



**Australian OHS Education
Accreditation Board**

Application Pack for Universities Applying for Re-accreditation of Programs for Education of Generalist OHS Professionals

Effective from July 2018



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Application for Re-accreditation

1 Provider details

Applying institution

Name of Institution	
Organisational Unit	
Campus address	
Web address	

University contact

University contact	Name	
	Position	
	Email address	
	Telephone	

Signatures supporting application

Program leader	Name	
	Signature	

Head of School	Name	
	Signature	

Date of submission	
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Note: Application form to be submitted electronically in MS Word format.



2 Program for accreditation

Title of program for accreditation		
Post nominals for program		
Institution web link for program details		
AQF level of program		
Year of establishment of program or proposed date for first delivery		Date of last major review
Minimum pre-requisites for application		
Duration	Is part time available? Yes/No	
	Is full time available? Yes/No	
	___ Full time equivalent (in months)	
	___ Minimum (in months)	
		___ Average (in months)
		___ Maximum in months
Mode of delivery	<input type="checkbox"/> Face-to-face <input type="checkbox"/> Block mode [Total days of block(s) = _____] <input type="checkbox"/> Distance mode with compulsory on-campus workshops [Total days compulsory attendance = _____] <input type="checkbox"/> Distance mode with optional on-campus workshops [Total days optional attendance = _____] <input type="checkbox"/> Full distance mode <input type="checkbox"/> Other	
Brief description of program	<p><i>Provide an overview of the program and tell us what you believe differentiates your program from others that are offered in Australia.</i></p>	



Credit points	Total number of credit points ____ Number of credit points that address OHS ____ Topic areas for non OHS credit points:			
Enrolments		2 years ago	Last year	This year
	New enrolments (number in a calendar year)			
	Active students (active = enrolled in at least one course/unit during the academic year)			
	Number of Graduates (in a calendar year)			
	Student attrition rate			



3 Evidence for accreditation

Refer to the Information booklet for examples of evidence and guidance in completing the Evidence Statement.

All supporting documentation should be indexed to the relevant accreditation criterion.

Evidence attached	<input type="checkbox"/> Completed evidence statement (in both hard and soft copy)
	<input type="checkbox"/> Soft copy of evidence with index list
	<input type="checkbox"/> Temporary 'student' log in to IT system <ul style="list-style-type: none"> - Log in and password supplied - Time period for which access is available (at least 2 months from date of application)
Arrangements for interviews	<i>Once the application is received the registrar will contact the program leader regarding an assessment date. As a minimum the program leader and one member of the teaching staff must be available for interview on the assessment date.</i>
Head of School	Name Email Telephone
Program leader	Name Email Telephone
Teaching staff	Name Email Telephone
Sessional staff	Name Email Telephone
Students	<i>Access to students to be discussed by program leader and registrar</i>



3.1 Evidence statement

For the purposes of re-accreditation assessment, it is assumed that the university level processes observed in the initial accreditation process have been maintained and are the subject of audit by TEQSA. Therefore you are requested to provide evidence against a sub-set of the accreditation criteria. Please refer to Appendix 7 of the Accreditation Information Package for further information.

Section 1: Program information

Area of focus	Accreditation Criteria	Specific evidence and questions to address	Evidence
Admission criteria	1.1, 1.2	Have your admission criteria changed since your program received initial accreditation? If YES, please provide us with the new criteria and the rationale for the change.	
RPL	1.3	Outline the process used within your School/Faculty to accept/decline applications for RPL. This may include; <ul style="list-style-type: none"> • Who is responsible for undertaking the assessment and making the decision • Whether students are provided with guidance and advice prior to submission • The factors considered when assessing applications • The numbers of formal application received in the last two years • The numbers approved and declined in the last two years 	
Alignment with AQF level	1.13	Outline the processes you use at faculty/school level to ensure that the content and learning activities within your program are aligned to the appropriate AQF level. Please provide a copy of your AQF mapping document.	
Program information for	3.1	Program information, including individual course descriptions includes content summary, expected learning outcomes (with course outcomes	



