated Learning (WIL) has become an educational philosophy that is impacting on approaches to teaching in many universities. A statement of intent on Work Integrated Learning with a view to strengthening university and business partnerships has been signed by The Business Council of Australia, the Australian Chamber of Commerce and Industry, the Australian Industry Group, Universities Australia and the Australian Collaborative Education Network. The new President of the Business Council of Australia, Catherine Livingstone recently called for a review of education to ensure better teaching of science, technology, engineering and mathematics as part of linking education with jobs growth. While OHS education may be considered a niche area these two linked approaches to Higher education may offer opportunities to profile OHS education.

4 Background: The first two years

The Australian OHS Education Accreditation Board is a direct outcome of the OHS Body of Knowledge project funded by WorkSafe Victoria. The establishment and first year of operation of the Accreditation Board was funded through seed funding provided by the OHS Body of Knowledge project and a \$10,000 subsidy by the Safety Institute of Australia. The engagement of OHS educators and OHS professionals in the learning outcome workshops led the Board into breaking new ground by using the Australian Qualification Framework to develop profession-specific graduate attributes for bachelor, graduate diploma and masters programs. Being new to accreditation of professional education the Board was also the first to use the new Higher Education Standards Framework to structure the accreditation criteria. While only one program was accredited in the first financial year there was a high level of interest by universities with a further four universities achieving accreditation for eight programs in the second year.

With the SIA becoming the owner of the OHS Body of Knowledge and the Accreditation Board being 'custodian' the scope of activity for the Accreditation Board expanded considerably.

A strategic and operational plan was developed to guide activities of the Board. This plan was based on the premise that in addition to the core activity of accrediting OHS programs the Accreditation Board needed to undertake activities to advocate for and support a sustainable environment for OHS professional education. This plan has been updated on an ongoing basis. Funding and resourcing have been seen as ongoing challenges from the initial development of the plan.

5. Board administration

5.1 Board structure

The Accreditation Board Charter requires that the members of the Board appoint one of their members as the chair for the 12 month period. Professor Mike Capra was appointed to continue as the chair for the period 2013-14.

5.2 Board meetings

The Board held three meetings in 2013-14; one face to face, two by GoToMeetings video/teleconference.



Meeting attendance

Meagan Browne.	3
Mike Capra	1
David Cliff	2
Margaret Cook	3
Tim Driscoll	3
David Goddard	2
Bruce King	2
Sue Reed#	2
Replaced by Jane Whitelaw	1
Leo Ruschena	2
Angela Seidel	3
Chris Sutherland	2
Deborah Vallance	3
Mike Walsh	1
Pam Pryor	3

Sue Reed, was an inaugural member of the Accreditation Board nominated as the representative of the Australian Institute of Occupational Hygiene. Sue has resigned from the Board due to professional commitments in other areas. The Accreditation Board expresses their appreciation of Sue's input through the establishment period of the Board. The Australian Institute of Occupational Hygiene nominated Jane Whitelaw as their representative on the Board.

Mike Walsh, also an inaugural member of the Board and has stood down as a result of workload in other areas. The Accreditation Board expresses their appreciation of Mike's support during the establishment of the Board, particularly his corporate and professional insight.

5.3 Supporting partners

Originally established for the sole purpose of accrediting OHS professional education programs the Accreditation Board has taken on a much broader role in OHS professional education and OHS capability than envisaged at its commencement. The Accreditation fees and subsidy by the SIA is insufficient to fund this broader role. The Accreditation Board has implemented a Supporting Partner Program to enable organisations who share the vision and goals of the Accreditation Board to contribute to and support the activities of the Accreditation Board.

The Accreditation Board currently has five continuing Supporting Partners: Programmed; Leighton Contractors; Sparke Helmore lawyers; QBE Insurance and Safesearch recruitment with Woolworths Limited becoming a Supporting Partner in 2014.

