



The OHS Body of Knowledge and Learning Outcomes

The OHS Body of Knowledge was published as an e-book in April 2012. It was developed to:

- Inform OHS education, but not prescribe a curriculum
- Provide a basis for course accreditation
- Provide a basis for professional certification
- Inform continuing professional development (CPD) for current professionals
- Provide a standard for OHS practice to inform employers, recruiters and regulators.

The OHS Body of Knowledge takes a conceptual approach which enables it to be applied in different contexts and frameworks. To optimise its value from an educational perspective, learning outcomes have been developed for each technical chapter in the Body of Knowledge. These learning outcomes reflect the outcomes-based quality assurance approach of the Tertiary Education and Quality Standards Agency (TEQSA) and the learning outcome descriptors in the Australian Qualification Framework (AQF). The learning outcomes have been structured to reflect the three key categories of descriptors in the AQF 7 and above qualifications. That is that graduates will have well developed/advanced cognitive, technical and communication skills to:

- Analyse, critically evaluate and transform information to complete activities
- Analyse and generate solutions to complex problems
- Transmit knowledge, skills and ideas to others.

These learning outcomes describe what a new graduate generalist OHS professional should be able to do in the workplace as an outcome of their OHS education which includes content addressing the OHS Body of Knowledge. There is no suggestion that the new graduate should be able to address all of the learning outcomes across all chapters of the Body of Knowledge. The learning outcomes as described give an indication of what should be the capabilities of an OHS professional; it will be up to those developing OHS education programs, OHS professionals planning their CPD or recruiters or employers selecting or developing people for the OHS function to consider the required breadth vs depth .

While there are many ways of framing learning outcomes, for this purpose the learning outcomes have three components. They define:

- What new graduates should be able to do that demonstrates the learning
- The context within which they will demonstrate the learning
- The level or standard at which they demonstrate the learning.

The context and level are important in differentiating between the new graduate and the experienced professional.



Using the learning outcomes

For educators

While the learning outcomes may inform development of assessment activities it is important to note that the learning outcomes are not about the assessment activities but rather what will be expected of graduates when they enter the workforce. The learning outcomes as stated here do not have to be specifically included in program documentation but should inform program development and assessment.

For OHS professionals

While these learning outcomes describe what could be expected of new graduate generalist OHS professionals they are also a guide for experienced professionals in mapping their current knowledge and skills as basis for an ongoing CPD plan.

For employers and recruiters

The learning outcomes may be used to inform the development of position descriptions and duty statement as well interview questions in recruitment. They may also be used in performance appraisals and professional development plans.

The learning outcomes in context

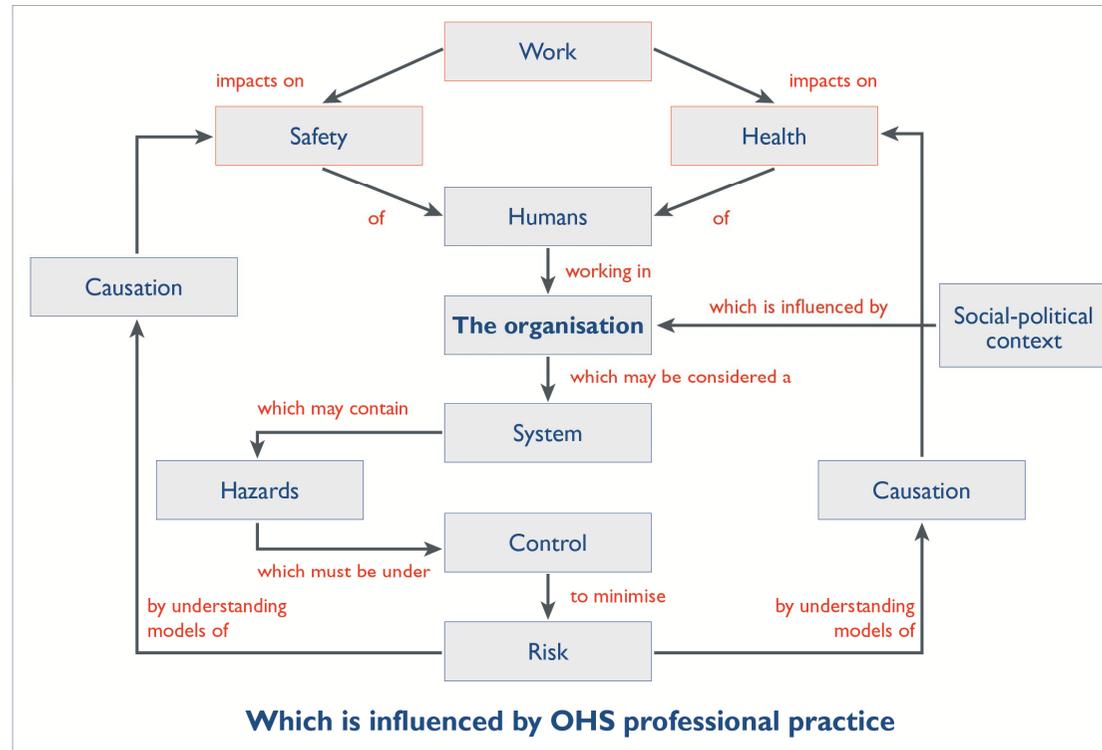
As part of developing learning outcomes generic graduate attributes based on the AQF learning outcome descriptors have also been developed. These graduate attributes are specific to the particular AQF level 7 (bachelor), AQF level 8 (graduate diploma), AQF level 9 (masters by coursework) and should be read as a generic overlay to the specific learning outcomes.

The OHS Body of Knowledge takes a 'conceptual' approach. As concepts are abstract, the OHS professional needs to organise the concepts into a framework in order to solve a problem. The overall framework used to structure the OHS Body of Knowledge is that:

Work impacts on the **safety** and **health** of humans who work in **organisations**. Organisations are influenced by the **socio-political context**. Organisations may be considered a **system** which may contain **hazards** which must be under control to minimise **risk**. This can be achieved by understanding **models of causation** for safety and for health which will result in improvement in the safety and health of people at work. The OHS professional applies **professional practice** to influence the organisation to being about this improvement.



This can be represented as:



The first two chapters of the Body of Knowledge (*Introduction* and the *OHS generalist OHS professional in Australia*) provide background and so are not reflected in the learning outcomes. An understanding of the global concepts *Work*, *Safety* and *Health* and also *Hazard as a concept* should underpin all aspects of the work of the generalist OHS professional and so are not specifically addressed in the learning outcomes. The chapters on *Foundation science* and those addressing the *Human as individual (As a biological system; Basic psychological principles; Principles of social psychology)* address the



'science' which should underpin or inform the practice of the generalist OHS professional. These chapters are not addressed as specific learning outcomes but their applicability is noted as appropriate in the learning outcome statements.

The OHS Model of Practice deserves special comment. This chapter is in the "Practice" section of the OHS Body of Knowledge and so is located and numbered toward the end of the publication. However the chapter, and the learning outcomes, should be interpreted as overarching the application of all aspects of the OHS Body of Knowledge. Thus the learning outcomes for the "Model of Practice" should be read prior to those relating to the 'technical' chapters.

Development of the learning outcomes

These learning outcomes have been developed through a series of workshops with OHS professionals and OHS educators and are offered for further comment and input.

Comment on the learning comes may be forwarded to: learningoutcomes@ohseducationaccreditation.org.au by the 25th September.

In making comment you should include your name, position, organisation and a contact email and phone number.

Providing comment

When making comment, note that the learning outcomes refer to the new graduate and the structure reflects the learning outcome descriptors of the AQF which impacts on the structure and content of the learning outcomes. The 'cognitive level' refers to the level in *Blooms taxonomy of education objectives* (Bloom, 1956).

The overarching question *Is this what I would expect of a new graduate OHS professional in their first year post-qualification?* Some further questions you may consider are:

What should the graduate be able to do?

This is about performance, so the outcomes must be expressed in terms of verbs of action, i.e. things that another person could observe occurring or see demonstrated through the action or the output. An abstract definition such as "understand" is not useful.

In what context? Does the context as stated realistically depict the circumstances in which the new graduate would be expected to carry out the described action?



Context is about the surrounding circumstances that will shape the graduate/professional's activity, including some or all of the place, time, what has happened previously or is intended to happen subsequently, whether other people are involved and what roles they might have, the purpose of the activity, what material assistance might be available for the discharge of the responsibility involved, and who any stakeholders might be, etc. In short, when, where and how will the performance of the required activity occur.

To what level? Is this the standard of output you would expect from a new graduate?

Level involves such things as the autonomy of action or responsibility expected, whether decisions involved will be taken individually or collectively (e.g. in some committee), the expectation of alternative options, what supporting evidence or documentation is required, how the output will be presented and the formal approval mechanisms that might apply to the activity involved.

This work on the OHS Body of Knowledge, graduate attributes and the learning outcome statements are a major initiative for the OHS profession in Australia. They are also informing international developments in the OHS profession. Educators can be part of this by reviewing the graduate attributes and learning outcomes to consider the implications for program development and teaching. OHS professionals can be part of this by reviewing the OHS Body of Knowledge, the graduate attributes and learning outcomes, considering how they may impact on their practice, education and your professional development. For recruiter, employers and regulators, your feedback on the value of these works to your development of the OHS function in organisations is invaluable.

I look forward to receiving your feedback and any suggestions for further development.

Pam Pryor
Registrar
Australian OHS Education Accreditation Board



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8 OHSBoK LO: Socio-political context - OHS law and regulation in Australia

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	2	8.1 Describe the Australian OHS legal framework and legislative instruments.	For a nominated situation or workplace. Within a small organization or section of a larger organization.	As part of an information or briefing document to management and/or OHS committee and others.
	2	8.2 Identify the specific OHS legislation impacting on the operation of the organisation/workplace.	For a nominated workplace. Within a small organization or section of a larger organization.	Documented as part of a management system or workplace reference.
	5	8.3 Facilitate development of strategies to ensure compliance with OHS legislation.	For a nominated situation or workplace. For a particular scenario. Within a small organization or section of a larger organization. With input of OHS law advisor or experienced OHS professional as appropriate.	Documented as part of a management system.
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	4	8.4 Identify sources of legal precedence/case law and how these might impact on the OHS practices of the organization or individuals.	OHS case law or precedent as may be reported in OHS newsletters, OHS regulators or other sources of OHS legal information. As it applies to a nominated situation or workplace. Within a small organization or section of a larger organization. With input of OHS law advisor or experienced OHS professional.	As may be reported through formal or informal processes.
	5	8.5 Develop processes to monitor and evaluate compliance with OHS legislation.	As it applies to a nominated situation or workplace. Within a small organization or section of a larger organization. With input of OHS law advisor or experienced OHS professional.	Documented as part of a management system.