Area of focus	Accreditation Criteria	Specific evidence and questions to address	Evidence
current and prospective students		mapped to program outcomes), methods of assessment and compulsory requirements for completion. Provide us with copies of your course/unit/subject outlines.	
	7.2	Provide us with a link to your program information on the university web-site.	
Program leadership	6.1	You have previously provided information about the defined faculty/school. Please advise if there are any changes to faculty/school in which the program managed Provide a statement of commitment to the program by the head of the faculty/school that includes budgetary and infrastructure provision as part of your application.	
	6.2	You have previously identified the leader of your academic team with a background in an OHS related discipline as part of your application. Please advise if there are any changes in program leadership. Do you have a succession plan for your program leadership? If YES, provide an overview.	



Section 2: Teaching and learning

Area of focus	Accreditation Criteria	Specific evidence and questions to address	Evidence
Teaching Philosophy	3.2	<p>What is the teaching philosophy of your program? How do you engage with that philosophy in the ongoing review of your course learning outcomes, content and assessments?</p> <p>How do you communicate your philosophy to your students either formally or informally?</p>	
Provision of feedback	1.5	<p>What is the expected turn-around time on assessments within your program? What happens if teaching staff don't meet your turn-around time?</p> <p>How is the quality of feedback provided by the teaching staff in your program reviewed for consistency? For example, is it part of your moderation process?</p>	
OHS Body of Knowledge (BoK)	1.9	<p>How do you ensure that the OHS Body of Knowledge is conceptually addressed within your program? Eg. Is it discussed at staff meetings? Is it something you work on as a faculty on your planning days? How do you involve your industry advisory group in the process?</p> <p>How do you assess learning and assessment tasks within your program to ensure that student are able to integrate (not duplicate) their understanding of the BoK?</p> <p><i>Note: It is not intended that the OHS Body of Knowledge should dictate the content of your program; the Body of Knowledge articulates important concepts and theories to underpin it. It is expected that new and emerging modes of practice not yet captured in the Body of Knowledge should be included as relevant in your program.</i></p>	
Assessment methodologies	1.11	<p>What process do you use to ensure that a range of assessment methodologies is used across your program?</p> <p>How do you ensure that the assessment tasks set within your</p>	



Area of focus	Accreditation Criteria	Specific evidence and questions to address	Evidence
		<p>units/courses are actually assessing whether the Unit and Program Learning Outcomes have been demonstrated? Provide a copy of your mapping document that shows the alignment of your unit and program learning outcomes and assessment tasks.</p> <p>What changes have been made to your assessment methodologies since the last accreditation review? Provide a summary of the changes made; this can be in the form of the documents submitted for subject alteration approval, a mapping document or a description depending on the scale of the changes that have been made.</p> <p>How do you ensure that the program assessment as a whole includes a range of tasks that relate to practice and application and not just knowledge retention?</p>	
Integration of learning and professional practice	3.4, 1.10	<p>How do you sequence units/topics/courses so that students build on and integrate their learning as they progress through the program? Give us an example of how you scaffold learning throughout your program.</p> <p>How do you demonstrate the integration of formal learning with workplace/ professional practice in your program e.g. capstone project within a Master's program.</p> <p>How do you define the concept of 'OHS practice'? How do you use that concept to assure that your program is developing professional level knowledge and skills in your graduates that is aligned with industry expectations and needs?</p>	
Student interaction and engagement	3.5, 2.3	<p>What formal and informal teaching and learning strategies do you use within your program to drive student learning and engagement as an entry level OHS professional?</p>	
Teaching capability	3.6, 3.10, 3.11	<p>What do you see as the capability strengths of your teaching staff? Are there any gaps in capability? If SO, what is your plan to build it in that</p>	



