



Strategic and Operational Plan 2014-15

The **Australian OHS Education Accreditation Board** is created under the By Laws of the Safety Institute of Australia with independence in decision-making and setting standards. It has broad representation from OHS professionals, OHS academics, OHS professional bodies including the Safety Institute of Australia (SIA), Australian Institute of Occupational Hygiene (AIOH), Human Factors and Ergonomics Society of Australia (HFESA), Australian New Zealand Society for Occupational Medicine (ANZSOM) and the Australian Faculty of Occupational and Environmental Medicine (AFOEM). It also has representation from the Australian Council of Trade Unions (ACTU), employers and regulators. The Board also benefits from the membership of an education academic.

Purpose: To contribute to work health and safety by facilitating the education of graduates equipped with the knowledge and skills to enter the workplace as effective entry-level OHS professionals. The core activity of the Board is through accreditation to recognise those programs that meet standards established by the Board.

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

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



Strategic and Operational Plan -2014-15

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Version History

7-06-2012	Initial draft discussed by Accreditation Board
5-07-2012	Draft 2 developed
20-7-2012	Draft 3 developed
1-06-13	Draft for discussion 2013-14
13-08-13	20-13-14 approved
28-05-14	Draft for discussion 2014-15
1-07-14	Approved 28-05-14



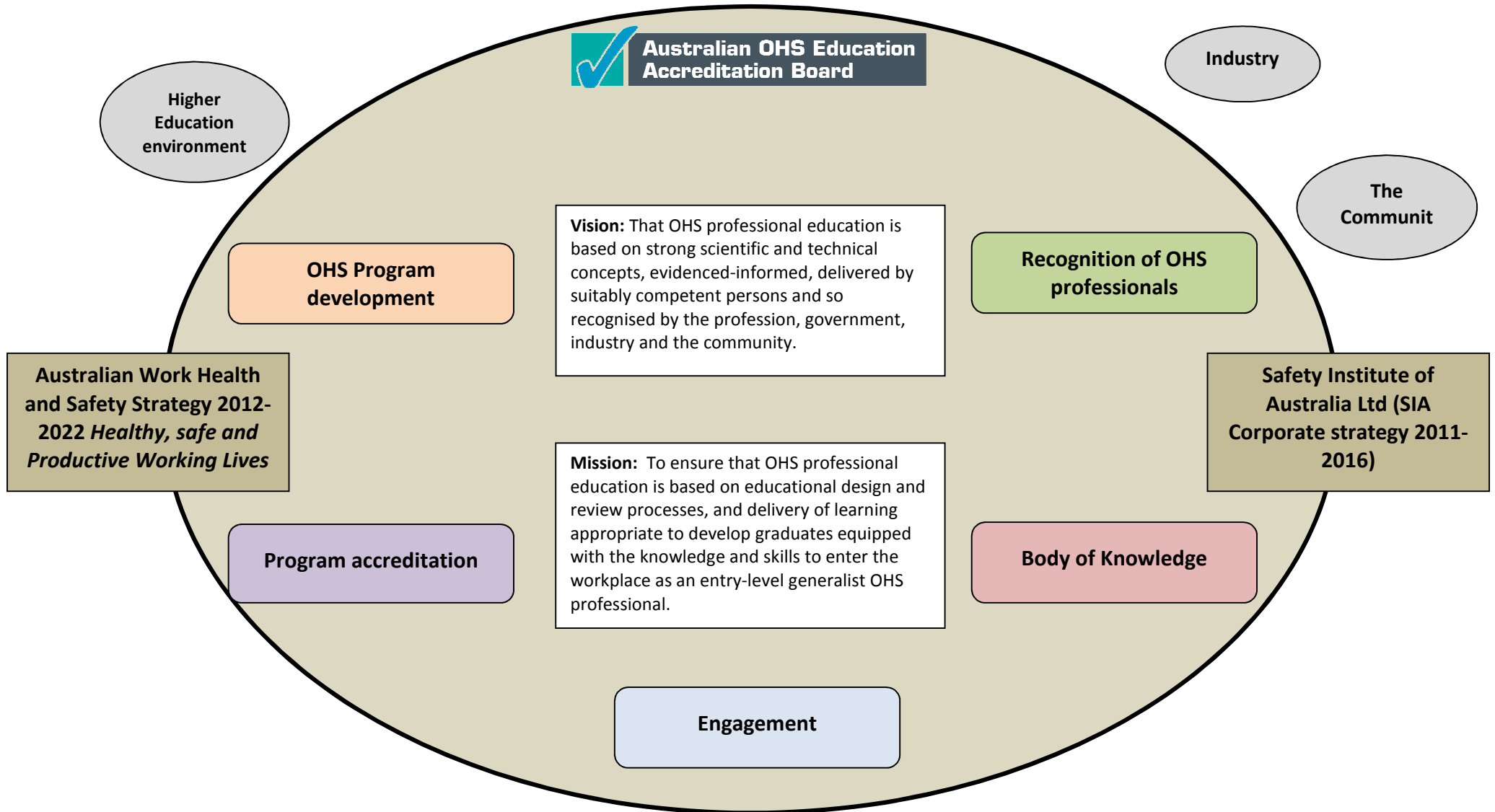
1 SWOTE (Strengths, Weaknesses, Opportunities, Threats, strategic ‘Elephants’)

