AINV11001 *Real World Investigation*
Term 1 - 2017

Profile information current as at 12/10/2024 06:34 pm

All details in this unit profile for AINV11001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student).The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview
Students are provided with the opportunity to become a 'real world' investigator during this foundation unit. Through engagement with peers, lecturing staff and the socio-technical world around them, students will develop base skills in investigation ethics and philosophy, evidence-based practice in investigation forensics, and begin to understand the nature of accidents and disasters, and latent pathogens in socio-technical systems.

Details
Career Level: *Undergraduate*
Unit Level: *Level 1*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 1 - 2017

- Adelaide
- Brisbane
- Bundaberg
- Distance
- Gladstone
- Melbourne
- Perth
- Rockhampton
- Sydney

Attendance Requirements
All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website
This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Group Discussion**
Weighting: 10%
2. **Portfolio**
Weighting: 30%
3. **Written Assessment**
Weighting: 30%
4. **Written Assessment**
Weighting: 30%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Course evaluations and student reflections

Feedback
While students found it unusual at first, they loved the ability to share drafts with the staff and their peers in their quest for a HD.

Recommendation
Continue to promote a community of practice in this course.

Action
Continued to promote a community of practice in this unit.

Feedback from Course evaluations and moodle posts

Feedback
Students enjoy the fun and laid-back style of this course where students are able adapt the assessment to explore subject matter that is of interest to them.

Recommendation
Continue to promote learning through fun and interesting case studies.

Action
Continued to promote learning through fun and interesting case studies.

Feedback from Course evaluations

Feedback
The flex students greatly appreciated the Blackboard Collaborate tutorials offered through the course

Recommendation
Continue to schedule collaborate sessions.

Action
Zoom sessions were offered during the term to supplement the lectures.

Feedback from Course evaluations and student reflections

Feedback
Students really appreciate the assessment design in this course and find that having regular small assessment items help keep them focussed on their study throughout the term.

Recommendation
Continue with assessment regime.

Action
Continued with assessment regime.

Feedback from Course evaluations and moodle posts

Feedback
The flex students greatly appreciate it when students studying internally use their microphones when answering the lecturer's questions and are mindful of any 'off topic chatter' or 'white noise' that might be recorded unintentionally.

Recommendation
Continue to provide guidance to students about classroom protocols and expectations so that we enable the best quality learning outcomes for all students. Provide extra staff in remote classrooms when able.

Action
Continued with this guidance. Brisbane students had access to a tutor before, during and after their lectures.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Recognise that events can be analysed and interpreted in different contexts (e.g. disciplinary, socio-technical, cultural).
2. Construct an argument based on classic logical form.
3. Explain the principles of evidence-based practice.
4. Describe the role of investigation in socio-technical contexts.
5. Discuss the ethical implications of observed events.
6. Recognise basic accident pathogen.
7. Conduct a basic analysis of accident causation.
8. Employ effective communication strategies appropriate to real world investigations.
9. Demonstrate reflective skills appropriate to the development of the beginning practitioner.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level | ● Introductory Level | ● Intermediate Level | ● Graduate Level | ○ Professional Level | ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes								
	1	2	3	4	5	6	7	8	9
1 - Group Discussion - 10%	●	●				●	●	●	●
2 - Portfolio - 30%		●	●	●		●	●	●	
3 - Written Assessment - 30%	●	●			●	●	●	●	●
4 - Written Assessment - 30%						●	●	●	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes								
	1	2	3	4	5	6	7	8	9
1 - Communication	●	●	●	●	●		●	●	●
2 - Problem Solving				●		●	●		
3 - Critical Thinking	●	●	●	●	●	●	●		●
4 - Information Literacy	●	●	●	●			●	●	
5 - Team Work				●	●		●	●	
6 - Information Technology Competence				●			●		
7 - Cross Cultural Competence	●			●	●	●	●	●	

Graduate Attributes	Learning Outcomes								
	1	2	3	4	5	6	7	8	9
8 - Ethical practice				•	•		•	•	•
9 - Social Innovation									
10 - Aboriginal and Torres Strait Islander Cultures									

