AINV13004 *Learning From Failure*
Term 2 - 2022

Profile information current as at 14/12/2025 04:17 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 Phenomenolgy 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 2 - 2022

- 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: 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 Feedback during tutorials

Feedback

Some students are challenged by learning the new skill of manipulating large quantities of data

Recommendation

Continue to provide additional resources to support students in learning how to manipulate large quantities of data. These activities will guide students through the steps of their assessment tasks and reflect authentic work-based activities.

Feedback from Feedback during tutorials

Feedback

Students need to develop the skills of identifying and evaluating the source, integrity and quality of large data sets

Recommendation

Continue to provide activity-based tutorials that support students through the skills of identifying and evaluating the source, integrity and quality of large data sets. These activities will guide students through the steps of their assessment tasks and reflect authentic work-based activities.

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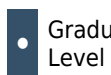
| — N/A Level | Introductory Level | Intermediate Level | Graduate Level | Professional Level | Advanced Level |

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
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

Kevin Perry Unit Coordinator
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Schedule

Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic

Module 1: Why are we interested in Learning from Failures?
Topic 1: Introduction to the Unit
Topic 2: Stakeholders
Recorded Lecture: Introduction to the Unit
• Why are we interested in learning from failures?
• Unit overview
  ○ Synopsis
  ○ Learning outcomes
  ○ Assessment tasks
• Stakeholders
  ○ What is a stakeholder?
  ○ Identifying stakeholders
  ○ Types of stakeholders
  ○ Stakeholders and agendas
  ○ Discipline groups
	Readings will be provided via Moodle	**Online Zoom Tutorial:** Recognising Stakeholders in learning from failure

Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Why are we interested in learning from failures? **Topic 3:** Communicating and Influencing **Recorded Lecture:** Communicating & Influencing • Influencing stakeholders • Communication plans • Pitching to stakeholders • Types and formats of pitches • Harnessing the influence of the media	Readings will be provided via Moodle	**Online Zoom Tutorial:** How well are learnings from failure communicated now?

Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Sources of Accident Type Data **Topic 1:** The Value of Research **Recorded Lecture:** The Value of Research • Evidence-informed approach • Qualitative and quantitative sources • Research methodologies • Research questions and hypothesis • Inductive and deductive reasoning • Bias and lenses	Readings will be provided via Moodle	**Online Zoom Tutorial:** How do research skills help you to learn from failure? **Assessment Activity:** Obtain approval for your Accident Cluster/Type

Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Sources of Accident Type Data **Topic 2:** Sourcing Accident & Ill-health data **Recorded Lecture:** Sourcing Accident & Ill-health data Data • Limitations of data (bases) • Reliability of data • Cutting the data • Asking questions of the data • How data is represented (tabulated, graphical)	Readings will be provided via Moodle	**Online Zoom Tutorial:** Workshopping the anatomy of an accident database

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Sources of Accident Type Data **Topic 3:** Coronial Data **Recorded Lecture**: Coronial Data • Process of coronial enquiry • Engaging with the data • How data is generated • How findings can be applied and disseminated	Readings will be provided via Moodle	**Online Zoom Tutorial:** How can you access and use coronial data? **Moodle Discussion: Accident Database Critique** Due: Week 5 Monday (8 Aug 2022) 9:00 am AEST

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Learning from Failures in Industries **Topic 1:** Aviation Failure **Recorded Lecture:** Aviation Failure • Types of databases • International and domestic sources of chemical 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 chemical 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	Readings will be provided via Moodle	**Online Zoom Tutorial:** Workshopping patterns in the data for your accident type

Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Learning from Failures in Industries **Topic 2:** Chemical Industrial Failure **Recorded Lecture:** Chemical Industrial Failure • Types of databases • International and domestic sources of mining failure data • Observational/organisational data • Construction of databases • Collation of data and paramaters used • How the picture of failure(s) is demonstrated • Barriers to learning from mining 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	Readings will be provided via Moodle	**Online Zoom Tutorial:** Workshopping learnings from within the data for your accident type

Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Learning from Failures in Industries **Topic 3:** Mining Failure **Recorded Lecture**: Mining 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	Readings will be provided via Moodle	**Online Zoom Tutorial:** Who needs to know what you know about your accident type?

Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Learning from Failures in Industries **Topic 4:** Rail Failure **Recorded Lecture:** Rail Failure • Types of databases • International and domestic sources of nuclear 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 nuclear 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	Readings will be provided via Moodle	**Online Zoom Tutorial:** Bringing the learnings to life - brainstorming recommendations

Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Learning from Failures in Industries **Topic 5:** Nuclear Industrial Failure **Recorded Lecture:** Nuclear Industrial Failure • Types of databases • International and domestic sources of nuclear 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 nuclear 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	Readings will be provided via Moodle	**Online Zoom Tutorial:** How will you communicate the key learnings from your accident type? **Accident Type Investigation Report** Due: Week 10 Monday (19 Sept 2022) 9:00 am AEST

Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Unit Summary **Topic 1:** Bringing it all together to realise the benefits for learning from failure **Recorded Lecture**: How has society learnt from failure and what is there still to do?		**Online Zoom Tutorial:** Developing key messages

Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Unit Summary **Topic 2:** Unit Summary and Review **Recorded Lecture:** What are the key points of this unit and what can you do differently?		**Online Zoom Tutorial:** Wrap Up and Assessment Help

Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Communication Plan and Pitches Due: Review/Exam Week Monday (10 Oct 2022) 9:00 am AEST

Exam Week - 17 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Moodle Discussion: Accident Database Critique

Assessment Type
Group Discussion

Task Description
Select an accident type to investigate and obtain approval for your accident type before the end of week three. The accident type can be any cluster of accidents, for example:

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

Access a relevant database. Critique your chosen database, considering the following questions

- What is the source and quality of the data collected?
- How effectively does this accident database contribute to or provide opportunities for stakeholders to learn from the failures of this accident type?

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.
Critique the usefulness of the database in a maximum of 500 words.
Comment on one of your peer's posts, providing objective and constructive feedback on the post.
Your chosen accident type, database, critique and the constructive discussion will provide a foundation for Assessment Two.

Assessment Due Date
Week 5 Monday (8 Aug 2022) 9:00 am AEST

Return Date to Students

Return within two weeks of submission

Weighting
Pass/Fail

Assessment Criteria
The following assessment criteria will be used:

1. Relevance of the database accessed.
2. Depth of the evidence-informed critique of database.
3. Quality of the supporting material included.
4. Referencing of the websites and journal articles (current CQUni Harvard Style)

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 investigate a particular accident type which is of interest to you. The accident type can be any cluster of accidents, for example:

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

Choose an accident type to investigate and obtain approval from your unit coordinator by the end of week three.
In this assignment you will analyse the available data and detail regarding your chosen accident type. You will:

1. Collect accident data, reports and information from a variety of sources (one of these sources should be the database that you critiqued in the Moodle Activity)
2. Critically interpret, analyse and evaluate the collected accident data, reports and details
3. Use this analysis to establish risk, causal factors and trends behind the accident type
4. Prepare findings and draw conclusions based on the patterns that have emerged from the data
5. Develop recommendations for improvement and prevention of recurrence which can be used to inform future mitigation and prevention strategies

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

Assessment Due Date
Week 10 Monday (19 Sept 2022) 9:00 am AEST

Return Date to Students

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
You will be assessed on the depth to which you have:

- Used a variety of credible sources to obtain your accident data, reports and detail
- Critically interpreted, analysed and evaluated the accident data
- Critically explored risk, causal factors and trends
- Drawn logical patterns and conclusions from the evidence and analysis
- Developed practical and innovative recommendations that implement the learnings from the analysis

- Used formatting, written expression and structure appropriate to a professional report
- Effectively referenced all sources in accordance with current CQUni Harvard referencing style.

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
A key element of learning from failure is communicating the learnings in such a way that stakeholders commit to taking actions that actively work towards preventing recurrence of that accident type. Communicating important learnings in this way requires a planned approach. You will develop a communication plan and write five of the communication pitches required by that plan.

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 key messages about the nature of the failure(s) identified in your report based on the patterns exhibited by the data
4. Identifies and recommends relevant types of pitches to stakeholders, the key messages and the call to action. 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 various forms and channels of 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.

1. Choose five of your identified stakeholders
2. For each stakeholder, choose an appropriate and relevant pitch (each stakeholder receives a different type of pitch). Each pitch must be in a format that is easily recognisable by and appropriate to the chosen stakeholder(s).
3. Develop the five pitches and submit them as Word, PPT, PDF, MP3 or MP4 files. Each pitch should be no more than two pages in length, or a short video (no longer than two minutes), and submitted as five individual files (PDF, MPEG).

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

Assessment Due Date
Review/Exam Week Monday (10 Oct 2022) 9:00 am AEST

Return Date to Students

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 stakeholders appropriate to the accident type
2. Explains why these particular stakeholders were chosen as a means to influence change
3. Communicates to the various stakeholders key messages about the nature of the failure(s) that were findings identified in your report
4. Identifies relevant types of pitches to stakeholders
5. Identifies the call to action for stakeholders based on the recommendations in your report
6. Describes how the media can be utilised as an agent of change.
7. Written in a business writing style
8. Referenced sources in accordance with the current CQUni Havard system.

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) and appropriate to the selected pitch type
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
4. Delivers the planned key messages for that pitch and that stakeholder

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