<p style="text-align: center;">Weaknesses</p> <p>Reliance on registrar as an individual for expertise, support and operational functions.</p> <p>Funding model with limited sources of income</p>	<p style="text-align: center;">Strengths</p> <p>Board membership comprises a broad range of representation, contacts and influence together with high level of expertise in relevant areas.</p> <p>Registrar has good contacts and extensive relationships in the area.</p> <p>Members of the Board, and OHS educators, generally are enthusiastic and committed to quality OHS education.</p> <p>Low cost structure for the Board and Board activities.</p> <p>Positive response by those universities that have gone through the accreditation process.</p> <p>Reached ‘critical’ mass of 7 of 14 universities with one or more accredited programs. Minimum likely number to be 12 of 14 with some universities seeking accreditation of additional programs by end of 2014.</p>
<p style="text-align: center;">Threats</p> <p>Initially it was perceived that there might be a potential resistance by universities to participate in the accreditation process and related activities. This has been addressed.</p> <p>Governance relationship with SIA and perceived and actual independence in standard setting and decision making was a threat. This seems to have been resolved with the new SIA Board.</p> <p>The supply of OHS educators and the aging profile of educators is a threat to the quality of OHS education. This may be further exacerbated by the government’s intention to apply a fee for PhD studies.</p> <p>Changes by the government to university funding and other Higher Education arrangements may impact on student enrolments and so staffing and viability of programs.</p> <p>Potential resistance by employers to include completion of an accredited program as a selection criterion.</p>	<p style="text-align: center;">Opportunities</p> <p>Inclusion of strategic target on Work Health and Safety capabilities in National WHS Strategy (<i>Those providing work health and safety education, training and advice have the appropriate capabilities, i.e. knowledge, experience and skills</i>) is creating interest in OHS education among policy makers and regulators. It also provides a lever for engaging universities.</p> <p>Launch of the OHS Body of Knowledge has created an awareness of the need for a professional approach to OHS and OHS education.</p> <p>Implementation of professional certification will likely create an awareness/demand for accredited OHS programs.</p> <p>International activities around OHS professional roles, capabilities and professional education take the discussion on OHS program accreditation beyond the local environment.</p> <p>There is an increasing awareness among employers, OHS professionals and regulators of the need for university level OHS qualifications.</p>



Strategic 'Elephants'	
Elephant <i>(ie: strength, weakness, threat or opportunity, or a combination of these, which will affect performance by more than 30% now, or in the future)</i>	Strategic action or component of strategic plan
Governance <ul style="list-style-type: none"> Governance relationship with SIA and perceived and actual independence in standard setting and decision making 	Revised By Laws set a workable framework. Ongoing engagement with SIA and monitoring of situation.
Resources <ul style="list-style-type: none"> Limited sources of income and limited total funding Activities rely on one key person Inability of SIA to provide support as per auspicing and service agreement. 	As accreditation fees supplemented by potential surplus from conference are insufficient to achieve vision, mission and strategic plan <u>supporting partnerships</u> will be sought with organisations with common goals to generate financial and/or in-kind support. Other sources of income may also be developed. <i>(See Board management: Ensure resources and income)</i> Develop independence in key activities.
Low professional status of OHS <ul style="list-style-type: none"> Impacts on student numbers Influences perception of OHS by universities and the relationship between universities and Accreditation Board Influences employers' perception of OHS and whether they see qualifications as an important requirement for the role. 	Support and participate in certification-related communication activities targeting community recognition of OHS as a profession (long term goal) <i>(See Engagement: Engagement with relevant Australian groups)</i> Provide professional educator award Provide OHS Education awards Conduct webinars <i>(See Program Development)</i> Conduct accreditation briefings <i>(See Engagement)</i> Promote the <i>Developing OHS Capability Package</i> and support and participate in certification-related communication activities to create increased demand for student numbers <i>(See Engagement: Engagement with relevant Australian groups)</i> Promote the <i>Developing OHS Capability Package</i> and support and participate in certification-related communication activities with recruiters, employers and regulators <i>(See Engagement: Engagement with relevant Australian groups)</i>
Body of Knowledge <ul style="list-style-type: none"> A key asset Requires maintenance and updating 	Conduct activities to review, analyse and update OHS Body of Knowledge <i>(See Body of Knowledge)</i>
Australian Work Health and Safety strategy <ul style="list-style-type: none"> Provides an opportunity for recognition and leverage 	Engage with Safe Work Australia on strategy and implementation of activities. <i>(See Engagement: Engagement with relevant Australian groups)</i>

2 Strategic Plan: Global view





3 Strategic overview

Program development	Program accreditation	Recognition of OHS qualifications and OHS professional development programs	Body of Knowledge	Engagement
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Strategy

Conduct activities to support OHS program development, delivery by competent persons and recognition of the role of OHS education and OHS educators.	Through accreditation recognise those programs that meet standards established by the Accreditation Board.	Recognise those programs that meet the accreditation criteria or, in the case of overseas qualifications, may be considered equivalent Support a sustainable environment for OHS education. Support ongoing professional development by recognising those events and programs that extend formal qualifications in the areas addressed by the OHS Body of Knowledge	Maintain and enhance the OHS Body of Knowledge to inform OHS education and practice	Engage with educators, OHS policy makers, regulators, industry to inform OHS education and to raise the profile of OHS education Provide information to potential students on course selection
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Strategic activities

Define learning outcomes for new graduate OHS professionals Support capability of OHS educators Provide OHS Professional Educator Award Provide OHS Education Awards (in liaison with SIA) Offer strategic consultancy	Maintain accreditation criteria Conduct accreditation assessments Monitor accredited programs Review of accreditation process	Maintain accredited program register Map equivalence of international qualifications Liaise with relevant agencies regarding quality of VET OHS qualifications that are part of practitioner certification Advocate for and support a sustainable environment for OHS education	Maintain web site Conduct activities to review, analyse and update OHS Body of Knowledge Support OHS research Disseminate OHS Body of Knowledge and OHS research to OHS educators and OHS professionals	Maintain web site Conduct accreditation briefings Engage with and influence relevant Australian groups Engage with and influence relevant international bodies Provide information on accreditation and OHS education Make conference presentations
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Priority ranking: **Critical**, **Important**, **Desirable**, **Maintenance mode**



4 Strategic elements

4.1 OHS Program Development

Define learning outcomes for new graduate OHS professionals

Objectives

To develop and maintain graduate attributes and learning outcomes reflecting the Australian Qualification Framework to create the bridge between the OHS Body of Knowledge and education programs for competent generalist OHS professionals.

