



Alignment of OHS Accreditation Standards with Australian Higher Education Standards Framework

A revised standards framework (Threshold Standards) has been endorsed as a legislative instrument and will be effective from the 1st January 2017. (See <https://www.legislation.gov.au/Details/F2015L01639/text> for legislative instrument.)

It is the practice of the Australian OHS Education Accreditation Board to structure the criteria for accreditation of OHS professional education to align with the domains of the Threshold Standards. The accreditation standards applicable from January 2017 are derived from the outcomes of the accreditation Board review and the content of the new Higher Education Standards. The criteria are given in the Accreditation Board document CRIT 001 Criteria for accreditation of university level OHS professional education programs v5 (1-1-17).

The mapping below is provided to assist universities in understanding the nature of the change in the criteria and any implications for program development. Accreditation applications lodged on or after January 1st 2017 will be evaluated against the standards in full. Compliance with the new standards for existing accreditations will be phased in with priorities identified through the annual reporting process.

Higher Education Standard Domain		OHS Accreditation criteria 2012-2016		Accreditation criteria 2017-2021	
1 Student participation and attainment					
1.1	Admission	3.1	Requirements for entry to the program are clearly stated.	1.1	Admission criteria are clearly stated.
		1.1	Program information clearly defines the nature and level of the qualification, expectations/requirements of students, the learning outcomes, any content emphasis, and all forms of student support arrangements.	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	3.2	While complying with the requirements of the AQF <i>Qualifications Pathways Policy</i> , students entering a post graduate qualification have a bachelor degree in any discipline or a qualification at least at AQF Level 5 in OHS or similar.	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 clear statement of the requirements of the program and expected academic standards. Where appropriate, there is assessment of student readiness.
		5.6	Assessment together with timely and comprehensive feedback to	1.5	Assessment together with timely and comprehensive feedback to students



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			students on their performance is treated as an integral part of the learning process.		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.
		1.5	The program includes integrated tasks and structured learning experiences that address the conceptual structure of the OHS Body of Knowledge.	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 .
		1.6	There is evidence of integration of learning with workplace/professional practice.	1.10	There is evidence of integration of learning with workplace/ professional practice.
		5.1	Assessment provides evidence that key knowledge and skills have been achieved to agreed standards	1.11	A range of assessment methodologies provide evidence that key knowledge and skills have been achieved, together with evidence of their application.
		5.2	Assessment principles, methodology, criteria and expectations are clearly enunciated and communicated to students prior to the commencement of teaching.	1.12	Assessment principles, methodology, criteria and expectations are clearly enunciated and communicated to students prior to the commencement of teaching.
		5.3	A range of assessment modes are employed to address the range of required professional skills		
1.5	Qualifications and certification	1.2	Qualification title is in line with the requirements in the Australian Qualification Framework taking account of the program duration and stated learning outcomes ¹ :It is strongly recommended that the title include the letters OHS or similar.		
		1.4	The program structure, content and learning activities are	1.13	The program structure, content and learning activities are appropriate to

¹ Refer to AQF course descriptors.



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			<u>appropriate</u> to the level of the award taking account of the criteria in the Australian Qualification Framework.		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	There are appropriate facilities available for practical activities with equipment reasonably representative of current OHS practice.	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.
		2.4	IT facilities are reliable and accessible by all students.	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	4.11	There are adequate facilities for student support and counselling <u>regarding academic progress</u> readily accessible by all students in forms that reflect their mode of learning and physical access to the campus.	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			2.5	There is demonstrable adherence to institutional processes for recognising and responding to student grievances and complaints and there is proactive and equitable response to students concerns such that, where appropriate they may be resolved at a program or course level.
3 Teaching					
3.1	Course design	1.1	Program information clearly defines the nature and level of the qualification, expectations/requirements of students, the learning outcomes, any content emphasis, and all forms of student support arrangements.	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.
		1.7	The approach to teaching and learning and assessment is <u>clearly enunciated</u> and evident both in teaching arrangements and support provision.	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.



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		1.8	The teaching program is informed by current research.	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.
		4.9	There is adequate opportunity and facilities for student: staff and student peer-interaction <u>to enable the development of skills, knowledge and understanding</u> required of an effective entry-level OHS professional.	3.5	There is adequate opportunity and facilities for student: staff and student peer-interaction <u>to enable the development of skills, knowledge and understanding</u> required of an effective entry-level OHS professional, irrespective of the mode of delivery and location of student.
		4.10	Where programs are delivered via remote campus or distance modes, the opportunities for student:staff and student-peer interaction are equivalent to what would be expected for on-campus modes of delivery to enable the development of knowledge, skills and understanding processes required of an effective entry-level OHS professional.		
3.2	Staffing	2.5	Academic staff in sufficient number and capability to ensure the quality and viability of the program.	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.
		4.3	Staff receive induction and professional development to enable them to be <u>an integral part of the education process</u>	3.7	Staff receive induction and professional development to enable them to be an integral part of the education process.
		4.4	Where sessional staff are employed for a series of lectures or for unit there is evidence of them being supported to contribute as an integral part of the educational 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.
		4.5	There are arrangements for input to the teaching program by practicing OHS professionals.	3.9	There are arrangements for input to the teaching program by practicing OHS professionals.
		4.6	Teaching staff have experience in the OHS field and/or are	3.10	Teaching staff have experience in the OHS field and/or are supported in



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			supported in obtaining/maintaining industry contact and experience.		obtaining/maintaining industry contact and experience.
		4.7	Teaching staff are encouraged and supported in undertaking professional development.	3.11	Teaching staff are encouraged and supported in undertaking professional development both in their academic field and in teaching and learning.
		2.6	Support staff in sufficient number and capability to ensure the quality and viability of the program.	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	2.2	Library and other study resources are current, available and suitable for the content, modes of learning and numbers of students.	3.13	Library and other study resources are current, available and suitable for the content, modes of learning and numbers of students.
		2.3	IT facilities and staff IT skills are suitable for the modes of delivery and learning models.	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	4.8	Teaching staff are encouraged and supported in undertaking research and are expected to maintain scholarship in the field.	4.1	Teaching staff are encouraged and supported in undertaking research and are expected to maintain scholarship in the 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	5.4	Validity and reliability of assessment modes can be demonstrated.	5.1	Validity and reliability of assessment modes can be demonstrated.
		5.5	Integrity of assessment can be demonstrated taking account of the mode of delivery of learning and assessment.	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	6.1	Review process complies with TEQSA quality processes	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 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,



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					developments in OHS and in education.
		6.2	Review process includes input by past and present students.	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.
		6.3	Approval and review process includes industry and OHS professional representation. Providers are encouraged to have at least two certified OHS professionals as part of the program review and approval process.	5.7	Formal processes and structures are in place (ie: course advisory committee) 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	4.1	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.	6.1	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.
		4.2	There is a clearly identified leader of the academic team for the program.	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	1.1	Program information clearly defines the nature and level of the qualification, expectations/requirements of students, the learning outcomes, any content emphasis, and all forms of student support arrangements.	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



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					together with all forms of student support arrangements as a basis for informed decision-making pre-enrollment. .
7.3	Information management				

