



# AINV11001 *Real World Investigation*

## Term 1 - 2019

Profile information current as at 02/05/2024 05:53 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 - 2019

- Adelaide
- Brisbane
- Bundaberg
- Gladstone
- Mackay
- Melbourne
- Online
- 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 Student Moodle posts, learning reflections and evaluation comments.

##### Feedback

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

##### Recommendation

Continue with this assessment regime.

#### Feedback from Student Moodle posts, learning reflections and evaluation comments.

##### 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' learning experience in this unit.

#### Feedback from Student Moodle posts, learning reflections and evaluation comments.

##### 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.

## 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



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes								
	1	2	3	4	5	6	7	8	9
1 - Group Discussion - 10%	•	•				•	•	•	•

Assessment Tasks	Learning Outcomes								
	1	2	3	4	5	6	7	8	9
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	•			•	•	•	•	•	
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

**There are no required textbooks.**

### 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)

## 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](mailto:y.toft@cqu.edu.au)

## Schedule

### Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Overview of unit</b> Introduction to university, moodle, unit, concepts, assessment, us and you! :)	Nil required	Work toward Week 2 deadlines!

### Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 1 - The world around us</b> Contextual reality: Not everything is as it seems! (tasks, cops, robbers & drowning)	Nil required	<b>Friday:</b> Task 1: Moodle activity 1 & 2

### Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 1 - The world around us</b> Contextual reality: Each individual brings their own lens! ('beautiful factory' kills thousands)	Nil required	Keep working toward Week 5 deadlines!

### Week 4 - 01 Apr 2019

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

Changing the status quo: Reflecting to move forward (oleander poisoning) and problem solving to change the status quo (controlled ditch of Kitfox)

Nil required

Keep working toward Week 5 deadlines!

### Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 3 - Evidence &amp; argument</b> Get the evidence: Mythbusting - Can you really trust your own eyes, intuition or the things you have learnt? (bumble bees, carrots, onions and fighting wildfires)	<b>Students should commence reading the prescribed text (links to the textbook chapters can be found in the 'Discussion Forums &amp; Useful Links' Block in Moodle):</b> Essential Logic: Chapter 1 (students should complete reading this by Week 8)	<b>Monday:</b> Task 2: Tutorial activity 1 Task 3: Blog entry 1 Task 4: Blog entry 2

### Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 3 - Evidence &amp; argument</b> Check the evidence: Mythbusting - Is it true? (magicians, scientists and conspirators)	Essential Logic: Chapter 1 (continued)	<b>Monday:</b> Task 5: Tutorial activity 2 Task 6: Blog entry 3 <b>Friday:</b> Task 7: Moodle activity 3 <i>Begin forming your team for your Team Report activities</i>

### Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 4 - Accident pathogens &amp; causation</b> Event trees: Get ready to investigate! (hunting for accident pathogens)	Essential Logic: Chapter 1 (continued)	Keep working toward Week 9 deadlines!

### Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 4 - Accident pathogens &amp; causation</b> 5-Whys: Get the causation logic right! (flying with reckless B52 Captain)	<b>Students should now read the next chapter of prescribed text:</b> Essential Logic: Chapter 2 (students should complete reading this by Week 10)	Keep working toward Week 9 deadlines!

### Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 4 - Accident pathogens &amp; causation</b> AcciMaps: Introduction (titanic discoveries)	Essential Logic: Chapter 2 (continued)	<b>Monday:</b> Task 8: Tutorial activity 3 Task 9: Blog entry 4 <i>Announcement of teams, allocation of remaining teams</i> <b>Friday:</b> <i>Develop team contract (this will be submitted as an appendix in final report)</i>

### Week 10 - 20 May 2019

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

AcciMaps: Building your own (system failures in Norway terrorist attacks)

Essential Logic: Chapter 2 (continued)

Keep working toward Week 12 deadlines!

### Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 5 - Scientific &amp; moral reasoning</b> Logic: Deductive & inductive reasoning (titanic detectives)	Essential Logic: <b>Review chapters as required to complete class room activities</b>	Keep working toward Week 12 deadlines!

### Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 5 - Scientific &amp; moral reasoning</b> Ethics: Moral side of murder (trams, triage & transplants)	Essential Logic: <b>Review chapters as required to complete collaborative quiz</b>	<b>Monday:</b> Task 10: Tutorial activity 4 Task 11: Blog entry 5 <b>Friday:</b> Task 12: Collaborative quiz (please note no extensions are possible for this activity)

### Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Work in your team to prepare your Team Report	No more! :)	Don't forget to submit your reflection by Monday next week (in addition to your Team Report). Your Tutorial Activity 5 - Learning Reflection is worth 6% of your total marks for this unit and I love reading how much you have learned! :)

### Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Congratulations!! You are done once your two assignments have been submitted on Monday.	No more! :)	<b>Monday:</b> Task 13: Tutorial activity 5 Team Report

## 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 unit 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 required to log in to the site and complete the following activities:

#### MA1 - Moodle Activity 1

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:

- Who you are
- Where you live (you may find someone to set up a study group with)
- Life experience
- Where you are employed and any experience in a related field (or when you finished school and why you chose your course of study)
- Your interests such as sport, hobbies, family etc.
- What you hope to get out of this unit?