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
	6	8.6 Evaluate current or proposed strategies for compliance with OHS legislation.	As it applies to a nominated situation or workplace. For a particular scenario. Within a small organization or section of a larger organization. With input of OHS law advisor or experienced OHS professional as appropriate.	Documented in a report to management.
Analyse and generate solutions to complex problems related to the topic	3	8.7 Identify when specialist legal advice is required and define the scope of work to engage services of appropriate advisors.	For a nominated situation or workplace. Within a small organization or section of a larger organization.	Documented in a report to management
	4	8.8 Identify possible breaches of OHS legislation and make recommendations to address such breaches.	As it applies to a nominated workplace. Within a small organization or section of a larger organization.	
Transmit knowledge, skills and ideas to others	3	8.9 Discuss the terms 'reasonably practicable' and 'due diligence' and the implications for workplace decision-making with key workplace stakeholders.	Workplace stakeholders may include managers, supervisors, worker representatives and those in functional roles such as HR, procurement, finance and technical services.	Communication strategies and language appropriate to the audience.
	3	8.10 Explain the implications of 'general duties' obligations to workplace stakeholders.	Workplace stakeholders may include managers, supervisors, worker representatives and those in functional roles such as HR, procurement, finance and technical services.	Communication strategies and language appropriate to the audience.
Demonstrate the required underpinning science and/or psychology knowledge				
Integration of knowledge from other chapters		Systems		



9 OHSBoK LO: Socio-political context – Business, technological and industrial imperatives

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	2	9.1 Describe the business, technological and industrial imperatives that may impact on OHS and OHS-related decision-making.	For a nominated situation or workplace. For a particular scenario. Within a small organization or section of a larger organization.	As part of an information or briefing document to management and/or OHS committee and others.
	5	9.2 Facilitate development of strategies to ensure that OHS implications are considered in organizational decision-making.	For a nominated situation or workplace. For a particular scenario. Within a small organization or section of a larger organization. With input by experienced OHS professional as appropriate.	Documented as part of a management system. Strategies take account of organizational decision-making as occurring within a socio-political context and part of socio-technical system.
	5	9.3 Integrate into OHS advice provided knowledge of the organisation as a socio-technical system operating within a range of imperatives.	For a nominated situation or workplace. For a particular scenario. Within a small organization or section of a larger organization.	In informal and formal processes including management reports.
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	4	9.4 Identify emerging business, technology and industrial factors or conditions that may impact on OHS and OHS-related decision-making.	As it applies to a nominated situation or workplace. For a particular scenario. Within a small organization or section of a larger organization. With input of experienced professionals as appropriate.	Reported through formal or informal processes.
	5	9.5 Develop processes to monitor and evaluate the impact of business, technology and industrial factors or conditions on OHS and OHS-related decision-making.	As it applies to a nominated situation or workplace. For a particular scenario. Within a small organization or section of a larger organization. With input of OHS law advisor or	Documented as part of a management system.



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
			experienced OHS professional.	
Analyse and generate solutions to complex problems related to the topic	3	9.6 <u>Facilitate</u> processes to ensure that OHS implications are considered in organizational decision-making.	For a nominated situation or workplace. Within a small organization or section of a larger organization.	Documented in a report to management.
	4	9.7 <u>Identify</u> where OHS implications may not have been considered in OHS-related decision-making and make recommendations to address such implications.	As it applies to a nominated workplace. Within a small organization or section of a larger organization.	Documented in a report to management.
Transmit knowledge, skills and ideas to others	3	9.9 <u>Discuss</u> with key workplace stakeholders the potential impact of business, technological and/or industrial on OHS decision-making.	Workplace stakeholders may include managers, supervisors, worker representatives and those in functional roles such as HR, procurement, finance and technical services.	Communication strategies and language appropriate to the audience.
Demonstrate the required underpinning science and/or psychology knowledge		The Human: Principles of Social Psychology		
Integration of knowledge from other chapters		Systems The Organisation		



10 OHSBoK LO: The Organisation

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	3	10.1 <u>Apply</u> knowledge of organizations and drivers for OHS to work with leaders to drive change in OHS.	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced OHS professional. Leaders may include managers, supervisors, worker representatives or functional activities such as maintenance, HR, procurement and finance.	In liaison with managers, supervisors, technical personnel and specialist advisors. Taking account of relevant legislation and standards. The approach is based on working with and within the organization, rather than imposing OHS.
	4	10.2 <u>Apply</u> concepts of 'culture' and the role of leaders in creating culture to <u>develop</u> strategies to influence the organisational/workplace culture and resultant decision-making affecting OHS.	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced OHS professional. Leaders may include managers, supervisors, worker representatives or functional activities such as maintenance, HR, procurement and finance.	In liaison with managers, supervisors, worker representatives and specialist advisors. Taking account of relevant legislation and standards.
	5	10.3 <u>Make</u> recommendations for criteria to measure OHS performance.	For a nominated situation or workplace. Within a small organization or section of a larger organization. Key leaders include senior managers.	In liaison with managers, supervisors, technical personnel and specialist advisors. Taking account of relevant legislation and standards. Performance indicators apply to the organization as well to the key roles/positions that influence OHS outcomes. Performance criteria are applicable to the maturity of the organization, the strategic objective and critical risks.
Well developed/advanced cognitive and	4	10.4 <u>Identify</u> the sources of influence that impact OHS and <u>analyse</u> their mode of	For a nominated situation or workplace. Within a small organization or section of a larger organization.	In liaison with managers, supervisors, technical personnel and specialist advisors.



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
technical skills to analyse, critically evaluate and transform information to complete activities related to the topic		influence to inform professional practice.	With support/input by experienced OHS professional.	
	4	10.5 <u>Collect, collate and analyse</u> information to evaluate OHS performance.	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced OHS professional. Information may be quantitative and/or qualitative. Criteria and standards for performance are pre-determined.	In liaison with managers, supervisors, technical personnel and specialist advisors. Taking account of relevant legislation and standards. Performance measures drive OHS performance as well as assessing outcomes. Documented in a report to management.
	6	10.6 <u>Analyse and evaluate</u> information to make recommendations for OHS strategy and plans.	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced OHS professional. Information may be quantitative and/or qualitative.	In liaison with managers, supervisors, technical personnel and specialist advisors. Taking account of relevant legislation and standards. Sources of information include those internal and external to the organization. Documented in a report to management or as part of strategic planning.
Analyse and generate solutions to complex problems related to the topic	3	10.7 <u>Identify</u> when specialist advice is required and define the scope of work to engage services as appropriate.	For a nominated situation or workplace. Within a small organization or section of a larger organization.	Documented in a report to management.
	5	10.8 <u>Make</u> recommendations to facilitate cultural change to promote desirable OHS behaviours.	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced OHS professional. Behaviours may be those of people at all levels within the organization.	In liaison with managers, supervisors, technical personnel and specialist advisors. Taking account of relevant legislation and standards. Taking account of the link between behavior and culture. Documented in a report to management.
Transmit knowledge, skills and ideas to others	3	10.9 <u>Discuss</u> the concept of 'culture' and the factors that impact on organizational and	Workplace stakeholders may include managers, supervisors, worker representatives and those in functional roles such as HR, procurement, finance and	Communication strategies and language appropriate to the audience. The concept of culture is informed by relevant peer



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
		OHS culture with key workplace stakeholders.	technical services.	reviewed and/or other authoritative literature.
	3	10.10 Explain the rationale underpinning recommendations for a particular suite of performance indicators to key workplace stakeholders.	Workplace stakeholders may include managers, supervisors, worker representatives and those in functional roles such as HR, procurement, finance and technical services.	Communication strategies and language appropriate to the audience. Rationale outlines links between driver and outcome effect and where appropriate external references.
Demonstrate the required underpinning science and/or psychology knowledge		The Human: Principles of Social Psychology		
Integration of knowledge from other chapters		Systems		



11 OHSBoK LO: Systems

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic		11.1 <u>Apply</u> system thinking to <u>facilitate</u> the development of (elements of) an OHSMS.	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced OHS professional.	In liaison with managers, supervisors, technical personnel and specialist advisors. Taking account of relevant legislation and standards. The OHSMS is integrated into the broader organizational and business context.
		11.2 <u>Identify</u> and <u>apply</u> appropriate systems techniques to specific stages in the life cycle of a system with the objective of controlling risk.	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization. With support/input by experienced OHS professional.	In liaison with managers, supervisors, technical personnel and specialist advisors. Taking account of relevant legislation and standards.
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic		11.3 <u>Develop</u> processes to monitor and evaluate the 'viability' of an OHS related system.	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization. OHS-related system may include the OHSMS (and its elements), systems of work, system safety. With support/input by experienced OHS professional.	In liaison with managers, supervisors, technical personnel and specialist advisors. Taking account of relevant legislation and standards. Taking account of the variability within systems and the need for systems to be adaptive. Reported to managers (policy makers and system designers).
		11.4 <u>Evaluate</u> the effectiveness of OHS-related system(s).	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization. OHS-related system may include the OHSMS (and its elements), systems of work, system	In liaison with managers, supervisors, technical personnel and specialist advisors. Taking account of relevant legislation and standards. Taking account of the variability within systems and the need to be adaptive.