Description

OHSBOK learning outcomes for new chapters

Engage with promotion of Global Framework

Discipline Threshold Learning Outcomes (TLO) may be required

Relationship to strategic goals

Directly addresses goal of program development delivered by competent persons.

Priority Important

Time line:

Fr February 2015.

Review capabilities as required and at least in 2015.

Support capability of OHS educators

Objectives

To provide a forum for OHS educators to:

- Explore potential ways to incorporate 'practice' into professional education and so ensure that new graduates have appropriate practical skills
- To develop and share educational and academic skills to optimise the capability of OHS educators

Description

TBC.

Relationship to strategic goals

Directly addresses goal of program development and also that of engaging with educators and others.

Priority Critical

Time line: August 2013 for implementation in 2013-14.

Provide OHS Professional Educator Award

Objectives

To encourage and recognise OHS educators and to showcase excellence in OHS education: learning and teaching

Description

A travel scholarship to the value of \$10,000. It is expected that the award monies will be used to advance the career(s) of the recipient(s); provide additional resources to support their teaching and learning activities related to the award; and/or assist the individual/team to disseminate and embed good practice in OHS learning and teaching.

Relationship to strategic goals

Directly addresses goal of program development and also that of engaging with educators and others.

Priority Important

Time line: Timeline for implementation to depend on budget. Once implemented to be an annual award as part of the SIA award presentation event.

Provide OHS Education Awards (in liaison with SIA)

Objectives

To recognise students studying university-level OHS who display a high level of technical knowledge, ability to access, evaluate and analyse information, solve OHS problems, good communication skills and ability to apply knowledge to practical situations.

Description

The awards are offered at 3 levels: AQF 7 (Bachelor), AQF 8/9 (Grad Dip/Masters by Coursework) and Higher Degree by Research. The award is a monetary award to be use by the recipient for professional development.

Relationship to strategic goals

Directly addresses goal of program development and also that of engaging with educators and others.

Priority Important

Time line: Annually as part of the SIA award presentation event.

Offer strategic consultancy

Objectives

To meet an identified need for specialist input on educational issues as they pertain to OHS education.

- To support development of OHS policy related to OHS education.
- To provide an income stream.

Description

Consultancy service provided on request to universities, educational agencies and policy makers directed towards ensuring quality OHS professional education. It does NOT extend to specific advice directed towards obtaining accreditation.

Relationship to strategic goals

Directly addresses goal of program development and also that of engaging with educators and others.

Priority Desirable

Time line: On request.



4.2 OHS Program Accreditation

<u>Maintain accreditation criteria</u>	<u>Conduct accreditation process</u>	<u>Monitor accredited programs</u>	<u>Review of process</u>
<p>Objectives</p> <p>To provide the basis for valid and reliable accreditation of OHS professional education programs taking account of the Higher Education environment and standards.</p> <p>Description</p> <p>The accreditation criteria set the benchmark against which institutions prepare applications for accreditation and against which the applications are evaluated. The structure and content of the criteria takes account of the Higher Education Provider and the Teaching and Learning standards.</p> <p>Relationship to strategic goals</p> <p>The criteria provide the standards for recognising programs and so are critical for achievement of the core goal of program accreditation.</p> <p>Priority Critical</p> <p>Time line: First developed 2011. Consider in review of process.</p>	<p>Objectives</p> <p>To formally recognise OHS professional education programs that meet the established criteria and so:</p> <ul style="list-style-type: none">• Provide guidance for potential students selecting a program of study• Provide guidance for employers and recruiters in selecting OHS personnel• Recognise qualifications for the purpose of professional certification. <p>Description</p> <p>Accreditation is a combined process of self and peer assessment which sits within the overall Higher Education quality processes and that of the individual institution.</p> <p>Relationship to strategic goals</p> <p>This is the core activity of the Accreditation Board and interacts with all other areas of activity.</p> <p>Priority Critical</p> <p>Time line: Ongoing.</p>	<p>Objectives</p> <ul style="list-style-type: none">• To identify any risk factors that may impact on the quality of accredited programs and ongoing compliance with accreditation criteria.• To monitor action on areas of improvement identified through the accreditation assessment process. <p>Description</p> <p>A questionnaire completed annually by leaders of accredited programs.</p> <p>Relationship to strategic goals</p> <p>By collecting information on factors that may impact on quality and delivery of accredited programs this directly supports the goal of recognising programs that meet the established standards.</p> <p>Priority Critical</p> <p>Time line: First review conducted January 2013 and then annually.</p>	<p>Objectives</p> <ul style="list-style-type: none">• To review the implementation of the accreditation process to date to identify areas for improvement and as a basis for promotion of the activities of the Accreditation Board• To provide data for a peer reviewed published paper. <p>Description</p> <p>A valid research process involving interviews and document analysis resulting a report for the Accreditation Board and a peer reviewed published paper.</p> <p>Relationship to strategic goals</p> <p>As this activity will provide information on the relevance, appropriateness and acceptability of the accreditation criteria and process it is core activity of the Accreditation Board. .</p> <p>Priority Critical</p> <p>Time line: one off activity to be completed by December 2014.</p>



4.3 Recognition of OHS qualifications and OHS professional development programs

Maintain accredited program register

Objectives

- To recognise accredited OHS programs
- To inform OHS professional bodies for the purpose of certification of generalist OHS professional
- To provide information for employers and recruiters
- To inform decision-making by potential OHS students

Description

A web-based list of accredited programs including key descriptive details and link to the university and program website.