The Accreditation Board considers the partnerships as a relationship of mutual benefit and engagement. A Supporting Partner Breakfast was held in October, 2013. Sponsored by Spark Helmore Lawyers, the 25 attendees heard an update on the Australian WHS Strategy from Dr Peta Miller of Safe Work Australia and Julie Honore of Safesearch and Chris Sutherland of Programmed launched the *Developing OHS Capability Package*.

In addition to recognition for their commitment to quality OHS education and the Australian WHS strategy Supporting Partners benefit through access to advice on OHS capability as it applies to their



specific situation. For example one of our partners has requested a briefing on OHS professional and capability issues and the Australian WHS Strategy for their Board sub-committee on OHS, one has sought advice on an international comparison of OHS qualifications while another has engaged the Board (through the Registrar) in a strategic consultancy on a restructure of their OHS function. In 2014-15 the Board will be seeking to renew and further engage with current Supporting Partners and recruit additional Supporting Partners.

6 Report against Strategic Plan

The strategic plan and operational plan for the Accreditation Board was first developed by the Board in June 2012. The plan was mapped against the strategic outcomes of the Australian National WHS Strategy 2012 -2022 and the strategic plan for the Safety Institute of Australia. The plan has been reviewed at the end of each year and updated as a focus for activities for the following year. The status of actions as at 30th June, 2014 against the strategic plan is summarised below.

1	Program development	Priority	Status	
1.1	Define learning outcomes for new graduate OHS professionals	Important	Completed	2014
1.2	Conduct education conference/workshops/webinars	Important	Strategy to be revised	2014
1.3	Provide OHS Professional Educator Award	Important	Postponed to 2014-15	
1.4	Provide OHS Education Awards (in liaison with SIA)	Important	Ongoing	Annual
1.5	Offer strategic consultancy	Desirable	Active+	As required
2	Program accreditation			
2.1	Maintain accreditation criteria	Critical	Review	2014
2.2	Conduct accreditation assessments	Critical	Active+	Ongoing
2.3	Monitor accredited programs	Critical	Active +	Annual
2.4	Review of accreditation process	Critical	Active+	1-off 2014
3	Recognition of OHS qualifications and OHS professional development programs			
3.1	Maintain accredited program register	Critical	Completed	Annual
3.2	Map equivalence of international qualifications	Important	As requested	
3.3	Liaise with relevant agencies regarding quality of VET OHS qualifications that are part of practitioner certification	Important	Active	
3.4	Accredit PD events for CPD recognition	Desirable	Recommend removal	
3.5	Advocate for a sustainable environment for OHS education	Critical	Active	
4	Body of Knowledge			
4.1	Maintain web site	Critical	Active+	
4.2	Conduct activities to review, analyse and update OHS Body of Knowledge	Critical	Active++	
4.3	Support research	Important	Postponed	
4.4	Disseminate OHS Body of Knowledge and OHS research to OHS educators and OHS professionals	Important	Active	
5	Engagement			
5.1	Maintain web site	Critical	Active	
5.2	Conduct accreditation briefings	Critical	Active	As required
5.3	Engage with and influence relevant Australian groups	Critical	Active	
5.4	Engage with and influence relevant international bodies	Important	Active	
5.5	Provide information on accreditation and OHS education	Important	Active	



5.6	Make conference presentations	Important	Active	
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+ is an indication of level of activity

7 Long term strategy

7.1 Strategic and operational plan

The updated plan approved by the Accreditation Board in July 2014 is available on the Accreditation Board web site.

7.2 Opportunities and challenges for 2014 and beyond

7.2.1 Opportunities

While certification of Generalist OHS Professionals will be voluntary this is likely to create demand for accredited qualifications.

The inclusion of work health and safety capabilities in the Australian Strategy and the collaborative, relationship building approach taken by SWA, together with the willingness and capacity of the Accreditation Board to respond, has presented an opportunity for a professional body to engage and influence at a national level that has not previously occurred in Australia.