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
			safety. With support/input by experienced OHS professional.	Documented in a report to management.
Analyse and generate solutions to complex problems related to the topic		11.5 <u>Identify</u> when specialist advice is required and define the scope of work to engage services as appropriate.	For a nominated situation or workplace. Within a small organization or section of a larger organization.	Documented in a report to management.
		11.6 <u>Apply</u> knowledge of systems and systems thinking make recommendations to ensure 'viability' of OHS-related systems.		In liaison with managers, supervisors, technical personnel and specialist advisors. Taking account of relevant legislation and standards. Taking account of the variability within systems and the need for systems to be adaptive. Documented in a report to management and/or system documentation.
Transmit knowledge, skills and ideas to others	3	11.7 <u>Explain</u> the concept of 'system'; differentiating between system and systematic, system of work, and management system, to workplace stakeholders.	Workplace stakeholders may include managers, supervisors, worker representatives and those in functional roles such as HR, procurement, finance and technical services.	Communication strategies and language appropriate to the audience.
	3	11.8 <u>Explain</u> the role and the limitations of an OHSMS to workplace stakeholders.	Workplace stakeholders may include managers, supervisors, worker representatives and those in functional roles such as HR, procurement, finance and technical services.	Communication strategies and language appropriate to the audience.
Demonstrate the required underpinning science and/or psychology knowledge		The Human: Principles of Social Psychology		
Integration of knowledge from other chapters		The Organisation		



16 OHSBoK LO: Hazard - Biomechanical hazards

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	5	16.1 <u>Develop</u> criteria for design or modification of the workplace to minimise biomechanical hazards and musculoskeletal disorders (MSDs).	For a nominated situation or workplace Within a small organization or section of a larger organization With support/input by experienced professionals and /or technical specialists as appropriate.	In liaison with managers, supervisors, technical personnel and specialist advisors. Taking account of relevant legislation and standards.
	5	16.2 <u>Develop</u> criteria for design or modification of equipment to minimise biomechanical hazards and MSDs.	For a nominated situation or workplace Within a small organization or section of a larger organization With support/input by experienced professionals and /or technical specialists as appropriate.	In liaison with managers, supervisors, procurement and technical personnel and specialist advisors. With understanding of relevant standards, codes of practice and regulations.
	5	16.3 <u>Develop and maintain</u> system(s) of work to minimize biomechanical hazards and MSDs.	For a nominated situation or workplace Within a small organization or section of a larger organization With support/input by experienced professionals and /or technical specialists as appropriate System(s) of work may include routine and non routine tasks, operational and maintenance tasks	In liaison with managers, supervisors, procurement and technical personnel and specialist advisors. Taking account of relevant legislation and standards.
	5	16.4 <u>Facilitate</u> development and implementation of control strategies for biomechanical hazards and MSDs through a participatory ergonomics approach	For a nominated situation or workplace Within a small organization or section of a larger organization With support/input by experienced professionals and /or technical specialists as appropriate	In liaison with managers, supervisors, specialist advisors and worker representatives. Taking account of relevant legislation and standards.
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities	6	16.5 <u>Apply</u> knowledge of the multi-factorial nature of causation and the interaction of the range of risk factors to <u>identify</u> and <u>assess/evaluate</u> the biomechanical hazards and the risk of MSD	For a nominated situation or workplace Within a small organization or section of a larger organization Using pre-developed and tested tools available in the workplace, the industry or obtained from other recognized sources With support/input by experienced professionals and /or technical specialists as appropriate	In consultation with appropriate workplace personnel. With sign off by an experienced professional where the risk may be high. Documented in a report to management.



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
related to the topic	5	16.6 <u>Develop</u> processes to monitor and evaluate control strategies for biomechanical hazards and MSDs	For a nominated situation or workplace Within a small organization or section of a larger organization	Documented in a report to management
Analyse and generate solutions to complex problems related to the topic	3	16.7 Identify when specialist advice is required and define the scope of work to engage services of appropriate specialists	For a nominated situation or workplace Within a small organization or section of a larger organization	Documented in a report to management.
	5	16.8 <u>Apply</u> knowledge of the multi-factorial nature of MSDs and mechanisms of causation together with a participatory ergonomics approach and knowledge of the hierarchy of control as it applies to biomechanical hazards to <u>develop</u> a hazard management strategy for MSDs	For a nominated situation or workplace Within a small organization or section of a larger organization With support/input by experienced professionals and /or technical specialists as appropriate	Documented as a management system document. With sign off by experienced professional where the situation is complex and/or risk is high.
	3	16.9 Engage with relevant personnel to implement the biomechanical hazard management strategy	For a nominated situation or workplace Within a small organization or section of a larger organization	Relevant personnel include managers, supervisors, and worker representatives.
Transmit knowledge, skills and ideas to others	3	16.10 Interpret information to explain biomechanical hazards and causation of MSD, the level of risk and rationale for control strategies	Information may include specialist reports	Communication strategies and language appropriate to the audience.
	2	16.11 Explain the workplace safety procedures relating to biomechanical hazards and MSD	In induction and similar processes	To all staff and contractors. Communication strategies and language appropriate to the audience.
Demonstrate the required underpinning science and/or psychology knowledge		Underpinning science: as it relates to the physics of forces and how the forces of movement may cause damage to the anatomical structures in the human body The Human: As a biological system and how the other body systems and conditions can impact on the risk of MSDs. The Human: Basic Psychological Principles		
Integration of knowledge from other chapters		Causation (esp Health Determinants); Control; Risk as it applies to gravitational hazards		



17 OHSBoK LO: Hazard - Chemical hazards

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	5	17.1 <u>Develop</u> criteria for design or modification of the workplace to minimise hazards related to chemicals	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists	In liaison with managers, supervisors and technical personnel. Taking account of relevant legislation and standards.
	5	17.2 <u>Facilitate</u> development and implementation of control strategies for hazardous chemicals/	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists.	In liaison with managers, supervisors, technical personnel and worker representatives. Taking account of relevant legislation and standards.
	5	17.3 <u>Develop and maintain</u> a safe system of work relating to chemical hazards	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists.	System of work includes routine and non routine operations.
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	6	17.4 <u>Apply</u> knowledge of the health effects and other hazards associated with chemicals such as fire and explosion to identify and <u>assess/evaluate</u> the hazard and associated risks.	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists as appropriate.	In consultation with appropriate workplace personnel. With sign off by a technical specialist where the risk may be critical. Documented in a report to management.
	5	17.5 <u>Develop</u> processes to monitor and evaluate control strategies.	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization.	Documented in a report to management.
Analyse and generate solutions	3	17.6 <u>Identify</u> when specialist	For a nominated situation or workplace.	Documented in a report to



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
to complex problems related to the topic		advice is required and define the scope of work to engage services of appropriate specialists.	For a nominated scenario. Within a small organization or section of a larger organization.	management.
	5	17.7 Apply knowledge of the health effects and other hazards associated with chemicals such as fire and explosion, the work environment and the regulatory framework and standards to <u>develop</u> a hazard management strategy for chemicals.	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization.	Documented as a management system document.
	3	17.8 Engage with relevant personnel to implement the chemical hazard management strategy.	For a nominated situation or workplace. Within a small organization or section of a larger organization.	Relevant personnel include managers, supervisor, job planners and worker representative.
Transmit knowledge, skills and ideas to others	3	17.9 Interpret information to explain the health and other effects of chemicals, the way in which they may cause harm, the level chemicalof risk and rationale for control strategies.	Information may include specialist reports.	Communication strategies and language appropriate to the audience.
	2	17.10 Explain the work, health and safety procedures relating to chemical hazards.	In induction and similar processes.	To staff and contractors. Communication strategies and language appropriate to the audience.
Demonstrate the required underpinning science and/or psychology knowledge		Underpinning science: as it relates to the behavior of chemicals and the physiological effects of chemicals on the human body. The Human: As a biological system related to the effect of hazardous chemicals on the body.		
Integration of knowledge from other chapters		Causation; Control; Risk as it applies to chemical hazards. Systems.		



18 OHSBoK LO: Hazard - Biological

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	5	18.1 <u>Apply</u> knowledge of biohazards to <u>develop</u> a list of data items and information sources to enable identification of biohazards	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists.	That can be practically implemented as part of an integrated OHS information system.
	5	18.2 <u>Facilitate</u> development and implementation of control strategies for biohazards	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists.	In liaison with managers, supervisors, occupational health personnel and worker representatives. Taking account of relevant legislation and standards.
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	6	18.3 <u>Apply</u> knowledge of biohazard agents, mode of transmission, virulence and infectivity, together with workplace and epidemiological information to <u>identify</u> and <u>assess/evaluate</u> biohazard risk	For a nominated situation or workplace. For a nominated scenario and biohazard. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists as appropriate.	In consultation with appropriate workplace personnel. With sign off by a occupational health specialist where the risk may be critical. And provide a report to management.
	5	18.4 <u>Develop</u> processes to monitor and evaluate control strategies for biohazards	For a nominated situation or workplace. For a nominated scenario and biohazard. Within a small organization or section of a larger organization. With support/input by occupational health personnel as appropriate.	With sign off by a occupational health specialist where the risk may be critical. Documented in a report to management.
Analyse and generate solutions to complex problems related to the topic	3	18.5 <u>Identify</u> when specialist advice is required and define the scope of work to engage services of appropriate specialists	For a nominated situation or workplace. For a nominated scenario and biohazard. Within a small organization or section of a larger organization.	Documented in a report to management.



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
	5	18.6 Apply knowledge of biohazard agents, mode of transmission, hierarchy of control for biohazards and workplace occupational factors to <u>develop</u> a biohazard management strategy	For a nominated situation or workplace. For a nominated scenario and biohazard. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists as appropriate.	With sign off by a occupational health specialist where the risk may be critical. Documented as a management system document.
	3	18.7 Engage with relevant personnel to implement the biohazard management strategy	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists as appropriate.	Relevant personnel include managers, supervisor, and worker representatives.
Transmit knowledge, skills and ideas to others	3	18.8 Interpret information on biohazards in the workplace to explain the occurrence, mode of transfer, risk and rationale for control strategies	For a nominated biohazard. Information may include specialist reports.	Communication strategies and language are appropriate to the audience.
	2	18.9 Explain the workplace safety procedures relating to biohazards	In induction and similar processes.	To staff and contractors. Communication strategies and language are appropriate to the audience.
Demonstrate the required underpinning science and/or psychology knowledge		Underpinning science: as it relates to biohazards, their mode of transmission and health effects. The Human: As a biological system.		
Integration of knowledge from other chapters		Causation; Control; Risk as it applies to biohazards. Systems especially as it might apply to OHS information systems.		



19 OHSBoK LO: Hazard - Psychosocial hazards

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	5	19.1 Apply knowledge of psychosocial risk factors and work-related stressors to <u>develop</u> a list of data items and information sources to enable identification of psychosocial risk	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or specialist advisors.	That can be practically implemented as part of an integrated OHS information system.
	5	19.2 Facilitate development and implementation of control strategies that include primary, secondary and tertiary level controls for psychosocial hazards and occupational stress	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or specialist advisors.	In liaison with managers, supervisors, specialist advisors and worker representatives.
	5	19.3 Facilitate systems of work that minimize psychosocial hazards	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or specialist advisors.	In liaison with managers, supervisors, specialist advisors and worker representatives.
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	6	19.4 Apply knowledge of the multi-factorial nature of causation and the interaction of the range of risk factors to <u>identify</u> psychosocial hazards and <u>assess/evaluate</u> the human and organizational impacts	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists as appropriate.	In consultation with appropriate workplace personnel. With sign off by a experienced professional/specialist advisor where the risk may be critical. Documented in a report to management.
	5	19.5 Develop processes to monitor and evaluate control strategies for psychosocial hazards and occupational stress	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization.	Documented in a report to management.
Analyse and generate solutions to complex problems related to	3	19.6 Identify when specialist advice is required and define the scope of work	For a nominated situation or workplace. For a nominated scenario.	Documented in a report to management.