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Group Discussion - 10%	•	•	•	•	•	•	•	•		
2 - Portfolio - 30%	•	•	•	•		•				
3 - Written Assessment - 30%	•	•	•	•		•	•	•		
4 - Written Assessment - 30%	•	•		•	•	•				

Textbooks and Resources

Textbooks

AINV11001

Prescribed

Essential Logic: Basic Reasoning
Edition: 2001 (1995)
Authors: Pine, RC
Oxford University Press
London , UK
ISBN: 9780195155051
Binding: Paperback
AINV11001

Supplementary

Set phasers on stun and other true tales of design, technology and human error
Edition: 2 (1998)
Authors: Casey, S
Aegean Publishing
Santa Barbara , CA , USA
ISBN: 9780963617880
Binding: Hardcover

Additional Textbook Information
Students will need to access to *Essential Logic: Basic Reasoning Skills for the 21st Century* from http://www2.hawaii.edu/~pine/EL/book2-am.htm . Access to this e-book is free with the author's permission. The permission allows the students to save and print chapters from the book for their personal use but they must not transfer the files to others by any means. The students also have permission to access the supplementary files and video links.

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- (e-book) Essential Logic: Basic Reasoning Skills for the 21st Century (link will be made available within moodle at the start of term)
- (e-workbook) WSI Information Forensics (link will be made available within moodle at the start of term)

Referencing Style

All submissions for this unit must use the referencing style: Harvard (author-date)
For further information, see the Assessment Tasks.

Teaching Contacts

Yvonne Toft Unit Coordinator
y.toft@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic

Overview of unit

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - The world around us	Essential Logic: Introduction	**Friday:** Task 1: Moodle activity 1 & 2

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - The world around us		

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - The reflective investigator		

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Evidence & argument		**Monday:** Task 2: Tutorial activity 1 Task 3: Blog entry 1 Task 4: Blog entry 2

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Evidence & argument	Essential Logic: Chapter 1	**Monday:** Task 5: Tutorial activity 2 Task 6: Blog entry 3 **Friday:** Task 7: Moodle activity 3 *Begin forming your team* **Moodle activities** Due: Week 6 Friday (21 Apr 2017) 11:45 am AEST

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Accident pathogens & causation		

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Accident pathogens & causation		

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Accident pathogens & causation		**Monday:** Task 8: Tutorial activity 3 Task 9: Blog entry 4 *Announcement of teams, allocation of remaining teams* **Friday:** *Develop team contract (this will be submitted as appendix in final report)*

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic

Module 4 - Accident pathogens & causation	Essential Logic: Chapter 2	

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 5 - Scientific & moral reasoning		

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 5 - Scientific & moral reasoning		**Monday:** Task 10: Tutorial activity 4 Task 11: Blog entry 5 **Friday:** Task 12: Collaborative quiz **Blogs & Quiz** Due: Week 12 Friday (2 June 2017) 11:45 pm AEST

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
Review activities		**Team report** Due: Review/Exam Week Wednesday (7 June 2017) 11:45 pm AEST

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Monday: Task 13: Tutorial activity 5 **Tutorial activities** Due: Exam Week Monday (12 June 2017) 11:45 pm AEST

Term Specific Information

For many of you this will be your first unit in your first term – Welcome!!!
Real World Investigation is offered as an internal course in Rockhampton, Bundaberg, Gladstone, Brisbane, Melbourne, Adelaide, Perth and Sydney, and by flex via Moodle. Students who are registered as flex students are very welcome to join one of the live class rooms whenever they have the opportunity. All lectures will be recorded and streamed through a Moodle link. The student group is taught as one class so it is really important that if you are an internal student you also access and participate in Moodle. The course assessment builds throughout the term and each piece of assessment is linked. Students from the previous offerings found that having simple, short tasks that were due each week helped them focus on their studies and stay on track throughout the term.
Below is a brief outline of what we hope you get out of each assessment type:

- The moodle activities (10%) have been designed to build a course community and comfort zone while you explore the course material.
- The tutorial activities (30%) help you better understand yourself as an investigator through questioning your own thinking, beliefs and the lens you wear when viewing events and problem solving.
- The blogs (30%) help you practise these same skills looking outward by developing a public blog about your investigations into the world around you.
- The last assessment task, the team report (30%), helps you (and your team) apply your new skills to a complex accident analysis.