Relationship to strategic goals

Underpins the strategic goal of supporting professional certification and advising of programs that meet the requirements for accreditation.

Priority Critical

Time line: Annually.

Map equivalence of international qualifications

Objectives

To maintain information on equivalence of international OHS qualifications with Australian levels of qualification to:

- Provide guidance to Australian employers and recruiters
- Inform processing of applications for certification as generalist OHS professional

Description

Provision of opinion on individual cases
Equivalence assessed taking account of OHS contract mapped against the OHS Body of Knowledge., learning outcomes against the OHS capability statements, with consideration of the AQF and accreditation criteria.

Relationship to strategic goals

Ensures equity and rigour of professional certification by informing the assessment of certification for those with international qualifications.

Priority Desirable

Time line: On request

Liaise with relevant agencies in the VET sector regarding programs that are part of practitioner certification

Objectives

- To enhance confidence in quality of learning outcomes from VET OHS qualifications at the AQF 5 and 6 levels
- To ensure rigour and validity of qualifications forming pathways to practitioner certification and /or entrance to higher OHS qualifications.

Description

Engagement with, ASQA, and IBSA and relevant governments bodies as appropriate to identify and work within national approaches to optimise the quality, content and delivery of VET OHS qualifications at the AQF 5 and 6 levels.

Relationship to strategic goals

To ensure the quality of the VET OHS qualifications and so the integrity of the practitioner certification and pathways to university entrance.

Priority Important

Time line: To correspond with national activities by these agencies occurring through 2012 to 2014.

Advocate for and support a sustainable environment for OHS in Higher Education

Objectives

- To create a demand for Accredited programs
- To create a demand for OHS professionals with accredited qualifications
- To identify threats to OHS professional education and take action as appropriate.
- To identify opportunities to promote OHS professional education and support OHS educators and action as appropriate.

Description

May include promoting awareness and providing information, lobbying, engagement with national and international networks.

Relationship to strategic goals

Directly addresses the strategic goal of supporting a sustainable environment for OHS education.

Priority Critical

Time line: Ongoing.



4.4 OHS Body of Knowledge

Maintain OHS Body of Knowledge web site

Objectives

To:

- To promote the OHS Body of Knowledge and activities related to the OHS Body of Knowledge
- Provide access to downloading and printing the OHS Body of Knowledge
- To provide information on OHS Body of Knowledge licenses
- To link to the SIA web site to process sales of the OHS Body of Knowledge hard copy and other printed OHS Body of Knowledge materials
- To facilitate collection of feedback on the OHS Body of Knowledge.

Description

The web site has its own livery and image and links to web sites for the SIA and the AOHSEAB.

Relationship to strategic goals

The OHS Body of Knowledge directly addresses goal of engaging with educators and others as well as being a source of information for potential students.

Priority Critical

Time line: Ongoing.

Conduct activities to review, analyse and update OHS Body of Knowledge

Objectives

To:

- Develop a schedule identifying chapters of the OHS Body of Knowledge to be revised or updated, further developed or where new chapters are required.
- To develop revised or new chapters to publication standard.

Description

National and international workshops, liaison with existing and new authors and other activities as appropriate to identify and address areas for further development including sourcing funds for development of new chapters.

Relationship to strategic goals

This is the core activity to fulfill the responsibility of the AOHSEAB as 'custodian' of the OHS Body of Knowledge.

Priority Critical

Time line: Schedule developed and approved February 2013. Schedule to be adjusted to allow for strategic opportunities and to be reviewed at least annually. .

Activities to be undertaken to implement schedule.

Dissemination of OHS Body of Knowledge and current OHS research to OHS educators and OHS professionals

Objectives

To facilitate:

- Dissemination of the OHS Body of Knowledge and related research to the OHS profession and to industry
- Incorporation of the OHS Body of Knowledge and related research into OHS education and professional practice.

Description

A range of activities to make the OHS Body of Knowledge accessible to OHS educators and OHS professionals. These activities may include:

- Chapter specific pod casts

Provision of advice to OHS professional associations on application of the OHS Body of Knowledge, current research in identifying themes and speakers for CPD events..

Relationship to strategic goals

An integral part of applying the OHS Body of Knowledge to inform OHS education and practice.

Priority Important

Time line: Ongoing.

Support research

Objectives

To influence OHS research to facilitate research directed to identified gaps in the OHS Body of Knowledge or in the application of the OHS Body of Knowledge to practice.

Description

To engage with national and international agencies and researchers in the OHS Body of Knowledge development and updating process to facilitate research in areas identified as requiring further research or specific areas of application to practice.

May include OHS research award and OHS Three Minute Thesis Competition.

Relationship to strategic goals

Supports the goal of enhancing the OHS Body of Knowledge.