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
the topic		to engage services of appropriate specialists	Within a small organization or section of a larger organization.	
	5	19.7 Apply knowledge of the multi-factorial nature of psychosocial hazards and occupational stress and a framework for control that includes organizational, individual-organisation interface and, where appropriate, individual interventions to develop a hazard management strategy for psychosocial hazards	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization. With support/input by specialist advisors.	Documented as a management system document. Where practical the psychosocial hazard management strategy is integrated with other hazard management approaches. With sign off by specialist advisors where the situation is complex and/or risk is high.
	3	19.8 Engage with relevant personnel to implement the psychosocial hazard management strategy	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization.	Relevant personnel include managers, supervisors, and worker representatives.
Transmit knowledge, skills and ideas to others	3	19.9 Interpret information to explain psychosocial hazards and occupational stress, the level of risk and rationale for control strategies and encourage open communication on the topic	Information may include specialist reports.	Communication strategies and language appropriate to the audience.
	2	19.10 Explain the workplace safety procedures relating to psychosocial hazards and occupational stress	In induction and similar processes.	To staff and contractors. Communication strategies and language are appropriate to the audience.
Demonstrate the required underpinning science and/or psychology knowledge		Underpinning science: as it relates to the physiology of stress. The Human: Basic principles of psychology; Principles of social interaction; As a biological system as it relates to the physiology of stress.		
Integration of knowledge from other chapters		Causation (esp Health Determinants). Psychosocial hazards: Fatigue, Bullying, aggression and violence.		



20 OHSBoK LO: Hazard - Fatigue

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	5	20.1 <u>Apply</u> knowledge of the mechanisms of fatigue to <u>develop</u> a list of data items and information sources to enable identification of fatigue hazards	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or specialist advisors as required.	That can be practically implemented as part of an integrated OHS information system.
	5	20.2 <u>Facilitate</u> development and implementation of control strategies for fatigue as a hazard	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or specialist advisors as required.	In liaison with managers, supervisors, specialist advisors and worker representatives. Taking account of relevant regulations.
	5	20.3 <u>Facilitate</u> systems of work that minimize fatigue hazards	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or specialist advisors as required.	In liaison with managers, supervisors, specialist advisors and worker representatives. Taking account of relevant regulations.
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	6	20.4 <u>Apply</u> a knowledge of the mechanisms and consequences of fatigue together with workplace information to <u>identify</u> factors contributing to fatigue and <u>assess/evaluate</u> the hazard and associated risk	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization With support/input by experienced professionals and /or specialist advisors as required.	In consultation with appropriate workplace personnel. With sign off by a specialist advisor where the risk may be critical. Documented in a report to management.
	5	20.5 <u>Develop</u> processes to monitor and evaluate control strategies	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a	Documented in a report to management.



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
			larger organization.	
Analyse and generate solutions to complex problems related to the topic	3	20.6 Identify when specialist advice is required and define the scope of work to engage services of appropriate specialists	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization.	Documented in a report to management.
	5	20.7 <u>Apply</u> knowledge of a 'Defences in Depth' systems approach to <u>develop</u> a fatigue hazard management strategy	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization.	Documented as a management system document.
	3	20.8 <u>Engage</u> with relevant personnel to implement the fatigue management strategy	For a nominated situation or workplace. Within a small organization or section of a larger organization.	Relevant personnel include managers, supervisor, job planners and worker representatives.
Transmit knowledge, skills and ideas to others	3	20.9 <u>Interpret</u> information to explain fatigue as a hazard, the mechanisms of action and the direct and indirect consequences and rationale for control strategies	Information may include specialist reports.	Communication strategies and language are appropriate to the audience.
	2	20.10 <u>Explain</u> the workplace safety procedures relating to fatigue management	In induction and similar processes.	To staff and contractors. Communication strategies and language are appropriate to the audience.
Demonstrate the required underpinning science and/or psychology knowledge		The Human: As a Biological System.		
Integration of knowledge from other chapters		Psychosocial hazards and occupational stress. Causation; Control; Risk as it applies to fatigue.		



21 OHSBoK LO: Bullying, aggression and violence

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	5	21.1 <u>Apply</u> knowledge of risk factors for aggression and violence to <u>develop</u> criteria for design of the workplace to minimize aggression and violence	For a nominated situation or workplace. Within a small organization or section of a larger organization With support/input by experienced professionals and /or specialist advisors.	In liaison with managers, supervisors, specialist advisors and worker representatives. With awareness of relevant legislation, codes of practice and standards.
	5	21.2 <u>Apply</u> knowledge of risk factors for bullying, aggression and violence to <u>develop</u> a list of data items and information sources to enable identification of such hazards	For a nominated situation or workplace. Within a small organization or section of a larger organization With support/input by experienced professionals and /or specialist advisors.	That can be practically implemented as part of an integrated OHS information system With awareness of relevant legislation, codes of practice and standards.
	5	21.3 <u>Facilitate</u> development and implementation of control strategies that address pre-event, during event and post event time frames	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or specialist advisors.	With awareness of relevant legislation Control strategies recognise the difference in risk factors for bullying compared with aggression and violence. In liaison with managers, supervisors, specialist advisors and worker representatives. With sign off by a experienced professional/specialist advisor where the risk may be critical.
	5	21.4 <u>Facilitate</u> systems of work that minimize bullying, aggression and violence	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or specialist advisors.	In liaison with managers, supervisors, specialist advisors and worker representatives. With sign off by a specialist advisor where the risk may be critical.
Well developed/advanced cognitive and technical	6	21.5 <u>Apply</u> a knowledge of the frameworks for studying bullying, aggression and violence, the risk factors,	For a nominated situation or workplace. For a nominated scenario.	In consultation with appropriate workplace personnel.



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
skills to analyse, critically evaluate and transform information to complete activities related to the topic		and the potential organizational and personal impacts to <u>identify</u> bullying, aggression and violence hazards and <u>assess/evaluate</u> the human and organizational impacts	Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists as appropriate.	With sign off by a specialist advisor where the risk may be critical.
	5	21.6 <u>Develop</u> processes to monitor and evaluate control strategies for bullying, aggression and violence hazards and associated risk	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization.	Documented in a report to management.
Analyse and generate solutions to complex problems related to the topic	3	21.7 <u>Identify</u> when specialist advice is required and define the scope of work to engage services of appropriate specialists	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization.	Documented in a report to management.
	5	21.8 <u>Apply</u> knowledge of the frameworks for studying bullying, aggression and violence, the various risk factors and the time frames for intervention to <u>develop</u> a hazard management strategy for bullying, aggression and violence	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization. With support/input by specialist advisors.	Hazard management strategies recognise the difference in risk factors for bullying compared with aggression and violence. Documented as a management system document. With sign off by specialist advisors where the risk may be critical.
	3	21.9 <u>Engage</u> with relevant personnel to implement the bullying, aggression and violence hazard management strategy	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization.	Relevant personnel include managers, supervisors, and worker representatives.
Transmit knowledge, skills and ideas to others	3	21.10 <u>Interpret</u> information to explain bullying hazards, the organizational and personal impacts and rationale for control strategies and encourage open communication on the topic	Information may include specialist reports.	Communication strategies and language appropriate to the audience.
	3	21.11 <u>Interpret</u> information to explain	Information may include specialist	Communication strategies and language appropriate



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
		the potential aggression and violence hazards, the level of risk and rationale for control strategies	reports.	to the audience.
	2	21.12 Explain the workplace procedures relating to bullying	In induction and similar processes.	To all staff and contractors Communication strategies and language are appropriate to the audience.
	2	21.13 Explain the workplace procedures relating to prevention and management of aggression and violence	In induction and similar processes.	To all staff and contractors Communication strategies and language are appropriate to the audience.
Demonstrate the required underpinning science and/or psychology knowledge		The Human: Basic principles of psychology, Principles of social interaction, As a biological system as it relates to the physiology of stress.		
Integration of knowledge from other chapters		Causation (esp Health Determinants). Psychosocial hazards: Psychosocial hazards and stress.		



22 OHSBoK LO: Hazard - Noise and vibration

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	5	22.1 <u>Develop</u> criteria for design of the workplace to minimise hazards related to noise and vibration	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by technical specialists.	In liaison with managers, supervisors, technical personnel and specialist advisors Taking account of relevant legislation and standards.
	5	22.2 <u>Develop</u> criteria for design or purchase of equipment to minimize noise and vibration	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by technical specialists as appropriate.	In liaison with managers, supervisors and technical personnel. Taking account of relevant legislation, codes of practice and standards.
	5	22.3 <u>Apply</u> knowledge of acoustics to <u>facilitate</u> development and implementation of control strategies to minimise exposure to noise and vibration	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by technical specialists.	In liaison with managers, supervisors, technical personnel and worker representatives. Taking account of relevant legislation and standards. With sign off by technical specialist where the risk is high.
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	6	22.4 <u>Apply</u> knowledge of the measurement of noise, the effects of noise on the individual, and relevant legislation <u>identify</u> and <u>assess/evaluate</u> noise hazards.	For a nominated situation or workplace. For an actual/nominated scenario. Within a small organization or section of a larger organization. With support/input by technical specialist.	In consultation with appropriate workplace personnel. With sign off by a technical specialist where the risk may be high. Documented in a report to management.
	5	22.5 <u>Develop</u> processes to monitor and evaluate control strategies for noise.	For a nominated situation or workplace. For an actual/nominated scenario. Within a small organization or section of a larger organization.	Documented in a report to management.
Analyse and generate solutions to complex problems related to the	3	22.6 <u>Identify</u> when specialist advice is required and define the scope of work to engage	For a nominated situation or workplace. Within a small organization or section of a	Documented in a report to management