Area of focus	Accreditation Criteria	Specific evidence and questions to address	Evidence
		area? How do you work with your academic staff to continuously improve their teaching skills when utilising technology based modes of delivery? How do you support your teaching staff to maintain their currency as OHS professionals? Please provide current CVs for your teaching staff.	
Sessional staff	3.8	Are new sessional staff provided with mentors or peer-coaches? If NO, what other forms of support do you provide to them? Are sessional staff expected to develop the content for the courses they teach? How do you ensure that there is no overlap and that such units integrate seamlessly into your program?	
OHS professional practice	3.9	Describe how and when you involve practicing OHS professionals in in the delivery of your program.	
Research principles and methodology	4.2	In which courses are students provided with the research principles and methodology appropriate to OHS in the workplace and the AQF level of the qualification addressed? Are both qualitative and quantitative methods addressed? Are students equipped to be a 'consumer' of research as well as to undertake basic research in the workplace?	



Section 3: Continuous improvement

Area of focus	Accreditation Criteria	Specific questions to address	Evidence
Student progression	1.7	<p>Explain how you continue to grow your program and improve the quality of the OHS professionals that you graduate.</p> <p>Provide an example of how you have used retention, progression and completion data from your student base to inform continuous improvement within your program.</p>	
Learning outcomes	1.8	<p>How often do you review your program/course learning outcomes? Who is involved in the review process? What are your key considerations in designing your program/course learning outcomes?</p> <p>What changes have been made at program level or to individual subjects/units since the last accreditation review?</p> <p>Provide a summary of the changes made; this can be in the form of the documents submitted for subject alteration approval, a document that maps the changes made or a description depending on the scale of the changes that have been made.</p>	
Student grievance process	2.5	<p>Have you had any formal grievances or complaints lodged by students in the accredited program in the last 2 years?</p> <p>If YES, please provide us with an overview of the concerns raised, the processes used to unpack the concerns and any actions taken as a result.</p> <p><i>Please note that we are interested in how this feeds into your continuous improvement process and not in the details of the grievance or complaint.</i></p>	
Comprehensive program review	5.3, 5.4, 5.5, 5.6	<p>When and why was the last comprehensive review of you program undertaken? Who conducted the review? Briefly describe their background and the role expected of them.</p>	



Area of focus	Accreditation Criteria	Specific questions to address	Evidence
		<p>Were Terms of Reference developed for the review; for example to maintain focus on specific areas such as:</p> <ul style="list-style-type: none">• developments in OHS and education• identified risks to the program• student achievement data• feedback from students (past and present)• self-review by staff and changing needs of students• learning outcomes• assessment methods• staffing <p>Provide a summary of the areas of concern and/or identified areas for improvement arising from the review and the agreed actions implemented as a result. What is the status of the actions?</p> <p>Provide an example of a change that has resulted in a course in response to student feedback.</p> <p>How are students informed of the changes made in response to their feedback?</p> <p>Provide a link to your university policy and process in relation to program review.</p>	
OHS professional inputs	5.7	What is your approach to engaging with and involving OHS professionals and industry representatives in the continuous improvement of your program? For example, are they actively engaged in developing new directions, principles, outcomes and assessments or is their role in validation only?	



Section 4: Current research and leading edge thinking

Area of focus	Accreditation Criteria	Specific evidence and questions to address	Evidence
Current research and leading edge thinking in OHS	3.3	How do you as a school/faculty integrate leading edge thinking and current research in OHS (outside your own research interests) into your program? Give an example of where this has been done in the last 2 years explaining what was included, how it was integrated and the rationale for inclusion.	
	4.1	What research is currently being undertaken by the academic and teaching staff delivering your program? How is the knowledge generated in that research translated into teaching and learning materials?	



3.2 OHS Professional capabilities

This matrix provides a useful tool to map the units or courses where assessment activities include the AQF/OHS capability statements.

