



**GUIDANCE NOTE FOR THE  
DEVELOPMENT OF  
TERTIARY LEVEL COURSES  
FOR PROFESSIONAL EDUCATION  
IN OCCUPATIONAL HEALTH  
AND SAFETY  
[NOHSC:3020(1994)]**

**AUGUST 1994**

The National Occupational Health and Safety Commission has adopted a *Guidance Note for the Development of Tertiary Level Courses for Professional Education in Occupational Health and Safety*.

The expectation of the National Commission is that guidance notes will provide detailed information for use by unions, employers, management, health and safety committee representatives, safety officers, occupational health and safety professionals and others requiring guidance.

It should be noted that National Commission documents are instruments of an advisory character, except where a law, other than the *National Occupational Health and Safety Commission Act 1985* (Cwlth), or an instrument made under such a law, makes them mandatory. The application of any National Commission document in any particular State or Territory is the prerogative of that State or Territory.

**National Occupational Health and Safety Commission**

**GUIDANCE NOTE  
FOR THE DEVELOPMENT OF  
TERTIARY LEVEL COURSES  
FOR PROFESSIONAL EDUCATION  
IN OCCUPATIONAL HEALTH  
AND SAFETY  
[NOHSC:3020(1994)]**

**AUGUST 1994**

Australian Government Publishing Service  
Canberra



© Commonwealth of Australia 1994

ISBN 0 644 35263 9

This work is copyright. Apart from any use as permitted under the *Copyright Act 1968* (Cwlth), no part may be produced by any process without written permission from the Australian Government Publishing Service. Requests and inquiries concerning reproduction and rights should be addressed to the Manager, Commonwealth Information Services, Australian Government Publishing Service, GPO Box 84, Canberra ACT 2601.



## **FOREWORD**

The National Occupational Health and Safety Commission is a tripartite body established by the Commonwealth Government to develop, facilitate and implement a national occupational health and safety strategy.

This strategy includes standards development, the development of hazard-specific and industry-based preventive strategies, research programs, training programs, information collection and dissemination and the development of common approaches to occupational health and safety legislation.

The National Commission comprises representatives of the peak employee and employer bodies—the Australian Council of Trade Unions and the Australian Chamber of Commerce and Industry—as well as the Commonwealth, State and Territory governments.

Consistent with the National Commission's philosophy of consultation, tripartite standing committees have been established to deal with issues relating to standards development, research and the mining industry. In addition, expert working groups are established from time to time to provide advice to the standing committees on those issues with which the National Commission is concerned.







## CONTENTS

<b>FOREWORD</b>	<b>iii</b>
<b>PREFACE</b>	<b>vii</b>
<b>1. INTRODUCTION</b>	<b>1</b>
<b>Overview</b>	<b>1</b>
<b>Developments in Occupational Health and Safety in Australia</b>	<b>1</b>
<b>National Initiatives in Occupational Health and Safety Education and Training in Australia</b>	<b>1</b>
<b>Principles of Occupational Health and Safety</b>	<b>3</b>
<b>2. AIM</b>	<b>4</b>
<b>3. PROGRAM DEVELOPMENT AND PROGRAM REVIEW</b>	<b>5</b>
<b>Resources</b>	<b>5</b>
<b>4. CORE LEARNING OBJECTIVES FOR OCCUPATIONAL HEALTH AND SAFETY PROFESSIONALS</b>	<b>7</b>
<b>Learning Objectives</b>	<b>7</b>
<b>Areas of Study which can Contribute to the Content of Programs</b>	<b>11</b>
<b>APPENDIXES</b>	
<b>1. CREDIT TRANSFER</b>	<b>13</b>
<b>2. SOURCES OF INFORMATION ON TERTIARY OCCUPATIONAL HEALTH AND SAFETY PROGRAMS</b>	<b>15</b>
<b>3. CHOOSING A TERTIARY OCCUPATIONAL HEALTH AND SAFETY COURSE—A CHECKLIST FOR STUDENTS</b>	<b>18</b>
<b>GLOSSARY OF TERMS</b>	<b>21</b>
<b>FURTHER READING</b>	<b>23</b>
<b>MEMBERSHIP OF THE STEERING COMMITTEE ON THE GUIDANCE NOTE FOR THE DEVELOPMENT OF TERTIARY LEVEL COURSES FOR PROFESSIONAL EDUCATION IN OCCUPATIONAL HEALTH AND SAFETY</b>	<b>25</b>



## PREFACE

In 1990 the National Commission convened a Workshop in Higher Education which included representatives from over 20 tertiary institutions as well as representatives from professional bodies, employers, unions and government. The National Commission adopted the recommendation of the Workshop on Higher Education to develop, in conjunction with education authorities and institutions and in consultation with occupational health and safety professionals, a guidance note for the development of tertiary level courses for professional education in occupational health and safety.

A steering committee consisting of representatives from nine tertiary education institutions, four professional bodies, as well as the unions, employers and government developed a draft guidance note for public comment.

The draft guidance note was released by the National Commission for public comment in May 1993. Forty-five submissions were received, considered and incorporated by the steering committee. The final guidance note was endorsed by the National Commission at its June 1994 meeting.