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
topic		services of appropriate specialists.	larger organization.	
	5	22.7 Apply knowledge of acoustics, the effect of noise, the regulatory framework and standards, and the hierarchy of control as it relates to noise, develop a hazard management strategy for noise.	For a nominated situation or workplace. For an actual/nominated scenario. Within a small organization or section of a larger organization	The strategy is comprehensive and includes as a minimum: design of the work environment; 'buy quiet'; engineering approaches supported by administrative controls. Where PPE is part of the strategy an appropriate support framework is designated. The strategy is documented as a management system document With sign off by a technical specialist where the risk is high or the situation complex
	3	22.8 Engage with relevant personnel to implement the hazard management strategy for noise	For a nominated situation or workplace. For an actual/nominated scenario. Within a small organization or section of a larger organization.	Relevant personnel include managers, supervisors and worker representatives.
Transmit knowledge, skills and ideas to others	3	22.9 Interpret information to explain the cause of hearing loss and the personal impact, the level of risk, and rationale for control strategies	Information may include specialist reports.	Communication strategies and language are appropriate to the audience.
	2	22.10 Explain the workplace safety procedures relating to minimising noise exposure and, where required, the use of PPE	In induction and similar processes.	To staff and contractors. Communication strategies and language are appropriate to the audience.
Demonstrate the required underpinning science and/or psychology knowledge		Underpinning science: as it relates to physics of noise and vibration; the causation of hearing loss and the impact of vibration on anatomical structures The Human: As a biological system and the impact of noise on the various body systems		
Integration of knowledge from other chapters		Causation, Control, Risk as it applies to noise		



23 OHSBoK LO: Hazard - Electricity

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	5	23.1 <u>Influence</u> the design and procurement of the workplace and equipment to minimize electrical hazards	For a nominated situation or workplace. Within a small organization or section of a larger organization.	In liaison with managers, supervisors, technical and procurement personnel. Taking account of relevant legislation and standards.
	5	23.2 <u>Facilitate</u> development and implementation of control strategies for electrical hazards	For a nominated situation or workplace. Within a small organization or section of a larger organization	In liaison with managers, supervisors, technical personnel and worker representatives. Taking account of relevant legislation and standards.
	5	23.3 <u>Develop and maintain</u> safe systems of work relating to electricity	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization. With support input/by experienced professionals and /or technical specialists.	Taking account of the regulations related to electricity Systems of work may include tag-out/lockout and permit to work systems as appropriate.
	3	23.4 <u>Influence</u> job planning to minimize electrical hazards	In routine, maintenance or shut down situations.	In liaison with supervisors and technical personnel.
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	6	23.5 <u>Apply</u> knowledge of the regulatory framework for electricity together with knowledge of electricity as a hazard to <u>identify</u> and <u>assess/evaluate</u> the hazard and associated risk	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization. Using pre-developed and tested tools available in the workplace, the industry or obtained from other recognized sources	In consultation with appropriate workplace personnel. With sign off by a second/experienced professional where the risk may be critical. Documented in a report to management.
	5	23. 6 <u>Develop</u> processes to monitor and evaluate control strategies	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a	Documented in a report to management



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
			larger organization	
Analyse and generate solutions to complex problems related to the topic	3	23.7 <u>Identify</u> when specialist advice is required and define the scope of work to engage services of appropriate specialists	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization	Documented in a report to management.
	5	23.8 <u>Apply</u> knowledge of electrical hazards including situations such as static and combustible environments to <u>develop</u> a hazard management strategy for electricity	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization	Documented as a management system document.
	3	23.9 <u>Engage</u> with relevant personnel to implement the electrical hazard management strategy	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization.	Relevant personnel include managers, supervisor, job planners and worker representatives.
Transmit knowledge, skills and ideas to others	3	23.10 <u>Interpret</u> information to explain electricity as a hazard and the way in which it causes harm, the level of risk and rational for control strategies	Information may include specialist reports.	Communication strategies and language are appropriate to the audience.
	2	23.11 <u>Explain</u> the workplace safety procedures relating to electricity	In induction and similar processes.	To staff and contractors. Communication strategies and language are appropriate to the audience.
Demonstrate the required underpinning science and/or psychology knowledge		Underpinning science: related to the physics of electricity and the physiology of electric shock. The Human: As a biological system related the physiology of electric shock		
Integration of knowledge from other chapters		Causation; Control; Risk as it applies to electrical hazards Plant; Mobile Plant		



24 OHSBoK LO: Hazard - Ionising radiation

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	5	24.1 <u>Develop</u> criteria for design or modification of the workplace to minimise hazards related to ionising radiation.	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists.	In liaison with managers, supervisors and technical personnel Taking account of relevant legislation and standards.
	5	24.2 <u>Facilitate</u> development and implementation of control strategies for ionizing radiation.	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists.	In liaison with managers, supervisors, technical personnel and worker representatives. Taking account of relevant legislation and standards.
	5	24.3 <u>Develop and maintain</u> a safe system of work relating to ionising radiation.	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists.	System of work includes routine and non routine operations.
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	6	24.4 <u>Apply</u> knowledge of the health effects of ionizing radiation to identify and <u>assess/evaluate</u> the hazard and associated risks.	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists as appropriate.	In consultation with appropriate workplace personnel. With sign off by a technical specialist where the risk may be critical. Documented in a report to management.
	5	24.5 <u>Develop</u> processes to monitor and evaluate control strategies for ionizing radiation.	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization.	Documented in a report to management.
Analyse and generate solutions to complex problems related to	3	24.6 <u>Identify</u> when specialist advice is required and define the	For a nominated situation or workplace. For a nominated scenario.	Documented in a report to management.



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
the topic		scope of work to engage services of appropriate specialists	Within a small organization or section of a larger organization.	
	5	24.7 Apply knowledge of the health effects of ionizing radiation, the regulatory framework and standards to develop a hazard management strategy for ionising radiation.	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization.	Documented as a management system document.
	3	24.8 Engage with relevant personnel to implement the ionising radiation hazard management strategy.	For a nominated situation or workplace. Within a small organization or section of a larger organization.	Relevant personnel include managers, supervisor, job planners and worker representatives.
Transmit knowledge, skills and ideas to others	3	24.9 Interpret information to explain the health effects of ionising radiation, the way in which it causes harm, the level of risk and rationale for control strategies.	Information may include specialist reports.	Communication strategies and language appropriate to the audience.
	2	24.10 Explain the work, health and safety procedures relating to ionizing radiation.	In induction and similar processes.	To all staff and contractors. Communication strategies and language appropriate to the audience.
Demonstrate the required underpinning science and/or psychology knowledge		Underpinning science: as it relates to the behavior of ionising radiation and the physiological effects on the human body. The Human: As a biological system related to the effect of ionizing radiation on the body.		
Integration of knowledge from other chapters		Causation; Control; Risk as it applies to ionizing radiation Systems.		



25 OHSBoK LO: Hazard - Non-ionising radiation

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	5	25.1 <u>Develop</u> criteria for design or modification of the workplace to minimise hazards related to non ionising radiation.	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists.	In liaison with managers, supervisors and technical personnel Taking account of relevant legislation and standards.
	5	25.2 <u>Facilitate</u> development and implementation of control strategies for non-ionizing radiation.	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists.	In liaison with managers, supervisors, technical personnel and worker representatives. Taking account of relevant legislation and standards.
	5	25.3 <u>Develop and maintain</u> a safe system of work relating to non-ionising radiation.	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists.	System of work includes routine and non routine operations.
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	6	25.4 <u>Apply</u> knowledge of the health effects of non- ionizing radiation to identify and <u>assess/evaluate</u> the hazard and associated risks.	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists as appropriate.	In consultation with appropriate workplace personnel. With sign off by a technical specialist where the risk may be critical. Documented in a report to management.
	5	25.6 <u>Develop</u> processes to monitor and evaluate control strategies for non-ionizing radiation.	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization.	Documented in a report to management.
Analyse and generate solutions to complex problems related to	3	25.7 <u>Identify</u> when specialist advice is required and define the	For a nominated situation or workplace. For a nominated scenario.	Documented in a report to management.



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
the topic		scope of work to engage services of appropriate specialists	Within a small organization or section of a larger organization.	
	5	25.8 <u>Apply</u> knowledge of the health effects of non-ionizing radiation, the regulatory framework and standards to <u>develop</u> a hazard management strategy for non-ionising radiation.	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization.	Documented as a management system document.
	3	25.9 <u>Engage</u> with relevant personnel to implement the non-ionising radiation hazard management strategy.	For a nominated situation or workplace. Within a small organization or section of a larger organization.	Relevant personnel include managers, supervisor, job planners and worker representatives.
Transmit knowledge, skills and ideas to others	3	25.10 <u>Interpret</u> information to explain the health effects of non-ionising radiation, the way in which it causes harm, the level of risk and rationale for control strategies.	Information may include specialist reports.	Communication strategies and language appropriate to the audience.
	2	25.11 Explain the work, health and safety procedures relating to non-ionizing radiation.	In induction and similar processes.	To all staff and contractors. Communication strategies and language appropriate to the audience.
Demonstrate the required underpinning science and/or psychology knowledge		Underpinning science: as it relates to the behavior of non-ionising radiation and the physiological effects on the human body. The Human: As a biological system related to the effects of non- ionizing radiation on the body.		
Integration of knowledge from other chapters		Causation; Control; Risk as it applies to non-ionizing radiation. Systems.		



26 OHSBoK LO: Hazard - Thermal environment

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	5	26.1 <u>Develop</u> criteria for design or modification of the workplace to minimise hazards related to thermal environment	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists.	In liaison with managers, supervisors and technical personnel. Taking account of relevant legislation and standards.
	5	26.2 <u>Facilitate</u> development and implementation of control strategies	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists.	In liaison with managers, supervisors, technical personnel and worker representatives Taking account of relevant legislation and standards.
	5	26.3 <u>Develop and maintain</u> a safe system of work relating to thermal environment	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists.	System of work may include routine and non routine tasks, operational and maintenance operations.
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	6	26.4 <u>Apply</u> knowledge of the health effects and other hazards of thermal environments to <u>identify and assess/evaluate hazard and</u> associated risks.	For a nominated situation/scenario. For an actual/nominated workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists as appropriate.	In consultation with appropriate workplace personnel. Taking account of relevant legislation and standards. With sign off by a technical specialist where the risk may be critical. Documented in a report to management.
	5	26.5 <u>Develop</u> processes to monitor and evaluate control strategies	For a nominated situation or scenario For an actual/nominated workplace. Within a small organization or section of a larger organization.	Documented in a report to management.