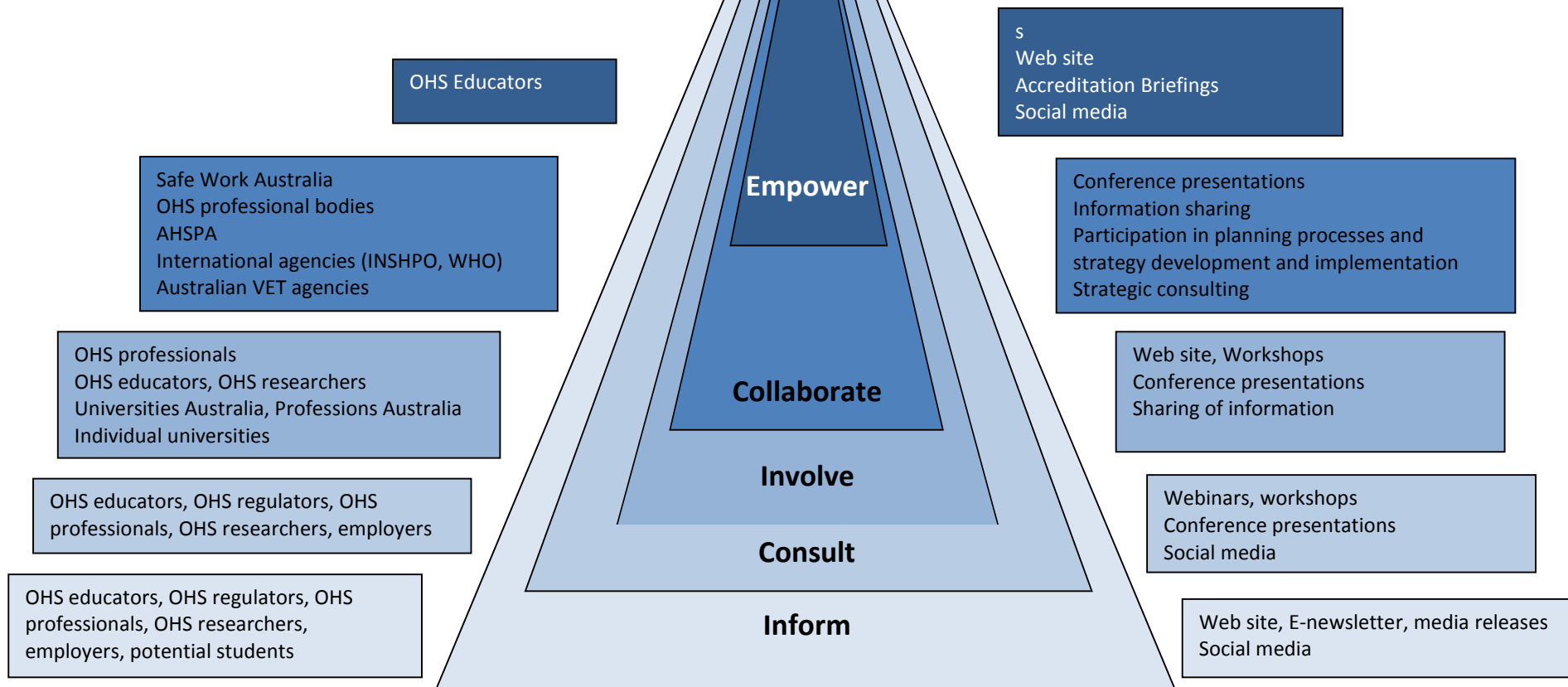
Priority Important

Time line: Ongoing.



4.6 Strategy: Engagement

Stakeholder Engagement Pyramid¹



¹ Modeled on the IAP2 Public Participation Spectrum, developed by the International Association for Public Participation and modified by Safe Work Australia.



Engagement

Maintain web site

Objectives

- To be a source of information for OHS educators, potential students, industry and others on the role and activities of the Accreditation Board
- To promote the Board image and presence.

Description

The web site has its own livery and image with links to the SIA web site.

Relationship to strategic goals

Directly addresses goal of engaging with educators and others as well as being a source of information for potential students.

Priority Critical

Time line: Ongoing

Conduct accreditation briefings

Objectives

- To promote the accreditation process
- To ensure those preparing the application understand the criteria and options for evidence
- To make the application process 'user-friendly' and support development of quality applications
- To promote explicit statement of educational theory underpinning the program.

Description

Half day sessions conducted by the registrar to brief universities on the accreditation criteria and process. Sessions may be for individual universities for a group of universities.

Relationship to strategic goals

Directly addresses goal of engaging with educators and also promoting accreditation.

Priority Maintenance

Time line: During 2012-2014 and then as required.

Engage with relevant Australian groups

Objectives

- To promote the profile and activities of the Accreditation Board
- To provide information on OHS related education matters to OHS educators, OHS professionals, industry and other interested parties of the Accreditation Board.

Description

Examples of relevant groups within Australia include SWA, OHS regulators, employers, recruiters, employee representative bodies, OHS professional

Relationship to strategic goals

Directly addresses goal of engaging with educators, OHS professionals and others. It also facilitates currency with standards and processes in other professions.

Priority Critical

Time line: Ongoing

Engage with relevant International groups

Objectives

- To promote the profile and activities of the Accreditation Board internationally which also supports national recognition
- To place Australian OHS education and accreditation within a global context and so support transferability of Australian OHS qualifications and valid recognition of o'seas qualifications for those wishing to work in Australia.

Description

Through the International Network of Safety and Health Practitioner Organisations (INSHPPO) the Accreditation Board has been a leading role in developing the Global Framework for Practice and involved in workshops on accreditation including recognition of o'seas qualifications, the OHS BoK and transferability of certification. Other international groups may include WHO.

Relationship to strategic goals

Directly addresses goal of engaging with educators, OHS professionals and others; supports professional certification; and maintenance and updating the OHS BoK.