If you have a mapping document that maps your graduate attributes and learning outcomes against the AQF levels, you may supply that document as your evidence.

If not, you may choose to use this approach. Delete the column(s) not related to the program for which accreditation is being sought then add a column to the right and enter the unit/course titles and assessment activities where the capability is assessed.

OHS capabilities: Skills: Analyse and evaluate information

	OHS Bachelor AQF 7	OHS Grad Dip AQF 8	OHS Masters AQF 9
SKILLS Graduates will have <u>well developed</u> cognitive, technical and communication skills to	In 7.1.1 Access and evaluate knowledge from a range of sources relevant to OHS practice In 7.1.2 Critically analyse and consolidate information from such range of sources In 7.1.3 Synthesise the information to inform OHS practice	In 8.1.1 Access and critically evaluate information from a range of sources as part of evidenced informed OHS practice In 8.1.2 Challenge information and current thinking as it relates to professional practice	In 9.1.1 Access and critically evaluate the implications for OHS practice of complex information from workplace, national and international sources including academic literature In 9.1.2 Reflect critically on OHS theory and research and its relevance for practice
		In 8.2.1 Access, analyse, consolidate and synthesise relevant knowledge to inform OHS practice	In 9.2.1 Generate complex ideas and concepts In 9.2.2 Evaluate complex ideas and concepts to interpret and evaluate theoretical perspectives.
			In 9.3.1 Investigate, analyse and synthesise complex information, concepts and theories and demonstrate their applicability to different areas of the Body of Knowledge for Generalist OHS Professionals and/or specialised aspects of OHS practice



OHS capabilities: Skills - Solve problems

	OHS Bachelor AQF 7	OHS Grad Dip AQF 8	OHS Masters AQF 9
SKILLS Graduates will have <u>well developed</u> cognitive, technical and communication skills to	<p>Pr 7.1.1 Apply critical thinking, information gathering and communication skills to identify and analyse sometimes complex OHS problems</p> <p>Pr 7.1.2 Generate practical evidence-informed solutions taking account of legislation and industry standards and justify the proposed solutions</p>	<p>Pr 8.1.1 Apply critical thinking, information gathering and communication skills to identify and analyse complex OHS problems</p> <p>Pr 8.1.2 Generate and prioritise practical evidence-informed solutions taking account of legislation and industry standards</p> <p>Pr 8.1.3 Justify proposed solution(s) taking account of organisational, commercial, legal, industry and other relevant factors</p>	<p>Pr 9.1.1 Apply critical thinking, information gathering and communication skills to identify and analyse complex OHS problems and identify emerging issues</p> <p>Pr 9.1.2 Synthesise information and established theory from a variety of sources to generate practical evidence-informed solutions to OHS problems taking account of legislation and industry standards and defend the proposed solutions</p> <p>Pr 9.1.2 Prioritise practical evidence-informed solutions to OHS problems within a business environment taking account of legislation</p> <p>Pr 9.1.4 Apply a business evaluation process to justify proposed solution(s) taking account of commercial factors, industry standards and legal obligations</p>
			<p>Pr 9.2.1 Engage in evidence-informed reflective practice and professional discussion, encompassing the implications for practice of new research findings and theoretical developments</p> <p>Pr 9.3.1 Access and critically review academic literature and apply findings from research to inform professional practice</p> <p>Pr 9.3.2 Design, implement, evaluate and report on relevant activities and situations with a view to extending/deepening the OHS Body of Knowledge</p> <p>Pr 9.3.3 Approach the resolution of complex problems in a critically reflective manner drawing upon extant theory and appropriate evaluative activity</p>



OHS capabilities: Skills - Communication skills to transmit knowledge, skills and ideas

