



# AINV13004 *Learning From Failure*

## Term 3 - 2018

Profile information current as at 28/04/2024 10:15 pm

All details in this unit profile for AINV13004 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 the opportunity to critically evaluate the potential for learning from failure to inform future mitigation of a specific accident type. Students are enabled to develop skills to inform key stakeholders through the creation of a communication plan so that the learning from accidents reaches the appropriate stakeholder audience.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Prereq: AINV13001 Accident Analysis and AINV12003 Accident Forensics and AINV12002 Accident Phenomenology and Coreq: AINV13002 Human Factors Investigation.

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 3 - 2018

- Distance

#### 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: Pass/Fail

#### 2. **Written Assessment**

Weighting: 50%

#### 3. **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

Students requested that content be made available earlier in the term.

##### Recommendation

Review the delivery of content to ensure sufficient content is accessible early in the term, appropriate to the unit context.

#### Feedback from Have Your Say

##### Feedback

There were challenges with the lecture delivery schedule.

##### Recommendation

The schedule of lecture delivery will be reviewed.

## Unit Learning Outcomes

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

1. Critically evaluate the efficacy of accident reports and accident data.
2. Interpret accident data to inform future mitigation of accidents.
3. Identify appropriate stakeholders and dissemination opportunities to improve community learning from accidents.
4. Create a communication plan which includes the management and effective use of media.
5. Employ effective communication strategies appropriate to learning from failure to improve prevention of accidents.
6. Demonstrate reflective skills appropriate to the development of the graduating 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 - Group Discussion - 0%				•	•	
2 - Written Assessment - 50%	•	•			•	•
3 - 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 - Group Discussion - 0%	•			•		•	•	•		
2 - Written Assessment - 50%	•	•	•	•		•	•	•		
3 - Written Assessment - 50%	•	•	•	•		•	•	•		

## 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)

## Referencing Style

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

## Teaching Contacts

**Stephen Cowley** Unit Coordinator

[s.cowley@cqu.edu.au](mailto:s.cowley@cqu.edu.au)

**Sarah Munn** Unit Coordinator

[s.munn@cqu.edu.au](mailto:s.munn@cqu.edu.au)

**Allison Hutton** Unit Coordinator

[a.hutton@cqu.edu.au](mailto:a.hutton@cqu.edu.au)

## Schedule

### Week 1 - 05 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Recorded Lecture: Introduction to the Unit		
<ul style="list-style-type: none"><li>• Why are we interested in learning from failures?</li><li>• Unit overview<ul style="list-style-type: none"><li>◦ Synopsis</li><li>◦ Learning outcomes</li><li>◦ Assessment tasks</li></ul></li></ul>		

### Week 2 - 12 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Recorded Lecture: The Value of Research		
<ul style="list-style-type: none"><li>• Evidence-informed approach</li><li>• Qualitative and quantitative sources</li><li>• Research methodologies</li><li>• Research questions and hypothesis</li><li>• Inductive and deductive reasoning</li><li>• Bias and lenses</li></ul>		

### Week 3 - 19 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Recorded Lecture: Sourcing Accident & Ill-health data Data		
<ul style="list-style-type: none"><li>• Limitations of data (bases)</li><li>• Reliability of data</li><li>• Cutting the data</li><li>• Asking questions of the data</li><li>• How data is represented (tabulated, graphical)</li></ul>		

### Week 4 - 26 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Recorded Lecture: Coronial Data		
<ul style="list-style-type: none"><li>• Process of coronial enquiry</li><li>• Engaging with the data</li><li>• How data is generated</li><li>• How findings can be applied and disseminated</li></ul>		

### Vacation Week - 03 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

### Week 5 - 10 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Recorded Lecture: Aviation Failure

- Types of databases
- International and domestic sources of aviation failure data
- Observational/organisational data
- Construction of databases
- Collation of data and parameters used
- How the picture of failure(s) is demonstrated
- Barriers to learning from aviation failure data
- Learning from the past to inform the future
- Limitations of how the data is collected and shared
- Current trends affecting data collection, quantity and quality

Moodle Discussion: Accident Database Critique Due: Monday 10 December 2018 23:59hrs AEST

**Moodle Discussion: Accident Database Critique** Due: Week 5 Monday (10 Dec 2018) 11:59 pm AEST

**Week 6 - 17 Dec 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Recorded Lecture: Chemical Industrial Failure		
<ul style="list-style-type: none"><li>• Types of databases</li><li>• International and domestic sources of chemical failure data</li><li>• Observational/organisational data</li><li>• Construction of databases</li><li>• Collation of data and parameters used</li><li>• How the picture of failure(s) is demonstrated</li><li>• Barriers to learning from chemical failure data</li><li>• Learning from the past to inform the future</li><li>• Limitations of how the data is collected and shared</li><li>• Current trends affecting data collection, quantity and quality</li></ul>		