Priority Important

Time line: Ongoing

Provide information on accreditation and OHS education

Objectives

- To promote the profile and activities of the Accreditation Board
- To provide information on OHS related education matters to OHS educators, OHS professionals, industry and other interested parties of the Accreditation Board.

Description

Information communiqués issued in the form of e-newsletters, media releases and articles for magazines/journals.

Relationship to strategic goals

Directly addresses goal of engaging with educators, OHS professionals and others.

Priority Important

Time line: At least quarterly.

Make conference presentations

Objectives

- To promote the profile and activities of the Accreditation Board
- To provide information on OHS related education matters to OHS educators, OHS professional bodies, OHS professionals, industry and other interested parties.

Description

Presentations or papers delivered as part of a structured conferences conducted by groups other than the Accreditation Board.

Relationship to strategic goals

Directly addresses goal of engaging with educators, OHS professional bodies OHS professionals and others and also may also support OHS program development.

Priority Important

Time line: As indicated by conference program schedule and invitations.



5 Operational overview

5.1 Program development

Strategic element	Define learning outcomes for new graduate OHS professionals	Support capability of OHS educators
Description	Developed through a series of two workshops attended by OHS educators and OHS professionals followed by a web-mediated consultation process.	.
Status as at June 2014	OHS Capabilities and Learning outcomes completed in 2012 and incorporated into Developing OHS Capability Package. OHS capabilities considered in development of task, knowledge and skills component of the Global Framework,	IN 2012 a planned conference was cancelled due to likely issues with numbers due to travel and budget limitations. Special education edition of SIA-JHSRP planned but not completed due to editorial issues with the SIA. Webinar license purchased and initial webinar conducted Draft webinar program discussed but not implemented due to registrar time.
Planned activities 2014-15	Develop learning outcomes for new OHSBOK chapters Consider implications for Global Framework – Task, knowledge and skills for the Australian context.	Liaise with suitable journal for OHS education special edition.
Link with SIA activities		
Link with activities of other agencies	INSHPO	
Required resources (other than registrar)		
Required funding		
Potential income sources	Nil	
Related documents	CRIT 001 Accreditation Criteria Developing OHS capability package	



Strategic element	Provide OHS Professional Educator Award	Provide OHS Education awards (in liaison with SIA)	Offer strategic consultancy
Description	A travel scholarship to the value of \$10,000. It is expected that the award monies will be used to advance the career(s) of the recipient(s); provide additional resources to support their teaching and learning activities related to the award; and/or assist the individual/team to disseminate and embed good practice in OHS learning and teaching.	The awards are offered at 3 levels: AQF 7 (Bachelor), AQF 8/9 (Grad Dip/Masters by Coursework) and Higher Degree by Research. The award is a monetary award to be used by the recipients for professional development.	Consultancy service provided on request to universities, educational agencies and policy makers directed towards ensuring quality OHS professional education. It does NOT extend to specific advice directed towards obtaining accreditation.
Status as at June 2014	This activity has not been progressed due budget allocation for award.	A review of the criteria and process was conducted in 2013. 2 The awards were conducted in 2013 and with the AOHSEAB conducting the process and the SIA funding the award and the award presentation.	As a result of a submission to the SWA RFT AOHSEAB is now a member of the SWA Expert WHS Panel. Registrar contracted to SWA to provide mentoring support on Capability. Registrar provided consultancy support to certification project
Planned activities 2014-15	To be considered in budget allocation. Sponsorship options to be investigated.	Conduct award process in liaison with SIA assuming ongoing funding of the awards by the SIA.	Provide other consultancy as opportunity arises and as approved by the Board.
Link with SIA activities	Award presented at SIA awards event	A joint activity with the College of Fellows with awards presented at SIA awards event	(SWA contract is with the SIA represented by and acting through the Australian OHS Education Accreditation Board)
Link with activities of other agencies	May be a potential link with SWA and promotion of WHS education.	SWA Awards	SWA and WHS strategy
Required resources (other than Registrar)	Judging panel	Judging panel	Specialist expertise of the registrar and in some cases the Education Advisor to the Board.
Required funding	Awards monies	Award monies (SIA)	Nil
Potential income sources	Sponsorship as approved by the Accreditation Board	nil	Consultancy service
Related documents	Award proposal and application forms	Award information brochure, application forms and judging sheet	Nature of services to be approved by the Board



5.2 Program accreditation

Strategic element	Maintain accreditation criteria	Conduct accreditation process	Monitor accredited programs	Review of accreditation process
Description	The accreditation criteria set the benchmark against which institutions prepare applications for accreditation and against which the applications are evaluated. The structure and content of the criteria takes account of the Higher Education Provider and the Teaching and Learning standards.	Accreditation is a combined process of self and peer assessment which sits within the overall Higher Education quality processes and that of the individual institution.	A questionnaire completed annually by leaders of accredited programs.	A valid research process involving interviews and document analysis resulting a report for the Accreditation Board and a peer reviewed published paper.
Status as at June 2014	Criteria approved 11-11-12	11 programs accredited with 3 currently being assessed.	Report format developed Five accredited universities completed reports	AOHSEAB sub committee convened to manage activity Uni Sydney MPH student to undertake interviews, ethics application to Uni Sydney HREC Document analysis by Registrar, report by Bruce King
Planned activities 2014-15	To be considered as part of the review of the pilot. (See also 5.1 Learning outcomes and Threshold Learning Outcomes)	Process applications on an ongoing basis. Engage with and promote accreditation to other universities.	Issue report proforma to accredited universities (January) and collate summary report of responses.	Conduct interviews (MPH student) Analysis outcomes MPH student and Tim Driscoll Compile report and write paper (MPH student and sub committee)
Link with SIA activities	Nil	Nil	Nil	Nil
Link with activities of other agencies	Australian Qualification Framework Council has provided clarification of queries related to application of the criteria related to the AQF	May be a loose link with TEQSA processes	Nil	Uni Sydney HREC and MPH program
Required resources (other than Registrar)	Nil	Volunteer members of assessment panels	Nil	Time commitment MPH student, Tim Driscoll and other sub committee members Engagement of intended interviewees
Required funding	Nil	Travel for assessment panel members	Nil	Nil



