

# LEARNING OUTCOMES

## 31.1 Risk

	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>31.1-1</b> <u>Facilitate the development</u> of OHS risk management processes.	For a nominated situation or workplace. Within a small to medium organisation or section of a larger organisation. With support/input by experienced professionals 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. Reflecting clear understanding of risk as a concept.
	3	<b>31.1-2</b> <u>Facilitate implementation</u> of OHS risk management strategies.	For a nominated situation or workplace. For a nominated scenario. Within small to medium organisations or section of a larger organisation.	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	<b>31.1-3</b> <u>Apply</u> knowledge of specific hazards together with the concept of risk to <u>evaluate</u> the risk.	For a nominated situation or workplace. For a nominated scenario. Within small to medium organisation or section of a larger organisation. 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.

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	Cognitive level	What the graduate should be able to do	Context	Level
	5	<b>31.1-4</b> <u>Develop</u> processes to <u>monitor</u> and <u>assess</u> the validity of the risk management processes.	For a nominated situation or workplace. Within small to medium organisation or section of a larger organisation. With support/input by experienced professionals and as appropriate.	Documented as part of a management system.
Analyse and generate solutions to complex problems related to the topic.	3	<b>31.1-5</b> <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 organisation or section of a larger organisation.	Documented in a report to management.
	5	<b>31.1-6</b> <u>Access</u> and <u>evaluate</u> information on risk to inform decision-making by organisations or individuals.	For a nominated situation or workplace. For a nominated scenario. Within small to medium organisation or section of a larger organisation. With support/input by experienced OHS professional.	In liaison with managers, supervisors, technical personnel and worker representatives. With sign-off by an 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	<b>31.1-7</b> <u>Discuss</u> various definitions of risk and the implications of the definition used on risk-related decisions.	With professional peers and managers.	Communication clearly differentiates between a hazard and risk.
	5	<b>31.1-8</b> <u>Explain</u> the principles of risk, the limitations of risk evaluation and estimation, and so the issues influencing 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		12.1 Systems; 32 & 33 Models of causation; 34.1 Prevention and intervention.		