#### MA2 - Moodle Activity 2

Visit the links in each of the blocks before the end of Week 2 (Instructions on how to do this will be given in your Week 1 lecture). 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.

### **MA3 - Moodle Activity 3**

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.

### **Assessment Due Date**

Due as per schedule in this unit profile

### **Return Date to Students**

Two weeks after submission

### **Weighting**

10%

### **Assessment Criteria**

This assessment will be marked online 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

MA1 - You will be allocated 0.5 points for each dot point you address.

MA2 - You will be allocated 1 point for exploring the various links in Moodle.

MA3 - You will be allocated 3 points for posting an original contribution and 1 point for each response to another student (maximum of 3 points).

### **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.

### **Learning Outcomes Assessed**

- 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.

### **Graduate Attributes**

- 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**

#### **Task Description**

The tutorial tasks referred to should be accessed through Moodle. This is not a team assessment, it is an individual 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)

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**

As per study schedule

### **Return Date to Students**

Two weeks maximum from submission date

### **Weighting**

30%

### **Assessment Criteria**

**Each assessment will be marked individually using assessment criteria that include the following key points:**

#### TA1 - Mapping a simple Task - Criteria (Marks)

- Demonstrates recognition that events can be analysed and interpreted in different contexts

#### TA2 - Gibbs Model of Reflection

- Evidence of development of skills for reflective practice

#### TA3 - Website Investigator - Forensic Case Reports

- Demonstrates understanding of the concepts of evidence and arguments.

#### TA4 - 5 Why's Analysis

- Demonstrates the ability to recognise basic accident pathogens
- Demonstrates the ability to conduct basic analysis of accident causation

#### TA5 - Reflection

- Evidence of development of skills for reflective practice for problem-solving
- Demonstrates an understanding of the role of investigation
- Demonstrates an understanding of the ethical implications of observed events

Individual assessment criteria for each tutorial submission will be provided through Moodle (in the specific assessment submission area).

### **Referencing Style**

- [Harvard \(author-date\)](#)

### **Submission**

Online

### **Learning Outcomes Assessed**

- 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.

### **Graduate Attributes**

- 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. You are required 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)

### Quiz:

- 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

As per study schedule.

### Return Date to Students

Two weeks maximum from submission date.

### Weighting

30%

### Assessment Criteria

**Each assessment will be marked individually using assessment criteria that include the following key points:**

Blog 1 - Contextual Lens

- Demonstrates recognition that events can be analysed and interpreted in different contexts

Blog 2 - New Perspectives

- Demonstrates recognition that events can be analysed and interpreted in different contexts

Blog 3 - Problem Solving

- Evidence of development of skills for reflective practice for problem-solving

Blog 4 - Habits and Truth

- Applies knowledge gained of evidence-based practice

Blog 5 - AcciMap

- Demonstrates an ability to recognise basic accident pathogens
- Demonstrates an ability to conduct basic analysis of accident causation

Individual assessment criteria for each blog submission will be provided through Moodle (in the specific assessment submission area).

### Referencing Style

- [Harvard \(author-date\)](#)

## Submission

Online

### Learning Outcomes Assessed

- 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.

### Graduate Attributes

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

## 4 Team Report

### Assessment Type

Written Assessment

### Task Description

**This is a team assessment.** 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 will be shared with you during your lecture 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 Why's 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)

Only one submission per team is required. Only Word or PDF format will be accepted.

### Assessment Due Date

As per study schedule

### Return Date to Students

Two weeks after submission

### Weighting

30%

### Assessment Criteria

**The assessment criteria for the Team Report include the following key points:**

- Demonstrates an understanding of the concepts of evidence and argument
- Applies knowledge gained from evidence-based practice
- Demonstrates an ability to recognise basic accident pathogens
- Demonstrates an ability to conduct basic analysis of accident causation
- Evidence of development of skills for reflective practice
- Organisation / Written Expression / Referencing

Specific assessment criteria for this assessment piece will be provided through Moodle.

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online Group

**Submission Instructions**

One report per team to be submitted.

**Learning Outcomes Assessed**

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

**Graduate Attributes**

- 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