The OHS Body of Knowledge and the role of the Accreditation Board as custodian present opportunities for recognition of the work of the Accreditation Board, influencing the profession and the perception of the profession by others. The funding agreement with SWA not only enables further development but brings a significant level of recognition to the Body of Knowledge.

The *Developing OHS Capability Package* which brings together the OHS Body of Knowledge, capability statements and learning outcomes together with a range of tools and other support documents provides an opportunity to engage with industry to promote the profile of OHS as a profession while supporting OHS capability. This will have optimal impact if promoted in liaison with the SIA.

Supporting partners represent not only a source of income but an opportunity to engage with industry in range of ways.

International engagement, particularly in the project work on developing an international framework for the OHS profession has provided an opportunity to bring an international perspective to the Australian OHS professional scene as well as influencing the international work at the ground level.

7.2.2 Challenges

While the opportunities are broad the major challenge continues to be budget and resources to achieve the strategic and operational plan. Internal university, and external, factors impacting on the supply of qualified and experienced OHS educators remain a challenge in the operating environment.

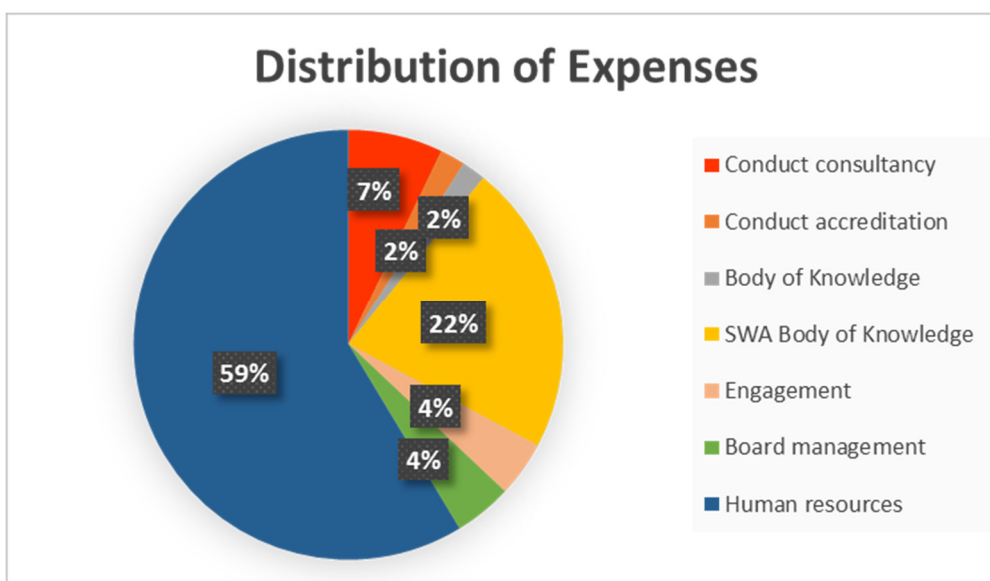
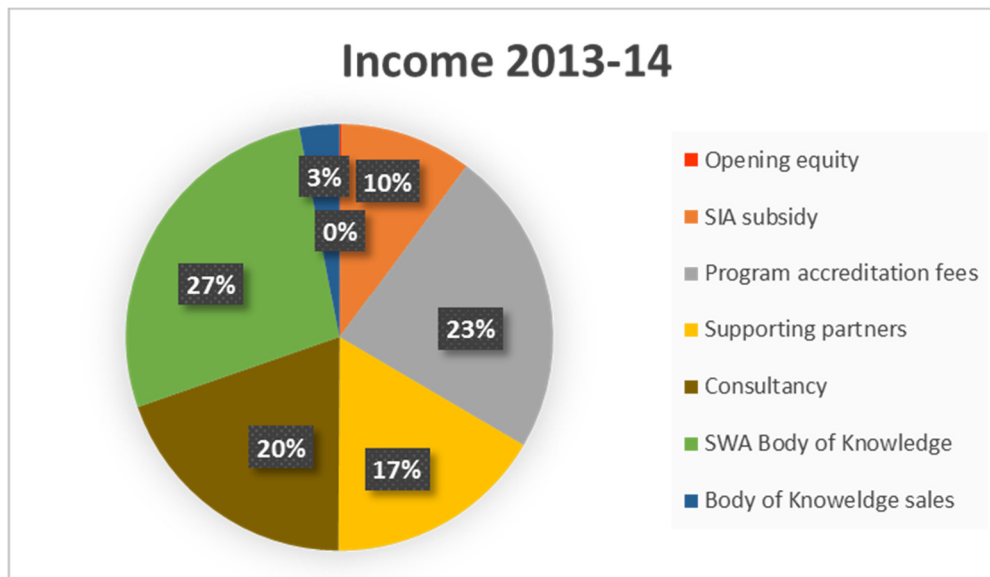


