



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 and 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		