The blogs sound pretty scary to most people but don't be worried, you will manage this requirement just fine and if you feel uncomfortable doing a public blog then you can choose to complete a blog that is only available for viewing by your classmates within the moodle forums. The team work is facilitated through a variety of online tools in moodle. It is all doable!!! From the brain bending zone (puzzles for fun) to really interesting and intriguing cases studies, this course has been designed with YOU in mind! Be prepared to challenge your current ideas, the way you see the world and to have some fun!!!

Assessment Tasks

1 Moodle activities

Assessment Type
Group Discussion

Task Description
Moodle is the learning management system used by the university. In the Accident Forensics units this resource is used as a centralised communication tool or 'centre' for all students to meet in one place and participate in online discussion, ask questions and access resources and other information posted by the lecturer and other students. It is VERY IMPORTANT for every student to access the site and be familiar with the resources and facilities available.
You are thus required to login to the site and complete the following activities:
MA1 Find the 'Arrivals Lounge'. Before the end of week two you will be required to post a
message (a new thread) to the class group that outlines the following:
(a) Who you are
(b) Where you live (you may find someone to set up a study group with)
(c) Life-experience
(d) Where you are employed and any experience in a related field (or when you finished school and why you chose your course of study)
(e) Your interests such as sport, hobbies, family etc.
(f) What you hope to get out of this unit? (3 points)
MA2 Visit the links in each of the blocks before the end of week 2. Your visit to the different areas will be recorded by Moodle and your completion of the activity will be included in the assessment for this assignment. (1 point)
MA3 Post one (1) contribution and three replies (3) to the 'Discussion Topics' forum by the end of Week 6. The contributions MUST pertain to the subject matter and ADD to the constructive discussion of the content in this unit. I would suggest that you use this opportunity to discuss your learning, workbook tasks and/or accident of interest. (6 points)

Assessment Due Date
Week 6 Friday (21 Apr 2017) 11:45 am AEST

Due as per schedule in this unit profile

Return Date to Students
Week 8 Friday (5 May 2017)

Two weeks after submission

Weighting
10%

Assessment Criteria
This assessment will be marked on line within the Moodle environment using the tracking statistics available to lecturers. A summary of the points gained will be provided in the student Gradebook. The key assessment criteria used will be your 'genuine participation' within the learning environment.

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
You do not have to submit anything in the assessment upload area, your participation will be graded from your posts in the discussion forum.

assessmentOutcome

- Recognise that events can be analysed and interpreted in different contexts (e.g. disciplinary, socio-technical, cultural).
- Construct an argument based on classic logical form.
- Recognise basic accident pathogen.
- Conduct a basic analysis of accident causation.
- Employ effective communication strategies appropriate to real world investigations.

- Demonstrate reflective skills appropriate to the development of the beginning practitioner.

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Tutorial activities

Assessment Type
Portfolio

Task Description
The tutorial tasks referred to should be accessed through Moodle. This is not a team assessment. Each student should submit a separate submission for each module.
Your tutorial tasks should be completed week by week as directed in your weekly lecture. They provide you with an opportunity to explore each module and practise the skills.
The tasks include:

- Mapping a simple task (TA1)
- Gibbs Model for Reflection (TA2)
- Website Investigator forensic case reports (TA3)
- 5 Whys analysis (TA4)
- Reflection (TA5)

All tutorial activities must be completed and submitted by the due dates.
When you prepare each tutorial submission keep in mind the Evaluation Criteria for Tutorial activities.
Tutorial activities should be submitted by the due dates via the 'assignment submission' area in Moodle.

Assessment Due Date
Exam Week Monday (12 June 2017) 11:45 pm AEST

As per study schedule

Return Date to Students
Exam Week Friday (16 June 2017)

Two weeks maximum from submission date

Weighting
30%

Assessment Criteria
As a general rule assessment criteria for all assessment items include
1. (90%) Content—includes the accuracy, relevance and application of key concepts, analysis, argument, language and grammar used in answering a question or report (see marking criteria for individual requirements).
2. (10%) References—includes the provision of a reference list and the application of the Harvard style for referencing information, data, tables or images sourced for the assignment or report.
Specific assessment criteria for each assessment piece will be provided through moodle.

