



AINV11001 *Real World Investigation*

Term 1 - 2023

Profile information current as at 05/05/2024 02:58 am

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 - 2023

- Online

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 Evaluations

Feedback

Positive Optional Feedback

Recommendation

Positive student feedback was received about the excellent lectures, clear and fast marking. It is recommended to maintain a high standard of lectures, fast marking turnaround and clear statements on what can be improved on as student feedback.

Feedback from Evaluations

Feedback

Constructive Feedback

Recommendation

One student commented that they had not heard about the Contributing Factors Framework (CFF) which was introduced to students this term. The CFF was used to introduce students to a Human Factors and complex sociotechnical system wide accident investigation tool. The CFF is relatively new, so may be new to safety professionals, however, for a first term first year unit it is a practical and simple tool for teaching and learning purposes. It is recommended to continue to use the CFF but stress to students the value of understanding the use of the CFF and how it may be new for them as part of the cutting edge Safety Science teaching conducted at CQUniversity.

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%	•	•				•	•	•	•
2 - Portfolio - 30%		•	•	•		•	•	•	

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

Karen Klockner Unit Coordinator
k.klockner@cqu.edu.au

Schedule

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Overview of unit Introduction to Moodle, the unit, concepts and the assessments		

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - The Reflective Investigator Gibbs Model of Reflection The 5 Whys		

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - The Reflective Investigator Reflecting on the complex sociotechnical world around us		Moodle activities Due: Week 3 Friday (24 Mar 2023) 11:45 pm AEST

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Identifying Accident Contributing Factors The Contributing Factors Framework - Maritime Safety		

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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**Module 2 - Identifying Accident
Contributing Factors**

The Reflective Investigator Due:
Week 5 Friday (7 Apr 2023) 11:45 pm
AEST

Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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**Module 3 - Investigation Methods
and Models**

AcciMap
Fishbone
Bow Tie

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
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**Module 3 - Investigation Methods
and Models**

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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**Module 4 - Accident Pathogens &
Causation**

Evidence in Investigation

Week 9 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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**Module 4 - Accident Pathogens &
Causation**

**Contributing Factors Framework
and AcciMap** Due: Week 9 Friday (12
May 2023) 11:45 pm AEST

Week 10 - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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**Module 4 - Accident Pathogens &
Causation**

Week 11 - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Module 5 - Investigation Reports

Week 12 - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Module 5 - Investigation Reports

Investigation Examination Report
Due: Week 12 Friday (2 June 2023)
11:45 pm AEST

Review/Exam Week - 05 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 12 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Moodle activities

Assessment Type

Group Discussion

Task Description

In this task students will gain an understanding of the different backgrounds, contexts and cultures from which investigators come from, as well as the differences in skills and knowledge which each person brings to their real world experience.

As first year students it is also very important that you begin to get to know your peers, some of whom you will be studying with for the next few years and develop your community of practice within the Safety Sciences. Therefore students should be able to access the site and be familiar with how to network with others.

You are therefore required to log in to the Moodle site and complete the following activity by the end of Week 3 of term:

MA - Moodle Activity

Find the 'Learning Community Tile' and the 'General Discussion' forum or access the 'General Discussion' forum from the Information tab at the top of the Moodle site.

You are then required to post a message to the class cohort using the 'General Discussion' forum. This must be a new post **that investigates your real world experience** i.e. who you are, so it must include the following information:

- (a) Who you are
- (b) Where you live
- (c) Your life experience to date
- (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) As an investigator, what you hope to get out of this unit?

Assessment Due Date

Week 3 Friday (24 Mar 2023) 11:45 pm AEST

Return Date to Students

Week 5 Friday (7 Apr 2023)

Weighting

10%

Assessment Criteria

This assessment will be marked online within the Moodle environment using the tracking statistics available to lecturers. Therefore you DO NOT have to upload anything to the assessment area as the lecturer will mark your discussion post from the General Discussion area. The key assessment criteria used will be your 'genuine participation' within the learning environment

Your investigation of yourself General Discussion introduction post will be marked out of 10.

