

LEARNING OUTCOMES

36 Emergency Management

	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	36-1 <u>Facilitate</u> individual competency and organisational capability in emergency response.	Within a small organisation or a section of a larger organisation. With support/input by experienced advisors as appropriate.	Training needs are assessed. Recommendations are made to address gaps in competency and capability. Documented in a report to management.
	3	36-2 <u>Facilitate</u> communication between organisational emergency control structure and responding services.	For a nominated situation or workplace. For a nominated scenario. Scenario may be an exercise or actual emergency	Supporting interoperability and a common operating picture. Providing relevant site-specific information.
Well-developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	4	36-3 <u>Apply</u> knowledge of hazards and their impacts together with workplace processes to <u>identify and assess</u> threats that may lead to an emergency event.	For a nominated situation or workplace. Within a small organisation or a section of a larger organisation. With support/input by experienced advisors as appropriate.	In liaison with managers, supervisors, technical personal and specialist advisors as appropriate. Taking an 'all hazards' approach and considering vulnerability. Documented in a report to management.
	5	36-4 <u>Contribute</u> to emergency planning.	Within a small organisation or a section of a larger organisation. With support/input by experienced advisors as appropriate.	Taking account of relevant legislation and standards. Emergency response structure is flexible, scalable and adaptable to suit the nature and stage of a scenario. Emergency response arrangements facilitate interoperability with other organisations and response services.

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				Planning encompasses incident action planning and recovery.
	6	36-5 Contribute to <u>evaluation</u> of the emergency response as part of a lessons learned analysis.	For a nominated situation or workplace. For a nominated scenario. Scenario may be an exercise or actual emergency	Documented in a report to management.
Analyse and generate solutions to complex problems related to the topic	5	36-6 <u>Contribute</u> to the emergency response to minimise impact of the emergency event.	For a nominated situation or workplace. For a nominated scenario. Within a small organisation or a section of a larger organisation.	Strategies address an 'all hazards' approach and, where possible follow the hierarchy of control at pre-event, event and recovery stages.
	3	36-7 <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 organisation or section of a larger organization.	Documented in a report to management or other contact required to authorise or provide service.
Transmit knowledge, skills and ideas to others	3	36-8 Explain to workplace management and those involved in emergency planning the importance of interoperability and flexibility in emergency response arrangements.	For a nominated situation or workplace. Within a small organisation or section of a larger organisation.	Communications strategies and language appropriate to the audience.
Demonstrate the required underpinning science and/or psychology knowledge		The Human: 8.1 People as Individuals; 8.2 People in Organisations; 8.3 Individuals Differences and Work*; 8.4 Mental Health and work*		
Integration of knowledge from other chapters		10.2 Organisational Culture; 12.1 Systems; 12.2 OHS Management Systems*; 12.3 Managing Process Safety. Specific hazard chapters as may relate to potential threats. 34.1 Prevention and Intervention.		

*chapters in planning and development