Referencing Style

- Harvard (author-date)

Submission
Online

assessmentOutcome

- Construct an argument based on classic logical form.
- Explain the principles of evidence-based practice.
- Describe the role of investigation in socio-technical contexts.
- Recognise basic accident pathogen.

- Conduct a basic analysis of accident causation.
- Employ effective communication strategies appropriate to real world investigations.

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

3 Blogs & Quiz

Assessment Type
Written Assessment

Task Description
Each student should submit a Blog.
The blog should show your learning journey throughout the term. The blog should detail your observations of the world around you. It will require you to keep a record of your observations and insights as you work through the modules and other learning tasks.
Blog entries:

- Contextual lens (Blog1)
- New perspectives (Blog2)
- Problem solving (Blog3)
- Habits and Truth (Blog4)
- AcciMaps (Blog5)
- Deductive & Inductive reasoning (Collaborative Quiz)

Further guidance on requirements will be shared in Moodle in Week 1.
When you prepare your blog keep in mind the Evaluation Criteria for Blogs to guide the quality and length of your response.

Assessment Due Date
Week 12 Friday (2 June 2017) 11:45 pm AEST

As per study schedule.

Return Date to Students
Exam Week Friday (16 June 2017)

Two weeks maximum from submission date.

Weighting
30%

Assessment Criteria
As a general rule assessment criteria for all assessment items include

1. (90%) Content—includes the accuracy, relevance and application of key concepts, analysis, argument, language and grammar used in answering a question or report (see marking criteria for individual requirements).
2. (10%) References—includes the provision of a reference list and the application of the Harvard style for referencing information, data, tables or images sourced for the assignment or report.
Specific assessment criteria for each assessment piece will be provided through moodle.

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
You must submit the url for your blog as directed in Moodle

assessmentOutcome

- Recognise that events can be analysed and interpreted in different contexts (e.g. disciplinary, socio-technical, cultural).

- Construct an argument based on classic logical form.
- Discuss the ethical implications of observed events.
- Recognise basic accident pathogen.
- Conduct a basic analysis of accident causation.
- Employ effective communication strategies appropriate to real world investigations.
- Demonstrate reflective skills appropriate to the development of the beginning practitioner.

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

4 Team report

Assessment Type
Written Assessment

Task Description
The team report is a chance for you to showcase your understanding and apply the principles that you have learnt over the course of the term to a 'real world' case study. Details of your task and required outputs and the case study will be shared with you via Moodle in Week 6.
Requirements

- Title page (team name and members)
- Contents page
- What happened (describe circumstances)
- Timeline (chronological lead up to the event)
- Prepare an AcciMap (conduct a basic accident analysis and include any interim worksheets that might have been used to build your AcciMap eg. event trees and 5 whys in Appendix)
- Describe the findings as detailed in your AcciMap (identify the accident pathogens and how they relate together)
- Conclude major learnings from the accident
- Include formal referencing and reference list

(approx. 1500 to 2000 words)

Assessment Due Date
Review/Exam Week Wednesday (7 June 2017) 11:45 pm AEST

Return Date to Students

Two weeks after submission

Weighting
30%

Assessment Criteria
As a general rule assessment criteria for all assessment items include

1. (90%) Content—includes the accuracy, relevance and application of key concepts, analysis, argument, language and grammar used in answering a question or report (see marking criteria for individual requirements).
2. (10%) References—includes the provision of a reference list and the application of the Harvard style for referencing information, data, tables or images sourced for the assignment or report.
Specific assessment criteria for each assessment piece will be provided through moodle.

Referencing Style

- Harvard (author-date)

Submission
Online Group

Submission Instructions
One report per team to be submitted.

assessmentOutcome

- Recognise basic accident pathogen.
- Conduct a basic analysis of accident causation.
- Employ effective communication strategies appropriate to real world investigations.

assessmentGradAttribute

- Communication
- Problem Solving
- Information Literacy
- Team Work
- Information Technology Competence

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem