

# LEARNING OUTCOMES

## 34.3 Health and Safety in Design

See also learning outcomes for 34.2 Introduction to User-Centred Design.

	Cognitive level	What the graduate should be able to do	Context	Level
Operational activities that a <u>new graduate</u> generalist OHS professional would be expected to undertake related to the topic	5	<b>34.3-1</b> <u>Develop</u> criteria and processes to ensure health and safety is considered early in procurement and design decisions.	Within a small organisation or section of larger organisation.	In liaison with managers, technical and operations specialists and worker representatives. Documented as part of a management system. 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	5	<b>34.3-2</b> <u>Develop</u> criteria and processes to monitor and assess the effectiveness of processes for incorporating health and safety in design and procurement.	For a nominated situation or workplace. Within a small organisation or section of larger organisation.	In liaison with managers, supervisors, specialist advisors and worker representatives. Documented as part of a management system.
Analyse and generate solutions to complex problems related to the topic	5	<b>34.3-3</b> <u>Apply</u> system analysis and risk assessment tools and processes to <u>identify</u> health and safety issues to be addressed through design.	For a nominated situation/design scenario. Within a small organisation or section of larger organisation.	Taking account of relevant legislation and standards. Based on work as done rather than work as imagined. Analysis and risk assessment consider each stage of the life cycle of the design product. System analysis tools consider the design in a socio-technical system and take account of people, tasks and the technical and social environment.
	6	<b>34.3-4</b> Engage with design decision makers to <u>influence</u> decisions to consider and address health and safety impacts of the design product.	Design decision makers may include but not be limited to engineers and other technical advisors, production and operations, finance and procurement personnel.	Design decisions take a life cycle approach and all categories of users are considered.

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	3	<b>34.3-5</b> Identify when specialist advice is required and define the scope of work required to engage services of appropriate specialist advice.	Specialist advice may be from internal or external to the organisation.	Documented in a report to management or other contact required to authorise or provide service.
Transmit knowledge, skills and ideas to others	3	<b>34.3-6</b> <u>Explain</u> to workplace stakeholders the rationale and benefits of engaging users early in the design and procurement process.	Workplace stakeholders may include managers, supervisors, worker representatives, OHS committees, those in functional roles such as procurement, finance and technical services.	Communication strategies and language appropriate to the audience. With reference to information and data demonstrating the impact of poor design.
	5	<b>34.3-7</b> Support user understanding of the design process as applied to a particular design product	Users include those who install, commission, operate, maintain and decommission and dispose of procured items.	Using strategies, tools and language appropriate to the user groups and the design product in development.
Demonstrate the required underpinning science and/or psychology knowledge	The Human: 8.1 People as Individuals; 8.2 People in Organisations; 8.3 Individual Differences and Work.			
Integration of knowledge from other chapters	10.2 Organisational Culture; 12.1 Systems Hazard chapters applicable to the design under consideration. 32 Models of Causation: Safety; 33 Models of Causation: Health. 34.1 Prevention and Intervention; 34.2 Introduction to User-Centred Design.			

\*chapters in planning and development