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Analyse and generate solutions to complex problems related to the topic	3	26.6 <u>Identify</u> when specialist advice is required and define the scope of work to engage services of appropriate specialists.	For a nominated situation or scenario. For an actual/nominated workplace. Within a small organization or section of a larger organization.	Documented in a report to management.
	5	26.7 <u>Apply</u> knowledge of the health effects of thermal environments, the regulatory framework and standards to <u>develop</u> a hazard management strategy for thermal environments.	For a nominated situation or scenario. For an actual/nominated workplace. Within a small organization or section of a larger organization.	Documented as a management system document.
	3	26.8 <u>Engage</u> with relevant personnel to implement the thermal environment hazard management strategy.	For a nominated situation or workplace. Within a small organization or section of a larger organization.	Relevant personnel include managers, supervisor, job planners and worker representatives.
Transmit knowledge, skills and ideas to others	3	26.9 <u>Interpret</u> information to explain the health and other effects of thermal environment, the way in which it causes harm, the level of risk and rationale for control strategies.	Information may include specialist reports.	Communication strategies and language appropriate to the audience.
	2	26.10 Explain the work, health and safety procedures relating to thermal environment.	In induction and similar processes.	To staff and contractors. Communication strategies and language appropriate to the audience.
Demonstrate the required underpinning science and/or psychology knowledge	Underpinning science: as it relates to physiology of heat and cold on the body The Human: As a biological system and the physiology of heat and cold on the body			
Integration of knowledge from other chapters	Causation; Control; Risk as it applies to thermal environment Systems			



27 OHSBoK LO: Hazard - Gravitational hazards

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	5	27.1 <u>Develop</u> criteria for design or modification of the workplace to minimise slip, trip and fall (STF) hazards and falls from heights	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists.	In liaison with managers, supervisors and technical personnel With awareness of relevant legislation and standards including the Building Design Regulations.
	5	27.2 <u>Facilitate</u> development and implementation of control strategies for STF and falls from heights	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists.	In liaison with managers, supervisors, technical personnel and worker representatives Taking account of relevant legislation and standards.
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	6	27.3 <u>Apply</u> a knowledge of the mechanisms of STF and falls from heights and the regulatory framework together with knowledge of the workplace to <u>identify</u> and <u>assess/evaluate</u> the STF and fall from heights hazards and associated risk	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization. Using pre-developed and tested tools available in the workplace, the industry or obtained from other recognized sources.	In consultation with appropriate workplace personnel. With sign off by a second/experienced professional where the risk may be critical. Documented in a report to management.
	5	27.4 <u>Develop</u> processes to monitor and evaluate control strategies for STF and falls from heights	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization.	Documented in a report to management.
Analyse and generate solutions to complex problems related to the topic	3	27.5 <u>Identify</u> when specialist advice is required and define the scope of work to engage services of appropriate specialists	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization.	Documented in a report to management.
	5	27.6 <u>Apply</u> knowledge of the mechanisms of STF and falls from	For a nominated situation or workplace. For a nominated scenario.	Documented as a management system document.



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
		heights and the hierarchy of control to <u>develop</u> a hazard management strategy for gravitational hazards	Within a small organization or section of a larger organization.	
	3	27.7 Engage with relevant personnel to implement the gravitational hazard management strategy	For a nominated situation or workplace. Within a small organization or section of a larger organization.	Relevant personnel include managers, supervisors, and worker representatives.
Transmit knowledge, skills and ideas to others	3	27.8 Interpret information to explain STF and falls from heights, the level of risk and rationale for control strategies	Information may include specialist reports.	Communication strategies and language appropriate to the audience.
	2	27.9 Explain the workplace safety procedures relating to gravitational hazards	In induction and similar processes.	To all staff and contractors Communication strategies and language appropriate to the audience.
Demonstrate the required underpinning science and/or psychology knowledge		Underpinning science: as it relates to physics of gravity, potential and kinetic energy and momentum, friction		
Integration of knowledge from other chapters		Causation, Control, Risk as it applies to gravitational hazards Biomechanical Hazards		



28 OHSBoK LO: Hazard - Plant

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	5	28.1 <u>Develop</u> criteria for design and selection of new plant and modifications to existing plant	For a nominated situation or workplace. Within a small organization or section of a larger organization With support/input by experienced professionals and /or technical specialists	In liaison with managers, supervisors, technical and procurement personnel. To ensure fitness for purpose at the highest level of practical control. Taking account of relevant legislation and standards.
	5	28.2 <u>Facilitate</u> development and implementation of control strategies	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists.	In liaison with managers, supervisors, technical personnel and worker representatives. Taking account of relevant legislation and standards.
	5	28.3 <u>Develop and maintain</u> a safe system of work relating to plant	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists.	Taking account of the relevant legislation, codes of practice and standards. System of work includes operations and maintenance functions, tag out/lockout and permit to work systems.
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	6	28.4 <u>Apply</u> a knowledge of the regulatory framework for plant together with knowledge of plant as a hazard to <u>identify</u> and <u>assess/evaluate</u> the hazard and associated risk	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization. Using pre-developed and tested tools available in the workplace, the industry or obtained from other recognized sources.	In consultation with appropriate workplace personnel. With sign off by a second/experienced professional where the risk may be critical. Documented in a report to management.
	5	28.5 <u>Develop</u> processes to monitor and evaluate control strategies for plant hazards	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a	Consideration given to how controls for plant may be defeated. Documented in a report to management.



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
			larger organization	
Analyse and generate solutions to complex problems related to the topic	3	28.6 <u>Identify</u> when specialist advice is required and define the scope of work to engage services of appropriate specialists	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization	Documented in a report to management.
	5	28.7 <u>Apply</u> knowledge of plant including guarding and other options for control to <u>develop</u> a hazard management strategy for plant	For a nominated situation or workplace. For a nominated scenario and type of plant. Within a small organization or section of a larger organization.	Documented as a management system document.
	3	28.8 <u>Engage</u> with relevant personnel to implement the plant hazard management strategy	For a nominated situation or workplace. Within a small organization or section of a larger organization	Relevant personnel include managers, supervisor, job planners and worker representatives.
Transmit knowledge, skills and ideas to others	3	28.9 <u>Interpret</u> information to explain plant as a hazard and the way in which it causes harm, the level of risk and rationale for control strategies	Information may include specialist reports	Communication strategies and language appropriate to the audience.
	2	28.10 <u>Explain</u> the workplace safety procedures relating to plant	In induction and similar processes	To staff and contractors. Communication strategies and language appropriate to the audience.
Demonstrate the required underpinning science and/or psychology knowledge		Underpinning science: as it relates to physics of energy transfer and pressure (pneumatics, hydraulics)		
Integration of knowledge from other chapters		Causation; Control; Risk as it applies to plant Electricity; Biomechanical Hazards; Noise; Gravitational hazards; Thermal Environment		



29 OHSBoK LO: Hazard - Mobile plant

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	5	29.1 <u>Develop</u> criteria for selection of mobile plant.	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists.	In liaison with managers, supervisors, technical and procurement personnel. To ensure fitness for purpose at the highest level of practical control. Taking account of the regulations related to mobile plant.
	5	29.2 <u>Facilitate</u> development and implementation of control strategies for mobile plant	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists.	In liaison with managers, supervisors, technical personnel and worker representatives. Taking account of the regulations related to mobile plant.
	5	29.3 <u>Develop and maintain</u> a safe system of work relating to mobile plant.	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists.	Taking account of the regulations related to mobile plant. System of work includes operations and maintenance functions.
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	6	29.4 <u>Apply</u> knowledge of the regulatory framework for mobile plant together with knowledge of mobile plant as a hazard to <u>identify</u> and <u>assess/evaluate</u> the hazard and associated risk.	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization. Using pre-developed and tested tools available in the workplace, the industry or obtained from other recognized sources.	In consultation with appropriate workplace personnel. With sign off by a second/experienced professional where the risk may be critical. Documented in a report to management.
	5	29.5 <u>Develop</u> processes to monitor and evaluate control	For a nominated situation or workplace. For a nominated scenario.	Documented in a report to management.



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
		strategies	Within a small organization or section of a larger organization.	
Analyse and generate solutions to complex problems related to the topic	3	29.6 Identify when specialist advice is required and define the scope of work to engage services of appropriate specialists.	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization.	Documented in a report to management.
	5	29.7 Apply knowledge of mobile plant including the features of a range of mobile plant to <u>develop</u> a hazard management strategy for mobile plant.	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization.	Documented as a management system document.
	3	29.8 Engage with relevant personnel to implement the mobile plant hazard management strategy.	For a nominated situation or workplace. Within a small organization or section of a larger organization.	Relevant personnel include managers, supervisor, job planners and worker representatives.
Transmit knowledge, skills and ideas to others	3	29.9 Interpret information to explain mobile plant as a hazard and the way in which it causes harm, the level of risk and rationale for control strategies.	Information may include specialist reports.	Communication strategies and language appropriate to the audience.
	2	29.10 Explain the workplace safety procedures relating to mobile plant.	In induction and similar processes.	To staff and contractors. Communication strategies and language appropriate to the audience.
Demonstrate the required underpinning science and/or psychology knowledge				
Integration of knowledge from other chapters		Causation; Control; Risk as it applies to mobile plant.		



30 OHSBoK LO: Hazard - Vehicle and occupational driving

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	5	30.1 <u>Develop</u> criteria for selection of occupational vehicles	For a nominated situation or workplace. Within a small organization or section of a larger organization With support/input by experienced professionals and /or technical specialists	In liaison with managers, supervisors, technical and procurement personnel To ensure fitness for purpose at the highest level of practical control Taking account of relevant legislation and standards together with vehicle design standards and safety rating information.
	5	30.2 <u>Develop</u> a list of data items and information sources to enable identification of hazards associated with vehicles and occupational road use	For a nominated situation or workplace. Within a small organization or section of a larger organization With support/input by experienced professionals and /or specialist advisors.	That can be practically implemented as part of an integrated OHS information system.
	5	30.3 <u>Facilitate</u> development and implementation of control strategies for hazards associated with occupational road use	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by technical specialists as appropriate.	In liaison with managers, supervisors, technical personnel and worker representatives.
	5	30.4 <u>Develop and maintain</u> a safe system of work relating to vehicles and operational road use	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced professionals and /or technical specialists.	Taking account of regulations related to fatigue and road safety legislation.
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and	6	30.5 <u>Apply</u> knowledge of organizational and epidemiological data, regulatory framework around road safety, known risk factors, together with knowledge of the work environment and work tasks to <u>identify</u> and <u>assess/evaluate</u> the hazards and risk associated with vehicles and occupational road use	For a nominated situation or workplace. For a nominated work situation/scenario. Within a small organization or section of a larger organization.	In consultation with appropriate workplace personnel. With sign off by a second/experienced professional where the risk may be high. Documented in a report to management.