This guidance note aims to assist the development or modification of occupational health and safety education programs throughout Australia and is intended as a guide to minimum requirements. The guidance note should be particularly useful to institutions in justifying resource and curriculum requirements, as well as to students, employers and unions to evaluate the suitability and potential standard of a particular course.



# 1. INTRODUCTION

## OVERVIEW

**1.1** Over the past 20 years the World Health Organization and the International Labour Organisation have conducted several workshops to address the training of occupational health and safety professionals.

**1.2** The recommendations arising from these forums emphasised the need for crucial skills and minimum essential levels of competence to be identified and then incorporated into core curricula for the education of occupational health and safety professionals.

**1.3** The recommendations also emphasised the need for occupational health and safety professionals, whatever the basic discipline, to be educated in a broader multidisciplinary context which recognised the importance of the socioeconomic and technological changes in the work environment.

## DEVELOPMENTS IN OCCUPATIONAL HEALTH AND SAFETY IN AUSTRALIA

**1.4** In Australia, there have been rapid changes in occupational health and safety education and practice over the past 5-10 years. The complex forces which have driven these changes are:

- (i) changes to occupational health and safety laws;
- (ii) increased concern with health and environmental issues;
- (iii) increased national and State and Territory tripartite involvement;
- (iv) a move toward national uniformity in occupational health and safety; and
- (v) greater interest in the area by relevant professional groups, management and unions.

**1.5** These changes have resulted in an increase in the number of people who are engaged in at least some occupational health and safety activities, and have had a significant impact on the numbers and role of those who are totally or predominantly employed in occupational health and safety. This document focuses on the second category.

## NATIONAL INITIATIVES IN OCCUPATIONAL HEALTH AND SAFETY EDUCATION AND TRAINING IN AUSTRALIA

**1.6** In 1983 the Menzies Foundation held a workshop on occupational health and safety curriculum guidelines which recommended the development of a core course model for the education of occupational health and safety professionals. It also recommended establishment of a committee with representatives from professional groups to work with educational institutions in developing appropriate curricula. Accordingly, the Council of Occupational Health and Safety Professionals was formed in 1985, but there was much debate about the nature and scope of the proposed curricula.

**1.7** In 1986 the National Commission conducted a seminar on specialist education which proposed that common subjects across individual disciplines would be a better solution than developing a core curriculum. This would enable the depth of study of core subjects to be varied as desired.

**1.8** In July 1990 a two-day national Higher Education Workshop was held to discuss occupational health and safety education in Australia. Discussions focused on four major topics relating to issues for occupational health and safety professionals in terms of the:

- (i) needs of industry, unions and government;
- (ii) curricula and any common core elements needed to satisfy these needs;
- (iii) processes to be used to ensure the quality and relevance of courses and the role of the National Institute of Occupational Health and Safety; and
- (iv) possibilities for improving the certification of occupational health and safety professionals.

**1.9** At the August 1990 meeting of the National Commission, it was agreed to adopt one of the major recommendations from the Higher Education Workshop, that is, that Worksafe Australia, in conjunction with Commonwealth, State and Territory occupational health and safety and education authorities, and in consultation with occupational health and safety professionals, develop a guidance note on the standards for courses to educate occupational health and safety professionals, including consideration of:

- (i) requisite skills for occupational health and safety practitioners;
- (ii) general core curriculum described in terms of competencies or learning objectives;
- (iii) guidelines for developing competence in teaching staff;
- (iv) provision of staff development for faculty; and
- (v) criteria for course advisory committees.

**1.10** The National Commission's *National Training and Education Strategy for Occupational Health and Safety* (1987) had targeted the education of those in occupations with responsibility for delivering occupational health and safety services, for example, occupational health nurses and hygienists, and those playing a key role in prevention and safety, for example, designers, engineers and managers.

**1.11** The revised strategy (1993) endorses the provision of national guidance in the development and delivery of high quality, cost effective tertiary education for occupational health and safety professionals.

**1.12** At the National Occupational Health and Safety Tertiary Educators Conference held in Sydney on 7-8 February 1994, the draft of this guidance note had the support of a majority of the participants, who affirmed its usefulness.

## PRINCIPLES OF OCCUPATIONAL HEALTH AND SAFETY

**1.13** This guidance note is guided by a philosophy of approach to occupational health and safety which emphasises four principles. These four principles are:

- (i) **Consultation.** Consultation with the workforce is a prerequisite for occupational health and safety management, including bipartite development of health and safety policies and delineation of responsibilities and commitment.
- (ii) **Prevention.** Prevention of occupational health and safety problems is to be aimed at and proactive strategies, such as the development of policies and appropriate workplace design, should have priority over reactive ones.
- (iii) **Management.** Occupational health and safety is to be integrated into management systems compatible with Australian trends in organisational and management practice.
- (iv) **Promotion.** Occupational health and safety needs to be promoted actively. Promotion cannot be assumed to occur.