8 Financial Report

Income for the year was \$149,958. This was comprised of the regular sources of income from accreditation fees, supporting partners and the SIA subsidy. The income was also supplemented by a one-off consultancy with Safe Work Australia and consultancy services to the SIA in support of certification. The income statement also includes part payment by Safe Work Australia of the funds for additional chapters of the OHS Body of Knowledge, of which all funds have to be expended on project activities.

Expenditure for the year was \$115,512. This is made up of expenses of \$47,745 (of which \$25,385 was for the OHS Body of Knowledge project) plus \$67,767 in human resources of which \$16,660 was accrued in the previous year.

With an opening balance of \$235 and net income of \$34,446 the year closed with an equity of \$34,681 (of which \$15,609 is allocated to SWA OHSBOK).





Appendix 1

Report on achievement in commitment to Australian Work Health and Safety Strategy 2012-22: Healthy, safe and productive working lives 2014

The Australian OHS Education Accreditation Board shares the vision promoted in the Australian Work Health and Safety Strategy 2012-2022 of *Healthy, safe and productive working lives*. Through their activities the Accreditation Board will contribute at a national level to the strategic outcome that *those providing work health and safety education, training and advice have appropriate capabilities*.

In October 2013 the Accreditation Board committed to four target outcomes in support of the Australian Strategy. This report on achievement in these commitments should be read in conjunction with the detailed statements of commitment.

(See <http://www.ohseducationaccreditation.org.au/about-us/>)

Target	Issue	Action	Output	Measurement	July 2014 ²
New graduate OHS professionals will have the required knowledge and skills to enter the workforce as effective entry level OHS professionals	Universities are self-accrediting with no external approval required to deliver specific programs, professional accreditation.	In line with other professions, provide specialist review of OHS education and work with universities to act as a positive influence on the quality of OHS education.	Implement accreditation of university level OHS professional education	No of universities with one or more accredited programs	7
				No of accredited programs	11
				No of students enrolled in accredited programs ³	450
				No of graduates from accredited programs in previous year ⁴	80
		Recognise OHS programs that meet the standards	Register of OHS programs on website	No. of sessions on web site	1062 (78% Aus) 1139 hits on home page

² As the web sites are new, data referring to web sites is only available from 11th June, ie: 19 days

³ Accurate student numbers are difficult to obtain.

⁴ The number is low as time is required for students to move through the program.



