

LEARNING OUTCOMES

20 Fatigue

	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	20.1 <u>Apply</u> knowledge of the mechanisms of fatigue to <u>develop</u> a list of data items and information sources to enable identification of fatigue hazards.	For a nominated situation or workplace. Within a small organisation or section of a larger organisation. With support/input by experienced professionals and /or specialist advisors as required.	That can be practically implemented as part of an integrated OHS information system.
	5	20.2 <u>Facilitate</u> development and implementation of control strategies for fatigue as a hazard.	For a nominated situation or workplace. Within a small organisation or section of a larger organisation. With support/input by experienced professionals and /or specialist advisors as required.	In liaison with managers, supervisors, specialist advisors and worker representatives. Taking account of relevant regulations.
	5	20.3 <u>Facilitate</u> systems of work that minimise fatigue hazards.	For a nominated situation or workplace. Within a small organisation or section of a larger organisation. With support/input by experienced professionals and /or specialist advisors as required.	In liaison with managers, supervisors, specialist advisors and worker representatives. Taking account of relevant regulations.
Well-developed/advanced cognitive and technical skills to analyse, critically evaluate and transform information to complete activities related to the topic	6	20.4 <u>Apply</u> a knowledge of the mechanisms and consequences of fatigue together with workplace information to <u>identify</u> factors contributing to fatigue and <u>assess/evaluate</u> the hazard and associated risk.	For a nominated situation or workplace. For a nominated scenario. Within a small organisation or section of a larger organisation With support/input by experienced professionals and /or specialist advisors as required.	In consultation with appropriate workplace personnel. With sign-off by a specialist advisor where the risk may be critical. Documented in a report to management.

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	Cognitive level	What the graduate should be able to do	Context	Level
	5	20.5 <u>Develop</u> processes to monitor and evaluate control strategies for fatigue hazards.	For a nominated situation or workplace. For a nominated scenario. Within a small organisation or section of a larger organisation.	Documented in a report to management.
Analyse and generate solutions to complex problems related to the topic	3	20.6 <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 organization or section of a larger organization.	Documented in a report to management.
	5	20.7 <u>Apply</u> knowledge of a 'Defences in Depth' systems approach to <u>develop</u> a fatigue hazard management strategy.	For a nominated situation or workplace. For a nominated scenario. Within a small organisation or section of a larger organisation.	Documented as a management system document.
	3	20.8 <u>Engage</u> with relevant personnel to implement the fatigue management strategy.	For a nominated situation or workplace. Within a small organization or section of a larger organization.	Relevant personnel include managers, supervisor, job planners and worker representatives.
Transmit knowledge, skills and ideas to others	3	20.9 <u>Interpret</u> information to explain fatigue as a hazard, the mechanisms of action and the direct and indirect consequences and rationale for control strategies.	Information may include specialist reports.	Communication strategies and language are appropriate to the audience.
	2	20.10 <u>Explain</u> the workplace safety procedures relating to fatigue management.	In induction and similar processes.	To staff and contractors. Communication strategies and language are appropriate to the audience.
Demonstrate the required underpinning science and/or psychology knowledge		The Human: 7 As a biological system		
Integration of knowledge from other chapters		19 Psychosocial hazards and occupational stress. 31 Risk as it applies to fatigue. 34.1 Prevention and Intervention as it relates to fatigue		