**1.14** In line with this approach, this guidance note aims to provide general guidance for the development or modification of tertiary education programs which are designed for those who will spend most of their time in general or specialist occupational health and safety activities. These occupational health and safety professionals include:

- ergonomists;
- hygienists;
- inspectors;
- occupational health and safety managers;
- occupational health and safety officers and trainers;
- occupational health nurses;
- occupational physicians;
- occupational toxicologists; and
- safety engineers.

## 2. AIM

**2.1** This guidance note aims to assist the development or modification of tertiary occupational health and safety education programs throughout Australia and to contribute to the improvement of their consistency and standards. It is intended as a guide to the minimum requirements for the development of programs (*see* Chapter 3).

**2.2** This guidance note outlines core learning objectives for occupational health and safety professionals. All occupational health and safety education programs, whether they have been designed for generalists or specialists in the field, should ensure that graduates attain the core learning objectives.

**2.3** The approach of this guidance note is broad, encourages flexibility and provides a common language across the many disciplines that now contribute to professional occupational health and safety education. This guidance note does not attempt to define the appropriate depth of a program as this would depend on the particular emphasis of a course.

**2.4** This guidance note is directed at those occupational health and safety academic certificates, diplomas and degrees that have a significant coursework component. Occupational health and safety programs which are research-based degrees or specific short courses are not covered by this guidance note. Finally, this guidance note does not specify curricula.

**2.5** This guidance note provides:

- (i) guidance on the core learning objectives to be acquired by occupational health and safety professionals for tertiary institutions conducting occupational health and safety education programs;
- (ii) assistance for the evaluation of current tertiary educational programs or components of programs;
- (iii) direction for the development of new educational programs or components of programs;
- (iv) information for prospective students, employers, government agencies and unions as to what to look for in the selection of programs; and
- (v) information for those using the services of occupational health and safety professionals as to the core competencies that those professionals should possess.

(Choosing a Tertiary Occupational Health and Safety Course—A Checklist for Students is provided at Appendix 3.)

### **3. PROGRAM DEVELOPMENT AND PROGRAM REVIEW**

**3.1** The following points should be considered in the development and implementation of programs for professional occupational health and safety education. It is recognised that the accreditation requirements of educational institutions for the development and assessment of programs already include many of these points, however, it is essential to reinforce their importance.

#### **RESOURCES**

**3.2** Quality education depends on adequate resources and it must be stressed that the recommendations of this guidance note are not achievable without these. This applies particularly to the provision of an appropriate mix of suitably qualified teaching personnel able to deliver the programs, as well as appropriate facilities. Resources should allow for opportunities for continuing education and for maintenance of professional practice for all teaching staff.

**3.3** The commitment of resources is necessary before new programs are developed.

**3.4** Programs should:

- (i)** be coordinated academically by a person with suitable postgraduate qualifications in occupational health and safety;
- (ii)** have a board of study or a curriculum planning committee to advise on academic matters;
- (iii)** have stated entry requirements, for example, a statement on the prerequisites for normal admission and the criteria for special entry;
- (iv)** have a statement about the intended target group(s), for example, that a course is intended for prospective safety officers, managers or engineers;
- (v)** have stated learning objectives or outcomes;
- (vi)** have a statement about the format and frequency of assessment of students;
- (vii)** be based on accepted principles of adult learning and use a variety of adult educational methods including problem solving exercises;
- (viii)** include workplace-based learning experiences;
- (ix)** be independently evaluated regularly (at least once every five years) for relevance of content, suitability of modes of delivery and quality of teaching;
- (x)** have an advisory committee with representation from unions or workers, employers, students and occupational health and safety practitioners;
- (xi)** be taught by suitably qualified persons, the majority of whom have knowledge and experience in aspects of occupational health and safety. Lecturers should be actively engaged in relevant research or practice; and
- (xii)** be supported by adequate library facilities, audio-visual aids, appropriate physical and laboratory facilities and administrative staff.

**3.5** The coordinating faculty academic department or school should:

- (i)** make provision for staff development, that is, the opportunity for continuing education and the upgrading of teaching skills and maintenance of professional practice;
- (ii)** ensure that visiting or external teachers have an overview of the curriculum and the aims of the program; and
- (iii)** ensure the quality of teaching and its evaluation through student and peer assessment.

## 4. CORE LEARNING OBJECTIVES FOR OCCUPATIONAL HEALTH AND SAFETY PROFESSIONALS

**4.1** Education programs in occupational health and safety, regardless of the level or speciality, should provide the opportunity for participants to gain the essential knowledge and skills to achieve the objectives described below. Program coordinators may draw from a range of disciplines and areas of study to meet the learning objective.

**4.2** The learning objectives listed below represent a minimum *coverage* of skills and knowledge required by the occupational health and safety professional. They do not represent a minimum *standard*.

**4.3** Each learning objective is supported by a series of elements which represent discrete, identifiable components or segments of professional performance.