	OHS Bachelor AQF 7	OHS Grad Dip AQF 8	OHS Masters AQF 9
SKILLS Graduates will have <u>well developed</u> cognitive, technical and communication skills to	Com 7.1.1 Select and appropriately apply a broad range of communications skills and formats to explain technical information and concepts to workplace audiences	Com 8.1.1 Convey technical information and theoretical concepts in a clear, concise and logical manner giving underpinning rationale	Com 9.1.1 Interpret and tailor technical information, complex concepts and theories to communicate knowledge and ideas to a range of specialist and non-specialist audiences using an appropriate range of communication strategies Com 9.2.2 Provide the evidence-base and logical reasoning to explain the risks and benefits of a range of options and justify relevant propositions and recommendations
		Com 8.2.1 Interpret and tailor information to communicate knowledge and ideas to a range of audiences using an appropriate range of communication strategies Com 8.2.2 Demonstrate written, oral and non verbal communication skills that reflect empathy for the audience	

OHS capabilities: Application

	OHS Bachelor AQF 7	OHS Grad Dip AQF 8	OHS Masters AQF 9
APPLICATION OF KNOWLEDGE AND SKILLS Graduates will be able demonstrate application of knowledge and skills to	App 7.1.1 Recognise the limits of one's own knowledge and skills and seek specialist advice as appropriate Observe relevant codes of conduct App 7.1.2 Recognise the implications of different work environments and work cultures and the implications for OHS practice	App 8.1.1 Make high level independent judgements regarding technical OHS issues and plan, implement and monitor OHS-related projects App 8.1.2 Recognise the limits of one's own knowledge and skills and seek specialist advice as appropriate App 8.1.3 Observe relevant codes of conduct including identifying when disclosure/whistle blowing may be appropriate	App 9.1.1 Make high level independent judgements regarding technical OHS issues and plan, implement and monitor OHS-related projects App 9.1.2 Operate with a high level of autonomy to conceptualise, plan, implement and evaluate major OHS related projects App 9.1.3 Recognise limits of one's own knowledge and skills and seek specialist advice as appropriate App 9.1.4 Observe relevant codes of conduct and engage in discussion on distinguishing features of professional practice App 9.1.5 Identify when disclosure/whistle blowing may be appropriate and take appropriate action and be able to foster work environment elements that are conducive to open expression of worker concerns



	OHS Bachelor AQF 7	OHS Grad Dip AQF 8	OHS Masters AQF 9
	<p>App 7.2.1 Work independently and as part of a team in addressing a range of OHS problems</p> <p>App 7.2.2 Recognise the value of professional, enterprise and industry collaboration</p> <p>App 7.2.3 Be accountable for the technical and conceptual underpinnings of one's own practice</p> <p>App 7.2.4 Be reliable in meeting commitments in accord with agreed time lines</p>	<p>App 8.2.1 Work independently and as part of a multidisciplinary team</p> <p>App 8.2.2 Be accountable for technical and conceptual underpinning of own practice across arrange of areas of practice and diverse contexts</p> <p>App 8.2.3 Ability to operate across a range of activities that create different demands in implementation while meeting agreed delivery time lines</p>	<p>App 9.2.1 Ability to operate across a range of responsibilities and activities that create different demands in implementation while meeting required delivery time lines</p> <p>App 9.2.2 Work with people from many disciplines and backgrounds, across a range of work groups including at the highest decision-making levels, demonstrating leadership capacity</p> <p>App 9.2.3 Work in diverse, complex and unfamiliar contexts</p> <p>App 9.2.4 Be accountable for technical and conceptual underpinning of own practice at a high level including currency with recent research across arrange of areas of practice and diverse contexts</p> <p>App 9.2.5 Bring an international perspective to professional practice</p>
	<p>App 7.3.1 Contribute to and implement an agreed problem-solving strategy</p> <p>App 7.3.2 Take individual responsibility for a small research project or evaluative study of OHS practice</p> <p>App 7.3.3 Apply project management skills to conduct OHS projects of limited scope</p>	<p>App 8.3.1 Take a leadership role to operationalise and implement strategy</p> <p>App 8.3.2.Apply project management skills to conduct projects to implement change</p>	<p>App 9.3.1 Identify priorities and develop strategies for addressing OHS problems that require the involvement of others for successful implementation</p> <p>App 9.3.2 Apply research principles to design projects to investigate issues within the workplace</p> <p>App 9.3.3 Apply project management skills to implement significant projects in the workplace</p>



