

# LEARNING OUTCOMES

## 12.3.2 Document Usability

See also 12.3.1 Rules and 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	4	<b>12.3.2-1</b> <u>Validate</u> and <u>test</u> the usability of a safety-critical document prior to implementation.	Safety critical documentation includes: standards; processes; procedures,. Within a small organisation or section of a larger organisation.	Using a checklist detailing usability design principles of: <ul style="list-style-type: none"> <li>• Eye tracking</li> <li>• Gestalt principles of: <ul style="list-style-type: none"> <li>○ Figure/ground</li> <li>○ Similarity</li> <li>○ Closure</li> <li>○ Proximity</li> <li>○ Continuation</li> <li>○ Connectedness</li> </ul> </li> <li>• Content management <ul style="list-style-type: none"> <li>○ Reading grade/reading ease</li> <li>○ Appropriate notation</li> <li>○ Cognitive linking</li> <li>○ Behavioural reinforcement.</li> </ul> </li> </ul> <p>And</p> <ul style="list-style-type: none"> <li>• Observing normal users following the procedures to confirm that the procedure covers all the required steps.</li> </ul>
Well-developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	4	<b>12.3.2-2</b> <u>Differentiate</u> between the different types of OHS documentation, their function and content requirement.	OHS document types include: policies; standards; processes; procedures, guidelines; and handbooks, manuals , training materials.	As part of ensuring usability of OHS documentation.

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Analyse and generate solutions to complex problems related to the topic	5	<b>12.3.2-3</b> <u>Facilitate</u> the development of OHS documentation for usability.	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.	Reflecting the reality of the work Applying usability design principles of: <ul style="list-style-type: none"> <li>• Eye tracking</li> <li>• Gestalt principles of: <ul style="list-style-type: none"> <li>○ Figure/ground</li> <li>○ Similarity</li> <li>○ Closure</li> <li>○ Proximity</li> <li>○ Continuation</li> <li>○ Connectedness</li> </ul> </li> <li>• Content management strategies <ul style="list-style-type: none"> <li>○ Reading grade/reading ease</li> <li>○ Appropriate notation</li> <li>○ Cognitive linking</li> <li>○ Behavioural reinforcement.</li> </ul> </li> </ul>
Transmit knowledge, skills and ideas to others	3	<b>12.3.2-4</b> <u>Engage</u> with key stakeholders to create an awareness of the need to design safety-critical documents for usability.	Stakeholders include supervisors, managers, technical experts and those who design/curate OHS documentation. Within a small organisation or section of a larger organisation	Rationale including reference to reduction of comprehension and performance errors, increasing safety and reducing safety clutter. Communication strategies and language appropriate to the audience.
	3	<b>12.3.2-5</b> <u>Explain</u> the difference between a reader and a user and the implications for development of safety-critical documentation.	To those responsible for developing or approving safety-critical documentation. Within a small organisation or section of a larger organisation.	Noting the difference between 'searching' and 'navigating' content. Communication strategies and language appropriate to the audience.
Demonstrate the required underpinning science and/or psychology knowledge		8.1 People as individuals; 8.2 Individual differences and work.		
Integration of knowledge from other chapters		12.1 Systems; 12.2 OHS Management systems; .12.3.1 Rules and procedures.		