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 The Reflective Investigator

Assessment Type

Portfolio

Task Description

Task Description

In this assessment you will be asked to reflect and investigate an incident or event in your own life. You should pick an event on which you can reflect using the Gibbs Model of Reflection and a 5 Why's analysis.

The tasks includes:

1. Gibbs Model of Reflection
2. 5 Why's analysis

Think about something significant that has happened in your life (it might be something related to university, home, work or your social environment) and apply the Gibbs Model of Reflection. Prepare a written report which examines and presents an argument on your logic of the event including:-

- Description - What happened?
- Feelings - What were you thinking and feeling?
- Evaluation - What was good and bad about the experience?
- Analysis - What sense can you make of the situation?
- Conclusion - What else could you have done?
- Action Plan - If it arose again, what would you do? Here you might consider how you could get a different outcome if it happened again.

Then also use the 5 Why's method to examine and present a further argument based on your logic of what might of led to the event or contributed to the event.

Your two page report (maximum 2 pages) should demonstration your ability to both investigated what happened to you and why, but also your deeper reflection on the event, your role in the event and any lessons learnt. You might also reflect on which tool (Gibbs or 5 Why's) gave you better insight/s.

You should submit your assessment as a Word document only, no pdf.

Assessment Due Date

Week 5 Friday (7 Apr 2023) 11:45 pm AEST

Return Date to Students

Week 7 Friday (28 Apr 2023)

Weighting

30%

Assessment Criteria

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

Gibbs Model of Reflection 20%

- Evidence of development of skills for reflective practice

5 Why's Analysis 10%

- Demonstrates the ability to conduct basic analysis of event causation

A detailed marking matrix will be provided via the Moodle site.

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 Contributing Factors Framework and AcciMap

Assessment Type

Written Assessment

Task Description

In this assessment you will examine the maritime accident known as the 'Herald of Free Enterprise' ferry accident. You will be provided with information on the accident and asked to complete the following tasks:-

1. Using the Contributing Factors Framework-Maritime Safety (CFF-MS) identify the contributing factors involved using the framework criteria for Individual/Team Actions, Technical Failures and Local Conditions & Organisational Factors;
2. Prepare a AcciMap showing how the factors can be presented as a model which also shows their interconnectedness. Your final submission will show a table presenting the CFF-MS factors with a short statement as to why (supporting evidence), followed by a AcciMap diagram.

More information will be given via the Moodle site and formal lectures.

No more than 2 pages – word document only presentation and/or pdf AcciMap if done in other software.

Assessment Due Date

Week 9 Friday (12 May 2023) 11:45 pm AEST

Return Date to Students

Week 11 Friday (26 May 2023)

Weighting

30%

Assessment Criteria

The marking criteria will be around

1. The use of the Contributing Factors Framework - Maritime Safety (CFF-MS) and ability to identify contributing factors as per the framework; (15%)
2. The ability to present a model of the accident using AcciMap which shows the linkages of factors which contributed to the accident (15%)

A detailed marking matrix will be presented via the Moodle site.

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 Investigation Examination Report

Assessment Type

Written Assessment

Task Description

This 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. You are required to pick an accident case study and develop an investigation examination report which covers:-

- A Title page
- A Contents page
- What happened (brief description of the circumstances)
- Brief timeline (chronological lead up to the event)
- A list/table of contributing factors under the three headings of Individual/Team actions, Technical Failures, Local Conditions & Organisational Factors
- A model of the accident showing how the contributing factors were related
- A summary of the major learnings from the accident
- Include in-text referencing and a reference list

(Word limit is 1500 words excluding table and model wording, no more than 7 pages in total)
Only Word format will be accepted.

Assessment Due Date

Week 12 Friday (2 June 2023) 11:45 pm AEST

Return Date to Students

Exam Week Friday (16 June 2023)

Two weeks after submission

Weighting

30%

Assessment Criteria

The assessment criteria for the Investigation Report includes:

- Demonstrates an understanding of the concepts of accident investigation (5%)
- Demonstrates an ability to recognise sociotechnical contributing factors (10%)
- Demonstrates an ability to present a basic analysis of accident causation (10%)
- Organisation / Written Expression / Referencing (5%)

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. Only Word or PDF format will be accepted.

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