



AINV12002 Accident Phenomenology

Term 1 - 2017

Profile information current as at 05/07/2022 04:51 pm

All details in this unit profile for AINV12002 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

This unit will provide students with the basis for explaining the evolution of accident investigation methods and practice. On completion, students will be able to explain the characteristics, strengths and weaknesses of key theoretical accident causation models and apply the models to accident scenarios.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

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
- Rockhampton

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. **Online Quiz(zes)**

Weighting: 10%

2. **Written Assessment**

Weighting: 20%

3. **Practical Assessment**

Weighting: 20%

4. **Written Assessment**

Weighting: 50%

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 Have your say

Feedback

There needs to be additional clarification of assignment details and marking in the course seemed to be more harsh than in other 2nd year courses

Recommendation

Additional tutorials will be incorporated into future course offerings to provide further opportunities to explain assessments and give students additional opportunities to ask questions regarding assignments. Additional proactive grading and feedback moderation processes will be introduced before the next offering of this course

Action

Zoom tutorials were provided which included further opportunities to explain assignments. Students who participated in these tutorials were successful. Extensive feedback on all student assignments was provided in a timely manner.

Feedback from Have your say

Feedback

Planning and delivery methods for the course did not assist flex students who wanted to accelerate learning to accommodate other work commitments.

Recommendation

Alternate methods for delivery of course content will be explored to provide course materials at the commencement of term to give flex students accelerated learning opportunities in the next course offering.

Action

Alternate methods of delivery introduced this term included, Zoom tutorials and additional readings that were selected to assist students who wished to make accelerated progress.

Unit Learning Outcomes

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

1. Analyse the evolution of accident investigation methods and practice.
2. Use accident causation models to establish accident causation factors.
3. Apply accident causation models to contemporary accident case studies.
4. Evaluate the application and effectiveness of accident causation models.
5. Employ effective communication strategies appropriate to accident phenomenology.
6. Demonstrate reflective skills appropriate to the development of the intermediate 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
1 - Online Quiz(zes) - 10%					•	•

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
2 - Written Assessment - 20%	•				•	
3 - Practical Assessment - 20%		•	•			•
4 - Written Assessment - 50%	•	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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 - Online Quiz(zes) - 10%	•		•	•		•		•		
2 - Written Assessment - 20%	•			•		•				
3 - Practical Assessment - 20%		•	•	•			•	•		
4 - Written Assessment - 50%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

Available as an e-book through CQU Library

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Sarah Munn Unit Coordinator

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Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction and Course overview		

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 The accident phenomenon, epidemiology, risk and safety science		

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 The accident phenomenon, epidemiology, risk and safety science (cont)		

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 Evolution of Accident Investigation and Prevention		

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 Theoretical accident causation models		Online Quiz(zes) Due: Week 5 Friday (7 Apr 2017) 11:45 pm AEST

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Module 3 Theoretical accident causation models

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 Theoretical accident causation models (cont)		

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 Theoretical accident causation models (cont)		Accident Prevention Paper Due: Week 7 Friday (28 Apr 2017) 11:45 pm AEST

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 The Tapestry of Failure		

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 The Tapestry of Failure (cont)		Theoretical Accident Causation Models Due: Week 9 Friday (12 May 2017) 11:45 pm AEST

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 5 Contemporary accident case studies		

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 5 Contemporary accident case studies (cont)		

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 5 Contemporary accident case studies (cont)		Case study Due: Week 12 Friday (2 June 2017) 1:07 pm AEST

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Online Quiz(zes)

Assessment Type

Online Quiz(zes)

Task Description

Students will be required to complete an online quiz in Moodle covering material related to the evolution of accident investigation methods and practise.

There is no additional submission requirement for this assessment as students' responses to the quiz will be graded on line.

This assessment task represents 10% of the course grade.

Number of Quizzes

1

Frequency of Quizzes**Assessment Due Date**

Week 5 Friday (7 Apr 2017) 11:45 pm AEST

Return Date to Students

Week 7 Friday (28 Apr 2017)

Weighting

10%

Assessment Criteria

Grades will be applied based on the number of correct responses.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Employ effective communication strategies appropriate to accident phenomenology.
- Demonstrate reflective skills appropriate to the development of the intermediate practitioner.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Ethical practice

2 Accident Prevention Paper

Assessment Type

Written Assessment

Task Description

Students will write a paper to describe why they think accidents are still occurring after more than 100 years of "modern" approaches to accident prevention.

Your paper should be a maximum of 2000 words and your arguments should be supported by appropriate citations from the literature and applicable case studies. Your work should be correctly referenced using an appropriate academic referencing method such as Harvard author/date. A list of references used should be included at the end of your paper. This assessment is worth 20% of the overall grade for the course.

Assessment Due Date

Week 7 Friday (28 Apr 2017) 11:45 pm AEST

Return Date to Students

Week 9 Friday (12 May 2017)

Weighting

20%

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.

A marking rubric containing detailed assessment criteria will be provided in the Moodle Unit.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Analyse the evolution of accident investigation methods and practice.
- Employ effective communication strategies appropriate to accident phenomenology.

Graduate Attributes

- Communication
- Information Literacy
- Information Technology Competence

3 Theoretical Accident Causation Models

Assessment Type

Practical Assessment

Task Description

In this assessment task students will investigate the literature relating to one of the theoretical accident models and prepare a position paper.

You will select one accident model from the following list:

- Heinrich's Domino Theory
- Haddon Matrix
- Reason System of Safety Management Model
- Time Sequence Model
- Extended Energy Damage Model
- FRAM

Explore the literature and discuss the theoretical underpinnings of the chosen model and its expected validity today given the issues you identified in Assessment Task 2 and others such as:

- a. Complexity of the model and its fit with the natural complexity of society, technology, work and human endeavour
- b. Its effectiveness in addressing failures in:
 - i. Technology
 - ii. Systems
 - iii. Human factors
 - iv. Social and organisational networks, including management, supervision
 - v. Education & Training
 - vi. Culture
- c. The model's guidance on:
 - i. Establishing and validating corrective and remedial actions
 - ii. Learning from failure
 - iii. Risk minimisation

Your position paper should be limited to 2000 words maximum and be supported by relevant citations (minimum of 10) from the literature.

The grade for this Assessment task accounts for 20% of the total assessment for this course.

Assessment Due Date

Week 9 Friday (12 May 2017) 11:45 pm AEST

Return Date to Students

Week 11 Friday (26 May 2017)

Weighting

20%

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.
- A marking rubric containing detailed assessment criteria will be provided in the Moodle Unit.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Use accident causation models to establish accident causation factors.
- Apply accident causation models to contemporary accident case studies.
- Demonstrate reflective skills appropriate to the development of the intermediate practitioner.

Graduate Attributes

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

4 Case study

Assessment Type

Written Assessment

Task Description

In this assessment task students will use an accident case study provided by your lecturer (in Moodle) to evaluate the effectiveness of two selected theoretical accident causation models in explaining the failures which occurred in the case study.

Assessment Task

1. You will select two theoretical accident models (different to that chosen for Assessment Task 2) from the following list:
 - Heinrich's Domino Theory
 - Haddon Matrix
 - Reason System of Safety Management Model
 - Time Sequence Model
 - Extended Energy Damage Model
2. Populate the models with the critical factors from the case study provided by the lecturer (in Moodle) to explain, in the language of the models, the failures which occurred in the accident
3. Evaluate how well the theoretical models enabled explanation of the accident phenomena in the case study.
4. Students will then prepare a written report to explain:
 - The reasons why the particular models were chosen
 - The key characteristics of the models
 - The tapestry of failures which led to the case study accident, as evidenced by application of the chosen accident models
 - The perceived strengths and weaknesses of the chosen models in describing the accident phenomenon

Your report should not exceed 3000 words. It should be supported by relevant citations (minimum of 10) from the literature.

Assessment Due Date

Week 12 Friday (2 June 2017) 1:07 pm AEST

Return Date to Students

Exam Week Friday (16 June 2017)

Weighting

50%

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.

A marking rubric containing detailed assessment criteria will be provided in the Moodle Unit.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Analyse the evolution of accident investigation methods and practice.
- Use accident causation models to establish accident causation factors.
- Apply accident causation models to contemporary accident case studies.
- Evaluate the application and effectiveness of accident causation models.
- Employ effective communication strategies appropriate to accident phenomenology.
- Demonstrate reflective skills appropriate to the development of the intermediate practitioner.

Graduate Attributes

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

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