### LEARNING OBJECTIVES

**4.4** The learning objectives cover seven areas—prevention; hazard identification, assessment and control; information provision; record keeping and data analysis; communication; legislation; and management. Occupational health and safety professionals, on completion of an occupational health and safety program, should be able to achieve the following objectives:

- (i) **Objective 1.** Ensure the development, implementation, evaluation and monitoring of effective prevention programs for the workplace.
- (ii) **Objective 2.** Identify potential and current health and safety hazards in the workplace and recommend a systematic approach to their assessment and control.
- (iii) **Objective 3.** Locate, evaluate, interpret and provide occupational health and safety information appropriate to the workplace.
- (iv) **Objective 4.** Collect, analyse, interpret and use workplace data in a systematic way with appropriate attention to ethical, legal and confidentiality requirements.
- (v) **Objective 5.** Consult and communicate in a manner which recognises and makes appropriate use of the industrial framework and social context of the workplace.
- (vi) **Objective 6.** Apply knowledge of relevant legislation, standards and codes of practice in day-to-day activities.
- (vii) **Objective 7.** Assess the workplace management systems and apply sound management practices to all aspects of the occupational health and safety function.

**4.5** Occupational health and safety professionals are expected to maintain their competence.

**4.6** Following are the elements which contribute to each learning objective.

**OBJECTIVE 1. Ensure the development, implementation, evaluation and monitoring of effective prevention programs for the workplace.**

**Elements**

- 1.1 Advise on the integration of occupational health and safety into management systems.
- 1.2 Contribute to policy formulation.
- 1.3 Contribute to the design and/or change in the system of work and the work environment.
- 1.4 Develop coordinate and evaluate strategies and preventive programs, for example, safe work practices, specific hazard control programs, safety management plans and health promotion.
- 1.5 Deliver or coordinate the delivery of post-event responses, for example, rehabilitation, disaster planning, first aid, and evaluate the effectiveness of these strategies.
- 1.6 Assert the principles of prevention through occupational health and safety training.
- 1.7 Facilitate change in the workplace.

**OBJECTIVE 2. Identify potential and current health and safety hazards in the workplace and recommend a systematic approach to their assessment and control.**

**Elements**

- 2.1 Conduct systematic workplace assessments.
- 2.2 Establish and monitor a systematic process of hazard identification, assessment and control in the workplace.
- 2.3 Recommend how the risks associated with the identified hazard could be eliminated or controlled. This may be undertaken by the professional or coordinated with an appropriate expert.
- 2.4 Evaluate and monitor on a regular basis the effectiveness and costs of control measures.

**OBJECTIVE 3. Locate, evaluate, interpret and provide occupational health and safety information appropriate to the workplace.**

**Elements**

- 3.1 Identify and access sources of information.
- 3.2 Ensure the appropriate interpretation of occupational health and safety information.
- 3.3 Disseminate relevant information in an appropriate format to individuals and groups in the workplace.
- 3.4 Ensure the establishment of mechanisms to evaluate the effectiveness of information delivery in the workplace.

**OBJECTIVE 4. Collect, analyse, interpret and use workplace data in a systematic way with appropriate attention to ethical, legal and confidentiality requirements.**

**Elements**

- 4.1 Manage the recording and collection of workplace data.
- 4.2 Ensure the appropriate analysis and interpretation of data.
- 4.3 Convey the results of the analysis and interpretation in a timely and appropriate way to the relevant individuals and groups in the workplace.

**OBJECTIVE 5. Consult and communicate in a manner which recognises and makes appropriate use of the industrial framework and social context of the workplace.**

**Elements**

- 5.1 Make appropriate use of workplace industrial relations mechanisms and workplace consultative structures.
- 5.2 Develop and evaluate strategies and programs in a collaborative and consultative manner having regard to the social, cultural and socioeconomic backgrounds of the workforce.
- 5.3 Consult and collaborate with colleagues and appropriate specialists or consultants to resolve workplace health and safety problems.
- 5.4 Ensure the use of the principles and techniques of adult education in the development and implementation of education and training programs in the workplace.

**OBJECTIVE 6. Apply knowledge of relevant legislation, standards and codes of practice in day-to-day activities.**

**Elements**

- 6.1** Advise on requirements for compliance with statute law which impacts on occupational health and safety.
- 6.2** Assess and advise on the application of relevant standards and codes of practice.
- 6.3** Have regard for the impact of compliance with statutory requirements on the workplace in an historical and social context.
- 6.4** Advise on requirements for meeting common law obligations.

**OBJECTIVE 7. Assess the workplace management systems and apply sound management practices to all aspects of the occupational health and safety function.**

**Elements**

- 7.1** Recognise and use the management structures which exist in the workplace in order to facilitate appropriate occupational health and safety practices.
- 7.2** Apply sound management practices in the provision of occupational health and safety services.
- 7.3** Evaluate the occupational health and safety function in the workplace and make recommendations.
- 7.4** Comply with legislation, standards, codes of practice and codes of ethics as far as they apply to the performance and duties of the individual.
- 7.5** Recognise the limits of professional expertise and consult and collaborate with colleagues when necessary.

## **AREAS OF STUDY WHICH CAN CONTRIBUTE TO THE CONTENT OF PROGRAMS**

**4.7** Aspects of the following areas of study may provide the knowledge and skills needed to achieve the learning objectives set out for occupational health and safety professionals:

- principles of adult education;
- behavioural sciences;
- biostatistics;
- communication;
- computing;
- criminology;
- economics;
- epidemiology;
- ergonomics;
- ethics;
- history;
- industrial relations;
- information management;
- management;
- occupational diseases;
- occupational health and safety law;
- occupational hygiene;
- organisational behaviour;
- political science;
- rehabilitation;
- risk assessment;
- safety engineering;
- sociology—legal and workplace aspects; and
- toxicology.



## CREDIT TRANSFER

**A1.1** It is desirable that students be able to continue or advance their training even though they have relocated or wish to upgrade their level of qualification. In order to do this, they need to be awarded credit in the new institution for work successfully completed elsewhere. To this end, it is an advantage if there are effective arrangements for the transfer of course credits between educational institutions.

**A1.2** Credit transfer is facilitated if there are also specific efforts to design programs to maximise opportunities for transfer or for progression from one level of education to the next. These issues were seen as priority areas in both the White Paper *Higher Education—A Policy Statement*<sup>1</sup> and *Higher Education Quality and Diversity in the 1990s*<sup>2</sup>.

**A1.3** In Victoria, the TAFE-Higher Education Access Project reported in 1991 on issues of access of former TAFE students to higher education.

**A1.4** To assist in the process of developing national arrangements for credit transfer, the Commonwealth Government and the Australian Vice-Chancellor's Committee (AVCC) are jointly funding a credit transfer project which is being undertaken by the AVCC.

**A1.5** In addition to developing credit transfer guidelines in specific fields of study, the project has resulted in the development of a set of credit transfer principles which have been endorsed in principle by the AVCC (*see* below). Universities have been invited to incorporate these principles in their transfer policies and procedures.

**A1.6** Credit transfer initiatives have been developed in all States and Territories for some professional and vocational fields. However, they are dependent on individual and institutional initiatives usually within regions. For occupational health and safety, individual institutions would need to consult and agree to credit transfer arrangements.

**A1.7** This guidance note could assist the development of articulation and hence credit transfer opportunities by providing course coordinators with a guide to the development of consistent learning objectives, consistency in unit organisation and content.

**A1.8** The AVCC has given in-principle endorsement to the credit transfer principles set out below and universities have been invited to incorporate these principles in their credit transfer policies and procedures.

### AUSTRALIAN VICE-CHANCELLORS' COMMITTEE PRINCIPLES

- (i) Institutions should publish (and review annually), in their handbooks and in information made available through State and Territory admission centres, information on the credit which will be granted in courses (other than higher degrees) on the basis of identified post-secondary studies in an Australian university or TAFE. The information should include an indication of the credit which will be granted for partly completed studies, as well as

---

<sup>1</sup>Dawkins, Hon. J. S., MP, *Higher Education—A Policy Statement*, Government White Paper, Australian Government Publishing Service, Canberra, 1988.

<sup>2</sup>Baldwin, Hon. P. J., MP, *Higher Education: Quality and Diversity in the 1990s*, Australian Government Publishing Service, Canberra, 1991.

completed courses. The prior studies which would normally be included are from the level of advanced certificate to undergraduate degree.

- (ii) Published credit transfer information should indicate to prospective students that eligibility for credit does not guarantee them a place in the course in which that credit would be available.
- (iii) Students should be advised of the credit offered at the time at which they accept a place in a course, rather than being required to make subsequent credit application.
- (iv) Students should be able to expect that credit granted will be at the highest level consistent with their chances of success in the course, and should be at least the level recommended for national implementation in specified fields of study.
- (v) Wherever possible, credit should be granted in the form of block credit, for whole stages or years of a course, or specified credit, in the form of course credit points, or some other similar measure which may be used where block or specified credit is inappropriate.
- (vi) Where prerequisite knowledge is required, or other restrictions apply to the granting of credit, the institution should publish advice to prospective students on ways in which requirements can be met.
- (vii) There should be an effective means of appeal established within each institution against credit transfer decisions. The information published about the appeals system should include a statement about agreed credit transfer principles.

**SOURCES OF INFORMATION ON TERTIARY OCCUPATIONAL  
HEALTH AND SAFETY PROGRAMS**

**TERTIARY INSTITUTIONS IN EACH STATE AND TERRITORY**

Contact tertiary institutions in your State or Territory for further information.

**PROFESSIONAL ASSOCIATIONS**

Australian College of Occupational Health Nurses  
Australian College of Occupational Health Nurses Secretariat  
PO Box 1127  
ROZELLE NSW 2039  
Phone (02) 969 1400  
Fax (02) 969 2856

Australasian Faculty of Occupational Medicine  
145 Macquarie Street  
SYDNEY NSW 2000  
Phone (02) 256 5400  
Fax (02) 247 8082

Australian Institute of Occupational Hygienists  
Suite 1, 71 Stead Street  
SOUTH MELBOURNE VIC 3205  
Phone (03) 696 8308  
Fax (03) 696 8318

Ergonomics Society of Australia  
PO Box 12223  
A'Beckett Street Post Office  
MELBOURNE VIC 3000  
Phone (03) 285 5311  
Fax (03) 285 5184