**Week 7 - 31 Dec 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Recorded Lecture: Mining Failure		
<ul style="list-style-type: none"><li>• Types of databases</li><li>• International and domestic sources of mining failure data</li><li>• Observational/organisational data</li><li>• Construction of databases</li><li>• Collation of data and paramters used</li><li>• How the picture of failure(s) is demonstrated</li><li>• Barriers to learning from mining failure data</li><li>• Learning from the past to inform the future</li><li>• Limitations of how the data is collected and shared</li><li>• Current trends affecting data collection, quantity and quality</li></ul>		

**Week 8 - 07 Jan 2019**

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

- Recorded Lecture: Rail Failure
- Types of databases
  - International and domestic sources of rail failure data
  - Observational/organisational data
  - Construction of databases
  - Collation of data and paramters used
  - How the picture of failure(s) is demonstrated
  - Barriers to learning from rail failure data
  - Learning from the past to inform the future
  - Limitations of how the data is collected and shared
  - Current trends affecting data collection, quantity and quality

### Week 9 - 14 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>Recorded Lecture: Nuclear Industrial Failure</p> <ul style="list-style-type: none"> <li>• Types of databases</li> <li>• International and domestic sources of nuclear failure data</li> <li>• Observational/organisational data</li> <li>• Construction of databases</li> <li>• Collation of data and paramters used</li> <li>• How the picture of failure(s) is demonstrated</li> <li>• Barriers to learning from nuclear failure data</li> <li>• Learning from the past to inform the future</li> <li>• Limitations of how the data is collected and shared</li> <li>• Current trends affecting data collection, quantity and quality</li> </ul>		<p>Accident Investigation Report Due: Monday 14 January 2018 23:59hrs AEST</p> <p><b>Accident Type Investigation Report</b> Due: Week 9 Monday (14 Jan 2019) 11:59 pm AEST</p>

### Week 10 - 21 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>Recorded Lecture: Stakeholders</p> <ul style="list-style-type: none"> <li>• What is a stakeholder?</li> <li>• Identifying stakeholders</li> <li>• Types of stakeholders</li> <li>• Stakeholders and agendas</li> <li>• Discipline groups</li> </ul>		

### Week 11 - 28 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>Recorded Lecture: Communicating &amp; Influencing</p> <ul style="list-style-type: none"> <li>• Influencing stakeholders</li> <li>• Communication plans</li> <li>• Pitching to stakeholders</li> <li>• Types and formats of pitches</li> <li>• Harnessing the influence of the media</li> </ul>		

### Week 12 - 04 Feb 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>Recorded Lecture: Unit summary and review</p>		

## Exam Week - 11 Feb 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Communication Plan and Pitches Due: Monday 11 February 23:59hrs AEST
		<b>Communication Plan and Pitches</b> Due: Exam Week Monday (11 Feb 2019) 11:59 pm AEST

## Assessment Tasks

### 1 Moodle Discussion: Accident Database Critique

#### Assessment Type

Group Discussion

#### Task Description

Select an accident type to investigate and access a relevant database. For some examples of accident types see the list in Assessment Two.

Critique the usefulness of the database in a maximum of 500 words.

Share the database and your critique with your peers, including evidence and details of other relevant sources and materials (screen shots, database URL, websites, links, journal articles, reports etc.) which have been used to support your research and deliberations.

Comment on one of your peer's posts, providing objective and constructive feedback on the post.

You will be able to see what your peers have posted only after you have posted your own submission.

Your post and your comment on one of your peer's posts are both due by the due date - 23:45 AEST Monday 10 December, 2018.

#### Assessment Due Date

Week 5 Monday (10 Dec 2018) 11:59 pm AEST

#### Return Date to Students

Week 6 Monday (17 Dec 2018)

Two weeks following submission due date

#### Weighting

Pass/Fail

#### Minimum mark or grade

As per the Class and Assessment Overview section of this Unit Profile.

#### Assessment Criteria

The following assessment criteria will be used:

1. Relevant database accessed.
2. Evidence-informed critique of database.
3. Supporting material included.
4. Websites and journal articles should be referenced.

Where appropriate, sources used must be referenced in accordance with the Havard system (non-graded requirement)

#### Referencing Style

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

#### Submission

Online

#### Learning Outcomes Assessed

- Create a communication plan which includes the management and effective use of media.
- Employ effective communication strategies appropriate to learning from failure to improve prevention of accidents.

#### Graduate Attributes

- Communication

- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 2 Accident Type Investigation Report

### Assessment Type

Written Assessment

### Task Description

The purpose of this assignment is to provide you with the opportunity to conduct an investigation into a particular accident type which is of interest to you. The accident type can be any cluster of accidents, for example:

- motorcycle accidents
- domestic swimming pool drownings
- aviation ground occurrences
- train derailments
- accidental patient deaths in hospitals
- industry accidents
- etc.