Potential income sources	Nil	Accreditation fees paid by applying institutions	Nil	Nil
Related documents	CRIT 001 Accreditation Criteria	ASSESS and POL series of documents	ASSESS 011 Annual Return Questionnaire ASSESS 012 Procedure for managing annual returns for accredited programs ASSESS 013 Annual summary of accredited programs (Board report)	Project description HREC submission including draft interview questions



5.3 Recognition of qualifications and OHS professional development programs

Strategic element	Maintain accredited program register	Map equivalence of international qualifications
Description	A web-based list of accredited programs including key descriptive details and link to the university and program website.	Information on equivalence of international OHS qualifications with Australian levels of qualification to enable mapping of individual OHS qualifications against OHS Body of Knowledge, learning outcomes against the OHS capability statements, with consideration of the AQF and accreditation criteria.
Status as at June 2014	Program register updated January 2014 and posted on web site	Generic matrix developed Proforma developed for mapping individual qualifications and test cases conducted.
Planned activities 2014-15	Updated program register for 2015	Provide advice to SIA in response to individual requests.
Link with SIA activities	Supports professional certification and SIA internal grading activities	Supports professional certification and SIA internal grading activities
Link with activities of other agencies	Provides information on accredited programs to all who seek the information (OHS professional bodies, SWA, regulators, employers, recruiters)	Could provides information on equivalence of international programs to all who seek the information (OHS professional bodies, SWA, regulators, employers, recruiters)
Required resources	Active web site with skills available for updating	Nil
Required funding	Nil	Nil
Potential income sources	Nil	
Related documents	Program register proforma	Mapping matrix of international equivalence



Strategic element	Liaise with relevant agencies in the VET sector regarding programs that are part of practitioner qualification	Advocate for and support a sustainable environment for OHS professional education
Description	Engagement with ASQA and IBSA and relevant government bodies as appropriate to identify and work within national approaches to optimise the quality, content and delivery of VET OHS qualifications at the AQF 5 and 6 levels.	May include promoting awareness and providing information, lobbying, engagement with national and international networks
Status as at June 2014	Engagement with relevant agencies has identified opportunities for intervention.). Registrar is an invited member of the IBSA Business Services Sector Advisory Committee. Accreditation Board has been requested to provide input to a VET OHS User guide and assessment conditions for VET OHS competencies.	<i>Developing OHS Capability Package</i> has been compiled and launched Submission made in response to consultation document <i>on Reform to deductions for education expenses</i> and lobby
Planned activities 2014-15	. Support IBSA in development activities as requested.	Promote Developing OHS Capability package with development of pod casts using already developed ppt presentations. .
Link with SIA activities	Supports professional certification and SIA grading processes	Possible link with SIA CoF and certification activities as part of Developing OHS Capability Package. .
Link with activities of other agencies	This activity does NOT cross or impact on the work of SWA or other bodies on VET OHS training related to high risk or OHS training incorporated into industry training packages.	.
Required resources	Nil	Podcasts to be put on Accreditation Board web site
Required funding	Nil	
Potential income sources	Nil	Nil
Related documents		<i>Developing OHS Capability Package</i> and related documents.



5.4 OHS Body of Knowledge

Strategic element	Maintain OHS Body of Knowledge web site	Conduct activities to review, analyse and update OHS Body of Knowledge
Description	The web site has its own livery and image with links to web sites for the SIA and the AOHSEAB.	National and international workshops, liaison with existing and new authors and other activities as appropriate to identify and address areas for further development.
Status as at June 2014	Updated web site launched 27 th May.	The OHSBOKEA Committee has been established as a standing committee of the AOHSEAB. A 7 year schedule has been developed for review and updating of the OHS BoK. The AOHSEAB has entered an agreement with SWA to develop four new chapters of the OHS BoK. One chapter is complete, one is being edited, one is about to go for peer review and one is being drafted. 'Control' has been revised to take account of the new chapter on Design.
Planned activities 2014-15	Maintain web site on an ongoing basis.	Review schedule Develop project outlines for proposed new chapters Seek funding for proposed new chapters Where funding obtained, establish TSTPs for new chapters and progress development
Link with SIA activities		(SWA contract is with the SIA represented by and acting through the Australian OHS Education Accreditation Board)
Link with activities of other agencies	Other agencies may create web link to OHS BoK web site	Agencies may provide funding for new chapters
Required resources	Expertise to maintain OHSBoK web site (Andrew Skegg)	High level OHS professional and researcher support for development and conduct of workshops and writing of new work for the OHS BoK. Transcription and editorial skills.
Required funding	Budget for maintenance.	Funding for Individual chapters er.
Potential income sources	Sales of OHS BoK hard copies, USB and licences promoted through the web site	SWA and corporate sources.
Related documents		Contract between SWA and SIA (AOHSEAB)