Safety Institute of Australia  
PO Box 42  
FLEMINGTON VIC 3031  
Phone (03) 689 8021

Australian Radiation Protection Society  
PO Box 128  
ROSANNA VIC 3084  
Phone (03) 43 3211

Standards Australia  
1 The Crescent  
HOMEBUSH NSW 2140  
Phone (02) 746 4700

Association of Occupational Health and Safety Educators  
c/- Mr Terry Farr  
Queensland University of Technology  
Kelvin Grove Campus  
Locked Bag 2  
RED HILL QLD 4059  
Phone (07) 864 2111

**COMMONWEALTH, STATE AND TERRITORY GOVERNMENT AGENCIES  
RESPONSIBLE FOR OCCUPATIONAL HEALTH AND SAFETY**

**New South Wales**

WorkCover Authority of New South Wales  
400 Kent Street  
SYDNEY NSW 2000  
(Locked Bag 10, Clarence Street, SYDNEY NSW 2000)  
Phone (02) 370 5301  
Phone (008) 45 1462 toll free  
Fax (02) 370 5999

**Victoria**

Occupational Health and Safety Authority  
Level 1  
Building B  
World Trade Centre  
Corner Flinders and Spencer Streets  
MELBOURNE VIC 3000  
(PO Box 414, MELBOURNE VIC 3005)  
Phone (03) 628 8111  
Fax (03) 628 8299

**Queensland**

Division of Workplace Health and Safety  
Department of Employment, Vocational Education,  
Training and Industrial Relations  
GPO Box 69  
BRISBANE QLD 4001  
Phone (07) 227 4111  
Phone (07) 857 9444 northside  
Fax (07) 857 9426  
Phone (07) 896 1534 southside  
Phone (008) 17 7717 toll free

**South Australia**

South Australian Occupational Health and Safety Commission  
GPO Box 427  
ADELAIDE SA 5001  
Phone (08) 226 3120  
Phone (008) 18 2223 toll free  
Fax (08) 212 1864

## **Western Australia**

Department of Occupational Health, Safety and Welfare  
PO Box 294  
WEST PERTH WA 6872  
Phone (09) 327 8777

## **Tasmania**

Occupational Health and Safety Branch  
Industry Services Division  
Department of State Development and Resources  
GPO Box 56  
ROSNY PARK TAS 7018  
Phone (002) 33 8011  
Fax (002) 44 2117

## **Northern Territory**

Work Health Authority  
GPO Box 2010  
DARWIN NT 0801  
Phone (089) 89 5010  
Phone (008) 01 9115 toll free  
Fax (089) 89 5141

## **Australian Capital Territory**

### ***Public Sector***

Occupational Health and Safety Unit  
ACT Government  
PO Box 158  
CANBERRA ACT 2601  
Phone (06) 205 0338  
Fax (06) 205 0327

### ***Private Sector***

ACT WorkCover  
Level 1  
North Building  
London Circuit  
CANBERRA ACT 2601  
(PO Box 224, CIVIC SQUARE ACT 2608)  
Phone (06) 205 0200  
Fax (06) 205 0797

## **Commonwealth Employees**

Comcare Australia  
GPO Box 9905 in each capital city  
Phone (06) 275 0000 (head office) or branches in capital cities  
Fax (06) 275 0015

**CHOOSING A TERTIARY OCCUPATIONAL HEALTH AND SAFETY  
COURSE—A CHECKLIST FOR STUDENTS**

Please complete the following checklist by putting a tick or a cross in each box or by inserting the information required.

**1.** What is the academic level of the program:

- certificate?
- higher certificate?
- associate diploma?
- diploma?
- bachelors degree?
- graduate certificate?
- graduate diploma?
- masters by coursework?

**2.** Can the program be undertaken:

- internally?
- externally/off campus/block release?
- mixed model?

**3.** Is the program:

- full-time?
- part-time?

**4.** What are the entry requirements to the program?

---



---



---

**5.** For whom is the program intended, for example, nurses, safety officers or ergonomists?

---

6. Is there information to indicate:
- the qualifications of the teaching staff?
  - the scope of the subjects or units offered?
  - the format and frequency of assessment?
  - the methods of teaching and learning?
  - the availability of workplace learning experience?
  - elective subjects or units?
7. Do all, most or a few of the teaching staff have qualifications in occupational health and safety? \_\_\_\_\_
8. Does the program have a statement of aims?
9. Does the program detail the student outcomes on completion of the program?
10. If so, does the description indicate that a student at the end of the program will, to a level appropriate to the program, be able to:
- ensure the development, implementation, evaluation and monitoring of effective prevention programs for the workplace?
  - identify potential and current health and safety hazards in the workplace and recommend a systematic approach to their assessment and control?
  - locate, evaluate, interpret and provide occupational health and safety information appropriate to the workplace?
  - collect, analyse, interpret and use workplace data in a systematic way with appropriate attention to ethical, legal and confidentiality requirements?
  - consult and communicate in a manner which recognises and makes appropriate use of the industrial framework and social context of the workplace?
  - apply knowledge of relevant legislation, standards and codes of practice in day-to-day activities?
  - assess the workplace management systems and apply sound management practices to all aspects of the occupational health and safety function?

