

LEARNING OUTCOMES

10.3.1 Rules and Procedures

See also 12.3.2 Usability and OHS Procedures.

| | 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 | 12.3.1-1 <u>Facilitate</u> the development of rules and procedures that contribute to the safety of work. | For a set of tasks or workflow. As part of implementing new work or a review of work practice. Within a small organisation or section of a larger organisation. | In consultation with those who will use or be impacted by the procedures. Taking account of: <ul style="list-style-type: none"> • Literacy and numeracy levels of users • Interfaces with equipment and engineering controls • Integration with other OHS and operational practices and procedures • Impact on operational goals. |
| | 5 | 12.3.1-2 <u>Contribute</u> to the development of organisational processes for procedural compliance. | Within a small organisation or section of a larger organisation. With support/input of experienced OHS and other professionals as appropriate. | Considering work-as-done and the complexity of factors impacting on procedural compliance. Documented as part of the a report to management or as part of an OHS MS. |
| Well-developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic | 5 | 10.3.1-3 <u>Analyse</u> the work and organisational environment to <u>identify</u> the valid purposes of OHS rules and procedures. | As it applies to a nominated situation or workplace. With support/input of experienced OHS professionals. | With reference to nature of risk and a systems approach to managing OHS. Documented in a form suitable for sharing with supervisors and managers. |
| Analyse and generate solutions to complex problems related to the topic | 5 | 10.3.1-5 <u>Work collaboratively</u> to integrate rules and procedures into an overall safe system of work. | Within a workgroup, small organisation or section of a larger organisation. With support/input of experienced OHS professional, technical advisors, and/or manager as appropriate. | Identifying and removing obsolete rules and procedures. In consultation with those who will use or be impacted by the procedures. |
| Transmit knowledge, skills and ideas to others | 3 | 10.3.1- 6 <u>Explain</u> the difference between a compliance-focused | To key decision-makers (including senior and middle managers, OHS committees). | Differenced include strengths and weaknesses. |

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| | | and a people-focused approach to rules and procedures. | Within a small organisation or section of a larger organisation. | Communication strategies and language appropriate to the audience. |
| | 3 | 10.3.1-7 Stimulate critical discussion on the role and application of rules and procedures. | Within a work group, small organisation or section of a larger organisation. | Taking account of the organisational culture. Communication strategies and language appropriate to the audience. |
| Demonstrate the required underpinning science and/or psychology knowledge | | 8.3 People in Organisations | | |
| Integration of knowledge from other chapters | | 10.1 The Organisation; 10.2 1 and 10.2.2 Organisational culture; 12.1 Systems; 12.2 OHS Management systems. | | |