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
transform information to complete activities related to the topic	5	30.6 <u>Develop</u> processes to monitor and evaluate control strategies for vehicles and occupational road use	For a nominated situation or workplace. For a nominated work situation/scenario. Within a small organization or section of a larger organization	Documented in a report to management.
Analyse and generate solutions to complex problems related to the topic	3	30.7 <u>Identify</u> when specialist advice is required and define the scope of work to engage services of appropriate specialists	For a nominated situation or workplace. For a nominated work situation/scenario. Within a small organization or section of a larger organization	Documented in a report to management.
	5	30.8 <u>Apply</u> knowledge of the regulatory framework around road safety, known risk factors, together with knowledge of the work environment and work tasks to <u>develop</u> a hazard management strategy for vehicles and occupational road use	For a nominated situation or workplace. For a nominated work situation/scenario. Within a small organization or section of a larger organization.	Hazard management strategy is comprehensive and includes as a minimum: vehicle selection, maintenance, trip planning and driver training. Documented as a management system document.
	3	30.9 <u>Engage</u> with relevant personnel to implement the occupational road use hazard management strategy	For a nominated situation or workplace. Within a small organization or section of a larger organization.	Relevant personnel include managers, supervisor, job planners and worker representatives.
Transmit knowledge, skills and ideas to others	3	30.10 <u>Interpret</u> information to explain occupational road use as OHS issue, the level of risk and rationale for control strategies	Information may include specialist reports.	Communication strategies and language appropriate to the audience.
	2	30.11 Explain the workplace safety procedures relating to vehicles and occupational road use	In induction and similar processes.	To staff and contractors. Communication strategies and language appropriate to the audience.
Demonstrate the required underpinning science and/or psychology knowledge				
Integration of knowledge from other chapters		Causation; Control; Risk as it applies to vehicles and operational road use Psychosocial hazards: Fatigue Hazards: Biomechanical, Noise and vibration Control: Emergency planning		



31 OHSBoK LO: Risk

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	5	31.1 <u>Facilitate</u> the <u>development</u> of OHS risk management processes.	For a nominated situation or workplace. Within a small to medium organization or section of a larger organization. With support/input by experienced professionals and as appropriate.	In liaison with managers, supervisors, technical personnel and worker representatives. Documented as part of a management system. Taking account of relevant legislation and standards. Reflect clear understanding of risk as a concept.
	3	31.2 <u>Facilitate implementation</u> of OHS risk management strategies.	For a nominated situation or workplace. For a nominated scenario. Within small to medium organizations or section of a larger organization.	Taking account of relevant legislation and standards. In liaison with managers, supervisors, technical personnel and worker representatives and, where appropriate experienced OHS professionals.
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	5	31.3 <u>Apply</u> knowledge of specific hazards together with the concept of risk to evaluate the risk.	For a nominated situation or workplace. For a nominated scenario. Within small to medium organization or section of a larger organization. With support/input by experienced OHS professional.	In liaison with managers, supervisors, technical personnel and worker representatives. Taking account of relevant legislation and standards. Evaluation identifies the multiple components of the risk and contributing factors. Issues associated with estimating the level of risk are identified. With sign off by experienced OHS professional where the risk may be high.
	5	31.4 <u>Develop</u> processes to <u>monitor</u> and <u>assess</u> the validity of the risk management processes.	For a nominated situation or workplace. Within small to medium organization or section of a larger organization. With support/input by experienced professionals and as appropriate.	Documented as part of a management system.



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Analyse and generate solutions to complex problems related to the topic	3	31.5 <u>Identify</u> when specialist advice is required and define the scope of work to engage services of appropriate specialists.	For a nominated situation or workplace. Within a small organization or section of a larger organization.	Documented in a report to management.
	5	31.6 <u>Access and evaluate</u> information on risk to inform decision-making by organizations or individuals.	For a nominated situation or workplace. For a nominated scenario. Within small to medium organization or section of a larger organization. With support/input by experienced OHS professional.	In liaison with managers, supervisors, technical personnel and worker representatives. With sign off by experienced OHS professional where the risk may be high. Decision-making is informed by discussion of the information and standards underpinning 'acceptable risk'. Limitations of risk estimation and risk ranking tools are identified. Documented in a report to management.
Transmit knowledge, skills and ideas to others	5	31.7 <u>Discuss</u> various definitions of risk and the implications of the definition used on risk-related decisions.	With profession peers and managers.	Communication clearly differentiates between a hazard and risk.
	5	31.8 <u>Explain</u> the principles of risk, the limitations of risk evaluation and estimation, and so the issues that influence risk-related decisions to key workplace stakeholders.	Workplace stakeholders may include managers, supervisors, worker representatives and those in functional roles such as HR, procurement, finance and technical services.	Communication strategies and language are appropriate to the audience.
Demonstrate the required underpinning science and/or psychology knowledge				
Integration of knowledge from other chapters		Systems Models of causation: Safety; Models of causation: Health Control: Prevention and intervention		



32 OHSBoK LO: Models of causation - Safety

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	5	32.1 <u>Use</u> appropriate model(s) to underpin development of recommendations for prevention.	For a specific situation/hazard/incident.	Documented in a formal report to management or the OHS committee or reported in a formal or informal oral presentation.
	5	32.2 <u>Use</u> appropriate model(s) to inform incident investigations.	For minor to serious investigations with support from experienced professionals in serious investigations.	As demonstrated in an investigation report
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	6	32.3 <u>Discuss and distinguish</u> the strengths and weaknesses of the various models.	As applied to a specific situation / hazard/incident.	Evaluation documented in a formal report or reported in a formal presentation or informal oral discussion with peer OHS professionals.
Analyse and generate solutions to complex problems related to the topic	6	32.4 <u>Evaluate</u> the effectiveness of existing or proposed risk management controls, against the model(s) of causation and, where required develop new/modified the controls informed by the concepts behind the model(s).	For a specific situation/hazard.	Evaluation documented in a formal report to management or the OHS committee or reported in a formal oral presentation.
Transmit knowledge, skills and ideas to others	5	32.5 <u>Use</u> appropriate model(s) to explain the principles of causation	As it might apply in a specific situation/hazard.	To managers and/or workers In a formal presentation or informal discussion.
Demonstrate the required underpinning science and/or psychology knowledge		Foundation science as appropriate to the specific situation/hazard		
Integration of knowledge from the group of chapters be demonstrated		Control: Prevention and Intervention Risk Hazard as a concept		



33 OHSBoK LO: Models of causation - Health determinants

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	5	33.1 <u>Identify and categorise</u> the multiple factors that contribute to health outcomes.	Within small, medium organisations or in a section of large enterprises) In liaison with appropriate specialist advisors	Multi-factorial nature of causation is recognized. Factors considered include the physical and psychological work environment, the organization and community as well as the individual. Health outcomes include specific diseases as well as the more general state of 'well-being'.
	5	33.2 <u>Identify, investigate and analyse</u> the <i>workplace factors</i> that contribute to health outcomes	Within small, medium organisations or in a section of large enterprises). In liaison with appropriate specialist advisors.	In liaison with managers, supervisors, specialist advisors and worker representatives. Factors considered include the physical and psychological work environment, the organization. The issue of causation and work-relatedness is considered in an objective manner with reference to relevant evidence.
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	6	33.3 <u>Identify</u> opportunities for intervention by <u>applying</u> a model of causation to evaluate multiple sources and causal pathways that impact on health.	For a particular situation/scenario. Within small, medium organisations or in a section of large enterprises. In liaison with appropriate specialist advisors.	In liaison with managers, supervisors, specialist advisors and worker representatives.
Analyse and generate solutions to complex problems related to the topic	6	33.4 <u>Develop</u> evidence based health and wellness strategies by <u>applying</u> knowledge of the determinants of occupational health, the multiple sources and	For a particular situation/scenario. Within small, medium organisations or in a section of large enterprises.	Interventions considered include the prevention of ill health and the promotion of health and well being. Development of Interventions is evidence-based.



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
		causal pathways together with individual differences.	In liaison with appropriate specialist advisors.	With sign/off by occupational health advisor where health risks may be high.
	4	33.5 <u>Develop</u> criteria and processes to <u>monitor</u> and <u>assess</u> the effectiveness of health and wellness strategies and programs.	For a particular situation/scenario. Within small, medium organisations or in a section of large enterprises. In liaison with appropriate specialist advisors.	Reported in an evidence-based report to appropriate management. With sign/off by occupational health advisor where health risks may be high.
Transmit knowledge, skills and ideas to others	3	33.6 Use models of causation (health) to explain the interactions of factors that may impact on health and effectively engage them in implementation of health and wellness programs.	Within small, medium organisations or in a section of large enterprises. May include information from specialist sources.	Management and/or workers and their representatives. Communication strategies and language are appropriate to the audience.
Demonstrate the required underpinning science and/or psychology knowledge		Foundation Science: as related to understanding health impacts. The Human: Basic Psychological Principles The Human: Principles of Social Interaction The Human: As a biological system		
Integration of knowledge from other chapters		Systems. The Organisation.		



34 OHSBoK LO: Control - Prevention and intervention

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	5	34.1 Develop criteria for development of hazard control strategies..	For a nominated situation or workplace. Within a small organisation or section of larger organisation.	Documented as part of a management system. Criteria and strategies reflect knowledge of models of causation: health and models of causation: safety. Taking account of relevant legislation and standards. Criteria and strategies reflect principles of control including hierarchies of control, time sequence in causation, requisite variety of controls, barrier and defences, socio-technical aspects and the precautionary principle.
	5	34.2 Facilitate development of strategies to control specific hazards.	For a nominated situation or workplace. For a nominated scenario/hazard. Within a small organisation or section of larger organisation.	In liaison with managers, supervisors, worker representatives, technical personnel and, as appropriate specialist advisors. Taking account of relevant legislation and standards. As appropriate, the control strategies address the three key stages in the time sequence: pre-event, during event and post event. Documented as part of procedures or other appropriate systems of documentation.
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	5	34.3 Develop criteria and processes to monitor and assess the effectiveness of control strategies and programs.	For a nominated situation or workplace. Within a small organisation or section of larger organisation. In liaison with appropriate specialist advisors.	In liaison with managers, supervisors, specialist advisors and worker representatives Documented as part of a management system. Taking account of relevant legislation and standards. Taking account of the principles of control.
	6	34.4 Evaluate current or proposed control options.	For a nominated situation or workplace. For a nominated hazard/scenario. Within small, medium organisations or in a section of large enterprises. In liaison with appropriate specialist	In liaison with managers, supervisors, specialist advisors and worker representatives. Taking account of relevant legislation and standards. Taking account of the principles of control. Documented as report to management.