11. Are there library facilities with an occupational health and safety interest and emphasis?
12. Are there adequate physical facilities?
13. If appropriate to the course, are laboratory facilities available and adequate?

## GLOSSARY OF TERMS

### **Advanced standing**

Means a student is exempted from a unit or units of an educational program on the basis of previous study, relevant work experience or life skills.

### **Articulation**

Means the specific design of education and training programs in ways which facilitate and maximise opportunities for credit transfer and/or for students to proceed from one level of education/training to the next.

### **Course**

Means an organisation of subject matter and related learning experiences provided for the instruction of students on a regular or systematic basis, usually for a predetermined period of time.

### **Credit transfer**

Means the granting to students of advanced standing by institutions, either in the same or a different sector to the original institution, on the basis of previous study, learning or experience undertaken in another institution or in the workplace.

### **Education program**

Means the total requirements including courses and theses or treatises that make up a package of learning or instruction to be completed to achieve specified learning objectives.

### **Hazard assessment**

Means the consideration of the working environment, machinery, management, workers and the tasks involved in order to identify the preventive measures needed to reduce/eliminate exposure to hazards.

### **Occupational health and safety**

Means the general area of concern in employment which spans the physiological and psychological needs and well-being of persons engaged in occupations. It is the protection and promotion of the health and safety of people at work, the identification and control of physical, chemical, biological, design and psychosocial hazards, the identification and control of work-related diseases or trauma and the rehabilitation and retraining of persons who have suffered work-related trauma or disease.

### **Occupational health and safety practice**

Means the application of specific knowledge about, and skills in, occupational health and safety in the workplace.

### **Occupational health and safety practitioner**

Means one who provides occupational health and safety services.

### **Occupational health and safety professional**

Means one who holds tertiary qualifications and is engaged in activities in the occupational health and safety field.

### **Risk assessment**

Means the calculation of the degree of probability of injury or loss when a hazardous situation exists.

**Tertiary courses**

Means those courses conducted by tertiary institutions which lead to a certificate, diploma, degree, post-graduate diploma or masters degree, for example, TAFE and university courses. They are *not* short courses run by tertiary institutions.

**Treatise**

Means a formal piece of writing which demonstrates competence in planning, carrying out, analysing and reporting on a research project. It is less extensive than a thesis and need not be an original piece of research.

## FURTHER READING

- Australia: Department of Employment, Education and Training. (1993a), *Higher Education News*, 1:2, June, 1993.
- Baldwin, Hon P.J., MP, Policy Statement by the Minister for Higher Education and Employment Services, Canberra, October 1991.
- Baldwin, Hon P. J., MP, *Higher Education: Quality and Diversity in the 1990's*, Australian Government Publishing Service, Canberra, 1991.
- Board of Certified Safety Professionals (1981), 'Curricula Guidelines for Baccalaureate Degree Programs in Safety', in *Transactions of the Menzies Foundation Volume 6. Curriculum Guidelines for Occupational Safety and Health in Australia*, pp. 199-209, The Menzies Foundation, Melbourne, 1984.
- Brown, A., *The Education of Occupational Health and Safety Professionals: A Report to Worksafe Australia*, Project on behalf of Tertiary Institutions Coordinating Committee on Occupational Health and Safety Training, 1986.
- CCH Australia, *CCH Occupational Health and Safety Glossary*, CCH Australia, Sydney, 1992.
- Dawkins, Hon. J. S., MP, *Higher Education—A Policy Statement*, Government White Paper, Canberra, 1988.
- Elgstrand, K., Kurppa, K., 'Educational Terminology', *Niva Nordisk*, Internal Report, Arbetstilljoutbildning, Helsinki, 1991.
- Farr, T. 'Safety Education: Meeting the Needs of the New Safety Professional?', *Health and Safety at Work*, 11.3, pp. 15-17, June 1993.
- Giannini, M. C., Pres 'Safety Engineering Education as the College Sees It', Presentation at the *National Safety Congress*, Chicago, Illinois, 1994.
- Heywood, L., Gonczi, A., Hager, P., *A Guide to the Development of Competency Standards for Professions*, National Office of Overseas Skills Recognition: Research Paper No. 7. Australian Government Publishing Service, Canberra, 1992.
- Higher Education Council, National Board of Employment, Education and Training, *Higher Education: Achieving Quality*, Australian Government Publishing Service, Canberra, 1992.
- Holt, A. St.J, 'Curriculum Development: The UK IOSH Experience' in *Transactions of the Menzies Foundation Volume 6: Curriculum Guidelines for Occupational Safety and Health in Australia*, pp. 123-27, The Menzies Foundation, Melbourne, 1984.
- International Labour Office, *Education and Training Policies in Occupational Safety and Health and Ergonomics—International Symposium*, International Labour Office, Geneva, 1982.
- International Labour Organisation/World Health Organization, *Joint ILO/WHO Conference on the Teaching of Occupational Health and Safety*, Milan, 1972, Regional Office for Europe, World Health Organisation, Copenhagen, 1974.