By the end of week four you should have selected an accident type to investigate and gained approval from your lecturer before proceeding with your investigation and analysis.

In this assignment you will complete the analysis of available data and information regarding your chosen accident type. This assignment must evidence your ability to:

1. Critically interpret, analyse and evaluate accident data, reports and information from a variety of sources
2. Use this analysis to establish risk and causal factors behind the accident type which can be used to inform future mitigation and prevention strategies
3. Prepare findings based on the patterns that have emerged from the data
4. Prepare recommendations for improvement

A suitable report format will be uploaded onto the Moodle site for you to use.

Your investigation report will be used in Assessment Three to identify and inform stakeholders of the nature of the failure and dissemination opportunities to prevent recurrence.

### Assessment Due Date

Week 9 Monday (14 Jan 2019) 11:59 pm AEST

### Return Date to Students

Week 11 Monday (28 Jan 2019)

Two weeks following submission due date

### Weighting

50%

### Minimum mark or grade

To pass this unit students must pass this assessment with a minimum mark of 50% and achieve an aggregate score of at least 50% for the unit overall.

### Assessment Criteria

The following assessment criteria will be used:

1. Critically interpret, analyse and evaluate accident data, reports and information from a variety of sources
2. Establishment of risk and causal factors behind the accident type used to inform future mitigation and prevention strategies
3. Preparation of findings based on the patterns that have emerged from the data
4. Preparation of recommendations for improvement
5. Report is presented in an appropriate format.

Where appropriate, sources used must be referenced in accordance with the Harvard system (non-graded requirement).

### Referencing Style

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

### Submission

Online

## Learning Outcomes Assessed

- Critically evaluate the efficacy of accident reports and accident data.
- Interpret accident data to inform future mitigation of accidents.
- Employ effective communication strategies appropriate to learning from failure to improve prevention of accidents.
- Demonstrate reflective skills appropriate to the development of the graduating practitioner.

## Graduate Attributes

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

## 3 Communication Plan and Pitches

### Assessment Type

Written Assessment

### Task Description

#### Part A - 20%

Using your investigation report completed in Assessment Two, prepare a communication plan that:

1. Identifies the relevant stakeholders
2. Explains why these particular stakeholders were chosen as a means to influence change
3. Communicates to the various stakeholders the nature of the failure(s), i.e. the findings identified in your report based on the patterns exhibited by the data
4. Identifies and recommends relevant types of pitches to stakeholders. For example, media releases, social media announcements, board papers, internal memos, toolbox meetings, safety alerts, advertisement campaigns in various media, community meetings, argument to the regulator, letter to manufacturer advising of a trend, manufacturer recall notice, abstracts to professional conferences, short video, etc.
5. Describes how the media can be utilised as an agent of change.

In-text referencing must be used where appropriate and a final reference list must be included.

Your communication plan should not exceed 1500 - 2000 words.

A format for the communication plan will be uploaded onto the Moodle site for you to use.

#### Part B - 30%

Based on your recommendations in Part A, write a pitch to five of the identified stakeholders. Each pitch must be in a format that is easily recognisable by the chosen stakeholder(s). Each pitch should be no more than two pages in length, or a short video, and submitted as five individual files (PDF, MPEG).

You do not need to reference or provide a final reference list.

### Assessment Due Date

Exam Week Monday (11 Feb 2019) 11:59 pm AEST

### Return Date to Students

Exam Week Monday (11 Feb 2019)

Within two weeks of submission

### Weighting

50%

### Minimum mark or grade

To pass this unit students must pass this assessment with a minimum mark of 50% and achieve an aggregate score of at least 50% for the unit overall.

### Assessment Criteria

The following assessment criteria will be used:

#### Part A (20%)

Prepares a communication plan that:

1. Identifies the relevant stakeholders
2. Explains why these particular stakeholders were chosen as a means to influence change
3. Communicates to the various stakeholders the nature of the failure(s), i.e. your findings identified in your report
4. Identifies relevant types of pitches to stakeholders

5. Describes how the media can be utilised as an agent of change.

Where appropriate, sources used must be referenced in accordance with the Havard system (non-graded requirement).

**Part B (30%)**

Writes a pitch in a relevant format to five of the identified stakeholders that:

1. Is in a format familiar and relevant to the chosen stakeholder(s)
2. Demonstrates effective communication strategies appropriate to the learnings derived from the pattern of failure(s)
3. Is designed to improve prevention of the accident type

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Identify appropriate stakeholders and dissemination opportunities to improve community learning from accidents.
- Create a communication plan which includes the management and effective use of media.
- Employ effective communication strategies appropriate to learning from failure to improve prevention of accidents.
- Demonstrate reflective skills appropriate to the development of the graduating 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