3.3 Program content and the OHS Body of Knowledge

Refer to the Information Pack, specifically Appendix 4: Information sheets - Accreditation Criterion 1.9. Please provide the course/unit names and numbers and if relevant specific modules or topics covered.

3.3.1 Content Concept Map

Note: *New chapters proposed or under development for the OHS Body of Knowledge are listed in red in the table below. If your program delivers content in these areas you may wish to map your program against these to provide a better picture of the content covered in your program.*

Concept		Sub-concept	Where the BOK is covered
Foundation science	7	for understanding hazards, mechanism of action and so control	
Socio-political context	8.1	OHS law and regulation in Australia	
	8.2	Principles of OHS Law	
	9	Industrial, technological and business imperatives	
The organisation	10	The Organisation	
	10.2	Organisational culture	
		Complexity and adaptability OHS performance evaluation	
Systems	11	Systems and systems thinking, management systems, systems of work	
	11.3	Managing process safety Rules procedures and documentation	
Human (individual)	12	As a biological system	
	13	Basic psychological principles	
	14	Basic principles of social interaction	
Hazards and their mechanisms of action and related controls	15	Hazard as a concept	
	16	Biomechanical	
	17	Chemical	
	17.3	Process hazards - Chemical	
	18	Biological	
	19	Psycho-social hazards and occupational stress	
	20	Psychosocial: Fatigue	
	21	Psychosocial: Bullying, aggression and violence	
	22	Physical: Noise and vibration	
	23	Physical: Electricity	
	24	Physical: Ionising radiation	
	25	Physical: Non ionising radiation	
	26	Physical: Thermal (hot/cold environments, processes and objects)	
	27	Physical: Gravitational (people and things falling from heights), slips and trips	
	28	Physical: Mechanical plant	
29	Physical: Mobile plant		



	30	Physical: Vehicles and occupational road use	
		Process safety hazards	
Risk	31	Risk	
	31.2	Risk and decision making	
		People, risk and psychology	
Causation	32	Models of occurrence causation (safety)	
	33	Models of causation (health determinants)	
Control	34	Prevention and intervention	
	34.1	User-centred safe design approach to control	
		Engineered safe design	
		Design of good work	
		Occupational health	
		Fitness for duty	
	35	Mitigation: Emergency planning	
36	Mitigation: Health impacts		
Practice	38	Model of OHS practice	
		Leadership and the OHS professional	
		Working in organisations	
	39	The OHS professional as a critical consumer of research	
		The OHS professional as a workplace researcher	
		Ethical and professional practice	



3.3.2 Assessment Concept Map

The matrix below requires an indication of the extent to which the Learning Outcomes for the OHS Body of Knowledge are addressed in **assessment** activities. Shade the relevant OHS Body of Knowledge Learning outcomes that are assessed by your program.

Notes:

1. No learning outcomes have been developed for the chapters considered introductory or underpinning knowledge (that is chapters 1, 2, 3, 4, 5, 6, 7, 13, 14, 15)
2. Where no numbers are listed for existing chapters the learning outcomes are under development and will be posted on <http://www.ohsbok.org.au/resources/learning-outcomes/> when available.
3. Learning outcomes for **new chapters** will be developed once the chapters are published.
4. Where universities include topics in their curriculum where no detailed learning outcomes are listed the chapter title should be highlighted.