International Labour Organisation/World Health Organization, *Education and Training in Occupational Health, Safety and Ergonomics*, Eighth Report of the Joint ILO/WHO Committee on Occupational Health, Technical Report Series 663, World Health Organisation, Geneva, 1981.

Marshall, E., Mackey, M., *Background Paper for Core Curricula Guidelines for Professional Education in Occupational Health and Safety*, Prepared for Worksafe Australia, Faculty of Health Sciences, University of Sydney, Sydney, 1992.

Murray, C., Spickett, J. T., and Else, D. (1990), 'A Tertiary Level Distance Course in Occupational Health and Safety', *Journal of Occupational Health and Safety—Australia and New Zealand*, vol. 6 (1), pp. 11-14.

National Training Board, *National Competency Standards Policy and Guidelines*, National Training Board, Canberra 1991.

National Occupational Health and Safety Commission, *National Training and Education Strategy for Occupational Health and Safety*, Worksafe Australia, Sydney, 1987.

Ramsden, P., 'A Performance Indicator of Teaching Quality in Higher Education: The Course Experience Questionnaire', *Studies in Higher Education*, vol. 16, pp. 129-50, 1991.

Ramsden, P., *Learning to Teach in Higher Education*, Routledge, London, 1992.

Rudge, J. P. 'Occupational Safety and Health: Educational Needs of Management' in *Transactions of the Menzies Foundation Volume 6: Curriculum Guidelines for Occupational Safety and Health in Australia*, pp. 37-43, The Menzies Foundation, Melbourne, 1984.

Victoria: Occupational Health and Safety Authority, *Choosing a Course in Occupational Health and Safety*, 5th edition, Occupational Health and Safety Authority, Melbourne, 1992.

Wigglesworth, E. C. and MacKenzie S., 'Education for Accident Control,' *Report of a Conference Organised by the Centre for Continuing Education, Monash University, and the National Safety Council, Victorian Division, 27th and 28th August*, Monash University, Victoria, 1976.

National Occupational Health and Safety Commission, *Occupational Health and Safety for Engineers: A Resource for Engineering Education* [NOHSC:12003(1990)], Australian Government Publishing Service, Canberra, 1990.

National Occupational Health and Safety Commission, *OHS Building Best Practice* [NOHSC:12011(1992)], Sydney, 1992.

World Health Organization, 'Training and Education in Occupational Health. Report of a WHO Study Group', *Technical Report Series*, 762, World Health Organization, Geneva, 1988.

**MEMBERSHIP OF THE STEERING COMMITTEE ON THE GUIDANCE NOTE FOR  
THE DEVELOPMENT OF TERTIARY LEVEL COURSES FOR PROFESSIONAL  
EDUCATION IN OCCUPATIONAL HEALTH AND SAFETY**

Dr Anthony Brown  
Australasian Faculty of Occupational Medicine  
c/- The Discipline of Environmental and Occupational Health  
University of Newcastle

Ms Grace Davey  
Lecturer  
Faculty of Nursing (City Campus)  
University of South Australia

Mr Grahame Douglas  
Coordinator  
Occupational Health and Safety Education and Training  
WorkCover Authority of New South Wales

Dr Dennis Else  
Dean  
Faculty of Engineering and Science  
Ballarat University College

Mr Terry Farr  
Faculty of Health  
Queensland University of Technology

Mr Brian Ferguson  
Head  
Department of Chemistry  
Faculty of Applied Sciences  
Canberra Institute of Technology

Associate Professor Bill Green  
Ergonomics Society of Australia  
Faculty of Environmental Design  
University of Canberra

Ms Claudia Greenham  
Assistant Director  
Academic Development/Higher Education Division  
Department of Employment, Education and Training

Ms Cheryl Kellehear  
Australian College of Occupational Health Nurses

Dr Ann Long (Secretary)  
Academic Coordinator  
Professional Education Program  
Worksafe Australia and  
Senior Lecturer  
University of Sydney

Ms Elfreda Marshall  
School of Physiotherapy  
Faculty of Health Sciences  
University of Sydney

Ms Renata Musolino  
Occupational Health and Safety Coordinator  
National Occupational Health and Safety Unit  
Australian Council of Trade Unions

Mr Michael Phillips  
Senior Lecturer Epidemiology/Biostatistics  
Curtin University

Professor Wai-On Phoon (Chair)  
Director  
Professional Education Program  
Worksafe Australia and  
Professor of Occupational Health  
University of Sydney

Mr Geoffrey Pickford  
Australian Institute of Occupational Hygienists

Associate Professor Michael Quinlan  
Divisions of Commerce and Health and Behavioural Sciences  
Griffith University

Ms Sue Reed  
School of Applied and Environmental Sciences  
University of Western Sydney, Hawkesbury

Mr Mark Rogers  
Australian Chamber of Commerce and Industry

Dr Malcolm Sim  
Unit of Occupational and Environmental Health  
Department of Social and Preventive Medicine  
Ashley Ricketson Centre  
Caulfield General Medical Centre