Strategic element	Conduct activities to disseminate OHS Body of Knowledge and OHS research	Support OHS research
Description	Activities to disseminate OHS BoK to OHS educators, OHS professionals and others.	To engage with national and international agencies and researchers in the OHS Body of Knowledge development and updating process to facilitate research in areas identified as requiring further research or specific areas of application to practice.
Status as at June 2014	Promotion brochure developed for sales of hard copy and USB Information on license on the web site.	Proposals have been put to SWA for funding for an OHS research award and a Three Minute Thesis competition. Not progressed at this time due to funding and registrar time. Government proposal to charge fees for PhD studies will further inhibit OHS research
Planned activities 2014-15	Update hard copy and USB as a result of new chapters Launch new chapters Collaborate with AFOEM to complete mapping of curriculum to OHS BOK as a learning resource. Develop podcasts for OHS BoK chapters. Liaise with SIA and other OHS professional bodies on workshops and other activities to promote the OHS Body of Knowledge.	Activity in this area will require funding. Concept of 'work based doctoral studies' may be worth following up. (See Middlesex University.)
Link with SIA activities	While the SIA will consider a range of inputs, the guidance provided by the AOHSEAB will directly support content of SIA conventions, conferences and workshops.	Presentation of an OHS research award could be made as part of an SIA award function. A Three Minute Thesis Competition could be conducted as part of the Safety in Action conference in Melbourne in April 2014.
Link with activities of other agencies	SWA, OHS professional bodies, universities	SWA, universities, regulators and industry bodies. International networks
Required resources	Sales of hard copy, USBs and licenses require processing of payments by SIA. Support by chapter authors for development of podcasts	Volunteer judging panels for awards and competition.
Required funding	May have to provide support to authors for developing pod casts	For research award or prizes for Three Minute Thesis Competition
Potential income sources	Corporate sponsorship for podcasts	Could be sponsorship for the award or the competition
Related documents		Proposal for OHS Research Award Proposal for Three Minute Thesis



5.5 Engagement

Strategic element	Maintain web site	Conduct accreditation briefings	Engage with relevant Australian groups
Description	The web site has its own livery and image with links to the SIA web site.	Half day sessions conducted by the registrar to brief universities on the accreditation criteria and process. Sessions may be for individual universities for a group of universities.	Examples of relevant groups within Australia include SWA, OHS regulators, employers, employee representative bodies, Professions Australia and OHS educators and researchers and education policy and regulator groups.
Status as at June 2014	New web site developed and operating	13briefings have been conducted. Discussions are ongoing with one universities regarding a suitable time.	Contact lists have been developed for Australian networks and for IHS educators and researchers. Newsletters and other information have been circulated to these contacts. Registrar has developed close links with SWA and SIA College of Fellows. Links have also been established with Professions Australia and AQFC.
Planned activities 2014-15	Maintain web site ongoing	Conduct briefings for ACU	Maintain contacts list and regularly circulate information. Liaise with SWA to support Australian Strategy.
Link with SIA activities	There are reciprocal links between the AOHSEAB and SIA web sites		Collaborate with SIA College of Fellows to support activities of mutual benefit.
Link with activities of other agencies	Other agencies may wish to create link to the AOHSEAB web site		SWA, OHS regulators, industry bodies
Required resources	Skills to maintain and update web site.	Venue for briefing and data projector (provided by university) Briefing may be done online through GoToMeetings	Nil
Required funding	Budget for maintenance	Travel and accommodation for registrar	Travel and accommodation for registrar. May also include conference fees.
Potential income sources	Nil	Nil (related to accreditation fees)	Nil
Related documents		Briefing presentation	



Strategic element	Engage with relevant international groups	Provide information on OHS accreditation and education	Make conference presentations
Description	Through the International Network of Safety and Health Practitioner Organisations (INSHPO) the Accreditation Board has had a leading role in developing the Global Framework for Practice and been involved in workshops on accreditation including recognition of o'seas qualifications, the OHS BoK and transferability of certification.	Information communiqués issued in the form of e-newsletters, media releases and articles for magazines/journals. Social media may also be a channel for providing information.	Presentations or papers delivered as part of a structured conference conducted by groups other than the Accreditation Board.
Status as at June 2014	Registrar has worked with the INSHPO, ASSE and a UK researcher to develop the tasks, knowledge and skills component of the Global Framework for OHS practice. Some work has also been undertaken on comparisons of accreditation criteria and processes and certification criteria and processes.	MMedia releases have accompanied the announcement of each accreditation. One e-news has been circulated. Twitter has been used to announce media releases and changes to the web site. A new development of a quick update to educators and researchers is being trialled.	As a result of invitations international presentations have been made in Moscow, Bangkok and Montreal. Presentations have been made at the SIA Safety in Action conference in Melbourne and in Perth.
Planned activities 2014-15	Continue collaboration on the international framework including workshop and forum presentations at the XX Global OHS Convention in Frankfurt in August. Continue work on comparisons of accreditation criteria and processes and certification criteria and processes.	Media releases will continue to be issued to announce newly accredited programs and other OHS education related developments. It is intended to issue E-news at least quarterly.	Nil planned at this stage.
Link with SIA activities	SIA is the member of INSHPO but the invitations to attend workshops have been directly to the Registrar.	E-news and media releases circulated to SIA members	Presentations may be associated with SIA conferences and workshops
Link with activities of other agencies	INSHPO. May also include other international networks	Articles may be provided for a range of OHS publications E-newsletter and media releases are circulated to a broad range of agencies	Conference presentations may be for OHS professional bodies, OHS agencies, and some cases commercial providers
Required resources	Nil	Nil	Nil
Required funding	To date the travel and accommodation costs have been covered by INSHPO	Expenses associated with graphic design for e-news.	May require travel and accommodation
Potential income sources	Nil	Nil	Nil (Commercial providers may pay for presentation)
Related documents	International framework document	Media release template e-newsletter template	