



## **CRIT 001: Criteria for Accreditation of University Level OHS Professional Education Programs**

### **1 Eligible programs**

An OHS professional education program is defined as one that demonstrates the following:

- An accredited sequence of study provided at the AQF Level 7 or above (excluding graduate certificate)
- OHS as defined in the OHS Body of Knowledge constitutes more than 50% of the credit points and a minimum of one year equivalent fulltime study
- Objectives and learning experiences in the program are directed to the achievement of agreed student learning outcomes derived from the OHS Body of Knowledge and demonstrated through assessment performance to agreed standards
- A process for ongoing consultation with industry-based personnel.

It is desirable that OHS, or similar, is part of the post-nominals for the qualification but this is not necessary provided the requirement of major study in OHS is met.

The accreditation is accorded to the education program not to the award title or to the school or faculty. Education programs will be either accredited or not; there will be no ranking or merit grading of the programs.

### **2 Accreditation standards**

The OHS accreditation standards reflect and extend the Provider Course Accreditation Standards set by the Australian Tertiary Education Quality Standards Agency (TEQSA). These criteria should be read in conjunction with those standards.

All criteria must be met.



	Criteria	Performance measure
<b>1</b>	<b>Course design is appropriate and meets the Qualification Standards</b>	
1.1	Program information	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	Program and award title	Qualification title is in line with the requirements in the Australian Qualification Framework taking account of the program duration and stated learning outcomes <sup>1</sup> .  It is strongly recommended that the title include the letters OHS or similar.
1.3	Program content	Program outline and structure is <u>clearly described</u> including graduate attributes, expected learning outcomes, course titles and structure, course pathways, and explicit description of assessment requirements.
1.4		The program structure, content and learning activities <u>are appropriate</u> to the level of the award taking account of the criteria in the Australian Qualification Framework <sup>2</sup> .
1.5		The program includes integrated tasks and structured learning experiences that address the conceptual structure of the OHS Body of Knowledge.
1.6		There is evidence of integration of learning with workplace/professional practice.
1.7	Theoretical underpinning	The approach to teaching and learning and assessment is <u>clearly enunciated</u> and evident both in teaching arrangements and support provision.
1.8		The teaching program is informed by current research.
<b>2</b>	<b>Course resourcing and information is adequate</b>	
2.1	Practical facilities	There are appropriate facilities available for practical activities with equipment reasonably representative of current OHS practice.
2.2	Learning resources	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.
2.4		IT facilities are reliable and accessible by all students.
2.5	Academic staff	Academic staff in sufficient number and capability to ensure the quality and viability of the program.
2.6	Support staff	Support staff in sufficient number and capability to ensure the quality and viability of the program.
<b>3</b>	<b>Admission criteria are appropriate</b>	

<sup>1</sup> Refer to AQF course descriptors.

<sup>2</sup> Refer to AQF course descriptors.



	<b>Criteria</b>	<b>Performance measure</b>
3.1	Entry-requirements	Requirements for entry to the program are clearly stated.
3.2	Entry requirements ensure students have the underpinning knowledge to achieve the learning outcomes	While complying with the requirements of the <i>AQF 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.
<b>4</b>	<b>Teaching and learning are of a high quality</b>	
4.1	Organisational structure	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.
4.3	Academic staff	Staff receive induction and professional development to enable them to be <u>an integral part of the education process</u>
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.
4.5		There are arrangements for input to the teaching program by practising OHS professionals.
4.6	Academic and educational culture	Teaching staff have experience in the OHS field and/or are supported in obtaining/maintaining industry contact and experience.
4.7		Teaching staff are encouraged and supported in undertaking professional development.
4.8		Teaching staff are encouraged and supported in undertaking research and are expected to maintain scholarship in the field.
4.9	Student : staff and student-peer interaction	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.
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.
4.11	Student support	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.
<b>5</b>	<b>Assessment is effective and expected student learning outcomes are achieved</b>	
5.1	Assessment practices	Assessment provides evidence that key knowledge and skills have been achieved to agreed standards



	<b>Criteria</b>	<b>Performance measure</b>
5.2		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
5.4		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.
5.6		Assessment together with timely and comprehensive feedback to students on their performance is treated as an integral part of the learning process.
<b>6</b>	<b>Course monitoring, review, updating and termination are appropriately managed</b>	
6.1	Program is systematically reviewed on a regular basis	Review process complies with TEQSA quality processes
6.2	Review process includes stakeholder input	Review process includes input by past and present students.
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.