8 OHS law in Aust	8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	8.9	8.10			
8.2 Principles of OHS Law	8.2-1	8.2-2	8.2-3	8.2-4	8.2-5	8.2-6	8.2-7	8.2-8	8.2-9	8.2-10	8.2-11	8.2-12	
9 Industrial, tech & business imperatives	9.1	9.2	9.3	9.4	9.5	9.6	9.7	9.8	9.9				
10 The Organisation	10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9				
10.2 Organisational culture													
Complexity and adaptive capacity													
OHS performance evaluation													
11 Systems	11.1	11.2	11.3	11.4	11.5	11.6	11.7	11.8					
11.3 Managing process safety													
Rules and procedures													
16 Biomechanical hazards	16.1	16.2	16.3	16.4	16.5	16.6	16.7	16.8	16.9	16.10	16.11		
17 Chemical hazards	17.1	17.2	17.3	17.4	17.5	17.6	17.7	17.8	17.9	17.10			
18 Biological hazards	18.1	18.2	18.3	18.4	18.5	18.6	18.7	18.8	18.9				
19 Psychosocial hazards	19.1	19.2	19.3	19.4	19.5	19.6	19.7	19.8	19.9	19.10			
20 Fatigue	20.1	20.2	20.3	20.4	20.5	20.6	20.7	20.8	20.9	20.10			



21 Bullying, aggression and violence	21.1	21.2	21.3	21.4	21.5	21.6	21.7	21.8	21.9	21.10	21.11	21.12	21.13
22 Noise & vibration	22.1	22.2	22.3	22.4	22.5 6	22.6	22.7	22.8	22.9	22.10			
23 Electricity	23.1	23.2	23.3	23.4	23.5	23.6	23.7	23.8	23.9	23.10	23.11		
24 Ionising radiation	24.1	24.2	24.3	24.4	24.5	24.6	24.7	24.8	24.9	24.10			
25 Non ionising radiation	25.1	25.2	25.3	25.4	25.5	25.6	25.7	25.8	25.9	25.10	25.11		
26 Thermal environment	26.1	26.2	26.3	26.4	26.5	26.6	26.7	26.8	26.9	26.10			
27 Gravitational hazards	27.1	27.2	27.3	27.4	27.5	27.6	27.7	27.8	27.9				
28 Plant	28.1	28.2	28.3	28.4	28.5	28.6	28.7	28.8	28.9	28.10			
29 Mobile plant	29.1	29.2	29.3	29.4	29.5	29.6	29.7	29.8	29.9	29.10			
30 Vehicles and occupational driving	30.1	30.2	30.3	30.4	30.5	30.6	30.7	30.8	30.9	30.10	30.11		
31 Risk	31.1	31.2	31.3	31.4	31.5	31.6	31.7	31.8					
31.1 OHS Risk and decision making													
People, risk and psychology													
32 Models of causation: Safety	32.1	32.2	32.3	32.4	32.5								
33 Models of causation: Health	33.1	33.2	33.3	33.4	33.5	33.6							
34 Prevention and intervention	34.1	34.2	34.3	34.4	34.5	34.6	34.7	34.8					
34.1 User-centred safe design approach to control													
Engineered safe design													
Design of good work													
Occupational health													
Fitness for duty													



35 Mitigation: Emergency preparedness	35.1	35.2	35.3	35.4	35.5	35.6	35.7	35.8	35.9	35.10			
36 Mitigation: Health impacts	36.1	36.2	36.3	36.4	36.5	36.6	36.7						
38 OHS Model of Practice	38.1	38.2	38.3	38.4	38.5	38.6							
Leadership and the OHS professional													
Working in organisations													
39 Critical consumer of research	39.1	39.2	39.3	39.4	39.5	39.6	39.7	39.8					
The OHS professional as a workplace researcher													
Ethics and professional practice													

3.4 List of attachments

The supporting evidence as noted in the evidence statement will be a number of attachments which may include: course guides; assessment/marking guides; information provided to students, CVs, minutes of meetings. These attachments should be listed below.