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
			advisors.	
Analyse and generate solutions to complex problems related to the topic	3	34.5 Identify when specialist advice is required and define the scope of work to engage services of appropriate specialists.	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization	Documented in a report to management.
	4	34.6 Identify opportunities for intervention and control strategies.	For a nominated situation or workplace. For a nominated hazard/scenario. Within small, medium organisations or in a section of large enterprises. In liaison with appropriate specialist advisors.	In liaison with managers, supervisors, specialist advisors and worker representatives. Taking account of relevant legislation and standards. Taking account of the principles of control.
	4	34.7 Engage with relevant personnel to implement specific control strategies.	For a nominated situation or workplace. For a nominated hazard/scenario. Within small, medium organisations or in a section of large enterprises.	Relevant personnel include managers, supervisors, procurement, job planners, worker representatives.
Transmit knowledge, skills and ideas to others	2	34.8 Explain the principles of control and the rationale to key workplace stakeholders.	Workplace stakeholders may include managers, supervisors, worker representatives, OHS committees, those in functional roles such as HR, procurement and finance and technical services.	Communication strategies and language appropriate to the audience.
Demonstrate the required underpinning science and/or psychology knowledge		The Human: Basic principles of Psychology The Human: Principles of Social Psychology		
Integration of knowledge from other chapters		Systems The Organisation Models of Causation: Safety Models of Causation: Health		



35 OHSBoK LO: Mitigation - Emergency preparedness

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	5	35.1 <u>Apply</u> knowledge of hazards and their impacts together with workplace processes to identify potential emergency scenarios.	For a nominated situation or workplace. For nominated hazard(s). Within a small organization or section of a larger organization. With support/input by experienced professionals and/or technical advisors as appropriate.	In liaison with managers, supervisors, technical personal and specialist advisors. Documented as part of an integrated management system.
	5	35.2 <u>Facilitate development</u> of strategies to prevent workplace emergencies and to mitigate the impact should an emergency occur.	For a nominated situation or workplace. Within a small organization or section of a larger organization. In liaison with appropriate specialist advisers.	In liaison with managers, supervisors, technical personal and specialist advisors. Taking account of local, state and national emergency disaster management arrangements as appropriate. Taking account of relevant legislation and standards. Address the components of prevention, preparedness, response and recovery. Documented as part of a management system.
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	6	35.3 <u>Apply</u> knowledge of potential emergency scenarios, relevant standards and emergency management frameworks to <u>evaluate</u> existing or proposed emergency management strategies.	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization.	In liaison with appropriate workplace personnel and specialist advisers. Documented as a formal report to management.
	6	35.4 <u>Develop</u> criteria and processes to monitor and evaluate the adequacy of the emergency response arrangements.	For a nominated situation or workplace. For a nominated hazard/scenario. Within a small organization or section of a larger organization.	In liaison with appropriate specialist advisers. An evaluation document in a formal report.
Analyse and generate solutions to complex	3	35.5 <u>Identify</u> when specialist advice is required and define the scope of work to engage services	For a nominated situation or workplace.	Documented in a report to management.



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
problems related to the topic		of appropriate specialists	For a nominated scenario. Within a small organization or section of a larger organization	
	4	35.6 <u>Use</u> the risk management framework to align preventive activities and management of consequences through emergency management.	For a nominated situation or workplace. For a nominated hazard/scenario. Within a small organization or section of a larger organization.	Report to senior management for policy development and integration.
	3	35.7 <u>Engage</u> with relevant personnel to support the implementation of emergency management system, procedures and protocols.	For a nominated situation or workplace. Within a small organization or section of a larger organization.	Relevant personnel include managers, supervisors, worker representatives and specialist advisors.
Transmit knowledge, skills and ideas to others	3	35.8 <u>Interpret</u> information to explain the nature risk relating to emergencies, the level preparedness and the rationale for any action required.	Audience may include managers and OHS committee. Information may include specialist reports.	Communication strategies are appropriate to the audience.
	2	35.9 <u>Explain</u> the workplace emergency response system and procedures, highlighting the requirements of individuals.	In induction and similar processes.	To staff and contractors. Communication strategies and language are appropriate to the audience.
	3	35.10 <u>Use</u> effective communication strategies to inform and support key workplace emergency management roles during an emergency.	For a specific situation/hazard Workplace emergency management roles may include Emergency Control Organisation and other related roles.	To support effective communication and response by the workplace and with external agencies.
Demonstrate the required underpinning science and/or psychology knowledge		Foundation sciences: As applied to the behavior of specific hazards. Models of causation - Safety		
Integration of knowledge from other chapters		Control - Prevention and intervention Risk Hazard as a concept		



36 OHSBoK LO: Mitigation - Health impacts

	What cognitive level?	What should the graduate be able to do?	In what context?	To what level?
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	5	36.1 <u>Develop</u> processes that identify and respond to fatalities, injuries, disease and ill health to mitigate the health effects of these occurrences.	With the support/mentoring of an experienced professional. Within a small organization or a section of a larger organization.	Processes include documentation and action plans for practical implementation
	3	36.2 <u>Implement</u> and <u>support</u> processes to respond to fatalities, injuries, disease and ill health to mitigate the health effects of these occurrences.	Where the systems and processes have been already developed. Within a small organization or a section of a larger organization.	Processes include documentation and action plans for practical implementation
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	6	36.3 <u>Interpret and critique</u> current data to develop or modify systems that mitigate negative health outcomes.	Available data includes injury rates, return to work rates, employee surveys, feedback from health professionals and other relevant data. Within a small organization or a section of a larger organization.	Processes include documentation and action plans for practical implementation
Analyse and generate solutions to complex problems related to the topic	3	36.4 <u>Identify</u> when specialist advice is required and define the scope of work to engage services of appropriate specialists.	For a nominated situation or workplace. For a nominated scenario. Within a small organization or section of a larger organization.	Documented in a report to management.
	4	36.5 <u>Assess</u> the effectiveness of safe and sustainable return to work.	Available data includes injury rates, return to work rates, employee surveys, feedback from health professionals and other relevant data. Within a small organization or a section of a larger organization.	Documented in a formal report or oral presentation
Transmit knowledge, skills and ideas to others	5	36.6 <u>Engage and educate</u> key stakeholders on options to mitigate adverse health impacts.	Key stake holders include injured workers, supervisors and managers. With the support/mentoring of an experienced professional. Within a small organization or a section of a larger organization.	Barriers to and opportunities for engagement are identified for each stakeholder group. Communication and engagement strategies are appropriate to the



	What cognitive level?	What should the graduate be able to do?	In what context?	To what level?
				stakeholder group.
	2	36.7 <u>Explain</u> the workplace procedures for reporting incidents and ill-health, first aid and medical care, and workplace support for injured workers and return to work assistance	In induction and similar processes	To all staff and contractors Communication strategies and language are appropriate to the audience
Demonstrate the required underpinning science and/or psychology knowledge		The Human: Basic principles of psychology The Human: Principles of Social Psychology		
Integration of knowledge from other chapters		Systems; The Organisation		



38 OHSBoK LO: Practice - Model of practice

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	6	38.1 <u>Apply</u> a model of practice informed by a conceptual framework and appropriate skills to improve workplace health and safety.	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced OHS professional.	In liaison with managers, supervisors, technical personnel and specialist advisors. Taking account of relevant legislation and standards. Conceptual framework is informed by the OHS Body of Knowledge. Appropriate skills relate to consultation and building relations and working within an organisation.
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	5	38.2 <u>Apply</u> a conceptual framework to <u>analyse</u> and understand an OHS problem or situation.	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced OHS professional.	In liaison with managers, supervisors, technical personnel and specialist advisors. Conceptual framework is informed by the OHS Body of Knowledge.
	5	38.3 <u>Apply</u> a model practice and conceptual framework to <u>reflect</u> on personal professional practice and potential areas for professional development.	With support/input by experienced OHS professional.	Discussed or documented in informal processes such as mentoring discussion or reflective journal.
Analyse and generate solutions to complex problems related to the topic	4	38.4 <u>Apply</u> a conceptual framework and problem solving approach to <u>develop</u> recommendations to improve OHS.	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced OHS professional as appropriate.	In liaison with managers, supervisors, technical personnel and specialist advisors. Applying skills relevant to consultation and building relationships and working within an organizational context. Taking account of relevant legislation and standards. Documented in a report to management.
	5	38.5 <u>Apply</u> a conceptual framework and problem solving approach to <u>facilitate the implementation monitoring and</u>	For a nominated situation or workplace. Within a small organization or section of a larger organization. With support/input by experienced OHS	In liaison with managers, supervisors, technical personnel and specialist advisors. Applying skills relevant to consultation and building relationships and working within an organizational



	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
		<u>evaluation</u> of OHS actions and strategies	professional.	context. Taking account of relevant legislation and standards. Documented in a report to management.
Transmit knowledge, skills and ideas to others	3	38.6 Apply a conceptual framework to explain the nature of an OHS issue and the rationale for a recommended action/strategy to key workplace stakeholders.	Workplace stakeholders may include managers, supervisors, worker representatives and those in functional roles such as HR, procurement, finance and technical services.	Communication strategies and language appropriate to the audience. Conceptual framework is informed by the OHS Body of Knowledge.
Demonstrate the required underpinning science and/or psychology knowledge				
Integration of knowledge from other chapters		May address any/all chapters of OHS Body of Knowledge as appropriate.		



39 OHSBoK LO: Practice - The OHS professional as a critical consumer of research

	<i>What cognitive level?</i>	<i>What should the graduate be able to do?</i>	<i>In what context?</i>	<i>To what level?</i>
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	2	39.1 <u>Recognise</u> when and where access to research information is required.	In relation to a nominated workplace issues, project or work group.	To inform decision-making related to a specific activity or project.
Well developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	3	39.2 <u>Apply</u> appropriate technical skills to search for information.	Using the internet and electronic references database(s..)	To inform decision-making related to a specific activity or project.
	4	39.3 <u>Critically evaluate</u> the information.	Obtained from the a range of OHS sources accessed via the internet and also peer reviewed articles.	To inform decision-making related to a specific activity or project.
	5	39.4 <u>Analyse</u> the information for implications for practice.	Information obtained from a range of OHS sources accessed via the internet and also peer reviewed articles.	To inform decision-making related to a specific activity or project.
	6	39.5 <u>Defend</u> inclusion or exclusion of evidence within professional practice.	As related to a specific activity or project.	Applying objective evidence-informed and/or practical rationale.
	1	39.6 <u>Reference</u> research/evidence.	In the presentation of professional advice in the form of a formal report.	Applying a recognized referencing system.
Analyse and generate solutions to complex problems related to the topic	3	39.7 <u>Seek</u> alternative sources of information should the required information not be readily available.	As related to a specific activity or project.	Within the scope of resources and networks expected of a graduate OHS professional.
Transmit knowledge, skills and ideas to others	3	39.8 <u>Discuss</u> the importance of the role of evidence in professional practice.	With managers and other OHS professionals.	As related to a specific activity or project.
Demonstrate the required underpinning science and/or psychology knowledge		NA		