Target	Issue	Action	Output	Measurement	July 2014 ²
		and provide guidance to potential students	Respond to queries	No. of email queries	~50
			Twitter	No. of tweets	62
				No. of followers	82
	<i>Comment 2014</i>	<p><i>While 7 universities (50% of those providing OHS education) have accredited programs as at 30th June, the registrations of intent to apply for accreditation indicate that nearly all Australian universities will have applied for accreditation by the end of 2014.</i></p> <p><i>Accurate numbers of students is difficult to obtain and strategies will be employed next year to increase accuracy in student numbers. As student numbers quoted only relate to accredited programs they do not represent the totality of students studying OHS.</i></p> <p><i>The number of graduates is low as it only applies to accredited programs and it will take some time for the enrolled cohort as at accreditation to move through their study program. As the majority of students are part time they may also take longer than the minimum time to complete the program. Monitoring in the next year will address the tracking of student progress by universities.</i></p> <p><i>The web site is new and use of social media has been minimal. It is anticipated that the new web site will attract more interest and that more intensive use of social media will engage with particular audiences.</i></p>			
University level OHS teaching units have access to qualified OHS educators sufficient in number and scope of knowledge, skills and experience to address the required scope of teaching and learning as well as OHS expertise.	Response to employment vacancies indicate issues in supply of suitably qualified OHS educators. Small teaching units spread across a number of universities exacerbates the supply issue.	Several accreditation criteria refer to staff resourcing and capability.	2.5 Academic staff is number and capability	No. satisfactory at accreditation	4
				No. Signed off	0
				No. For monitoring	3
				No. In progress	0
			4.3 Staff induction and PD to enable them to be an integral part of the education process	No. Satisfactory at accreditation	5
				No. Signed off	0
				No. For monitoring	1
				No. In progress	1
			4.4 Sessional staff supported to contribute to educational process	No. Satisfactory at accreditation	3
				No. Signed off	0
				No. For monitoring	3
				No. In progress	1
			4.6 Teaching staff experience in OHS	No. Satisfactory at accreditation	7
				No. Signed off	0
				No. For monitoring	0
				No. In progress	0
4.7 Teaching staff PD	No. Satisfactory at accreditation	7			



Target	Issue	Action	Output	Measurement	July 2014 ²	
				No. Signed off	0	
				No. For monitoring	0	
				No. In progress	0	
			4.8 Teaching staff research and scholarship	No. Satisfactory at accreditation	6	
				No. Signed off	0	
				No. For monitoring	1	
				No. In progress	0	
		Survey of OHS educators				
	<i>Comment, 2014</i>	<i>At accreditation there was 76% satisfactory rating for the 6 criteria addressing staffing. As at February 2014, there was 90% rating of satisfactory or being monitored with 2 universities being 'in progress'.</i>				
The OHS Body of Knowledge describes the theoretical knowledge to underpin OHS professional advice.	OHS advice should be underpinned by theoretical knowledge.	Develop and maintain the OHS Body of Knowledge	Update chapters as per schedule	No of chapters updated as per schedule (excluding new chapters)	1 chapter reviewed as per routine update, others postponed in light of developmental work	
			Develop new chapters	Completion of 4 new chapters commissioned in July 2013	2 completed 1 being edited 1 due for completion Dec '14	
		Disseminate the OHS Body of Knowledge	Maintain web site	No. of sessions on download page	July 1 '12-April '13 13,307 sessions 8654 users 62% returning	
					June '14 2069 (86% Aus)	
		Develop podcasts/webinars	No. Developed			
			No of hits on web site			
		Licenses/sales	No of Licences	0		
			No. Hard copy books	77		
			No. USBs	230		
		Twitter	No of tweets			
No of followers						



	<i>Comment, 2014</i>	<i>The OHS Body of Knowledge is generating significant interest in Australia and internationally. There has been a lot of developmental activity this year but as the new chapters have not yet been released this has not been reflected in the levels of interest.</i>			
Managers and organisations have guidance on how to meet their due diligence requirements in ensuring access to appropriate and credible advice.	Managers should have access to credible advice from appropriate people	Compilation and development of <i>Developing OHS Capability Package</i>	Package posted on website	No. of views on web site page	212
			Response by those who use package	Questionnaire	
		Advice to organisations on OHS capability	Response to individual requests	Emails, phone calls, reports	3
	<i>Comment, 2014</i>	<i>This package was developed to optimise the use of materials developed by the Accreditation Board. It is not a core activity of the Board and the promotion has been limited by available resources. With the implementation of certification it is anticipated that, in association with the SIA, this package could be promoted as part of the certification communication strategy.</i>			