AINV20011 *Accident Domain Contexts and Methods 1*

Term 2 - 2019

Profile information current as at 12/10/2024 03:45 pm

All details in this unit profile for AINV20011 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

In this unit students will evaluate and critique the impact of laws, infrastructure, principles of operation, hazards and the operational safety precepts that contribute as accident causation and prevention in the domain. Students will also examine and critique the features unique to accident scenes and the contemporary methods of investigation and reporting unique to the domain.

Details

Career Level: *Postgraduate*
Unit Level: *Level 9*
Credit Points: *12*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.25*

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 2 - 2019

- Mixed Mode

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 12-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 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: 20%
2. **Portfolio**
Weighting: 30%
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 Informal student feedback

Feedback

Students continue to appreciate the support provided by the mentoring teams in addition to the unit coordinator.

Recommendation

Continue to develop mentoring capacity among Transport and Safety Science team.

Unit Learning Outcomes

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

1. Evaluate domain specific laws in relation to accident investigation.
2. Examine and interpret the domains' unique principles of operational safety effecting logistics, operations, infrastructure and maintenance in the contexts of accident causation and prevention.
3. Assess the significance of hazards in the domain and their contribution to accident causation.
4. Appraise the unique features of accident scenes in the domain.
5. Evaluate the unique investigation methods and their contribution to understanding accidents in the domain.
6. Critique contemporary methods of human factors investigation specific to the domain.

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 - Knowledge	Advanced Level	Advanced Level	Advanced Level	Advanced Level		Advanced Level				
2 - Communication					Advanced Level					
3 - Cognitive, technical and creative skills	Advanced Level	Advanced Level	Advanced Level	Advanced Level	Advanced Level	Advanced Level				
4 - Research	Advanced Level		Advanced Level	Advanced Level	Advanced Level	Advanced Level				
5 - Self-management						Professional Level				
6 - Ethical and Professional Responsibility		Professional Level	Professional Level							
7 - Leadership										
8 - 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
1 - Group Discussion - 20%	Advanced Level	Advanced Level	Advanced Level	Advanced Level	Professional Level	Professional Level	Professional Level	
2 - Portfolio - 30%	Advanced Level	Advanced Level	Advanced Level	Advanced Level	Professional Level	Professional Level		
3 - Written Assessment - 50%	Advanced Level	Advanced Level	Advanced Level	Advanced Level	Professional Level	Professional Level		

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

Shevaun Dell Unit Coordinator
s.dell@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction & Unit Overview Group Zoom Session - Meet & Greet with Unit Coordinator and peers Introduction to Research Methods	Recommended Reading: Jesson, JK, Matheson, L & Lacey, FM 2011, *Doing Your Literature Review - Traditional & Systematic Techniques 1st Edition,* SAGE London, UK ISBN 978-84860	Begin exploring possible domain specialisations

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Meet with domain-specific Learning Mentors. A schedule of Zoom sessions will be agreed with your Learning Mentor (weekly or fortnightly) Research Methods - Literature Reviews	Recommended Reading: Doing Your Literature Review (Chapters 1, 2 & 5)	Mentoring Session Schedule to be agreed upon and lodged with Unit Coordinator

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Continue exploring your Specialisation's Learning Themes in individual mentoring sessions as per agreed schedule Research Methods - Literature Reviews	Recommended Reading: Doing Your Literature Review (Chapters 3 & 4)	Weekly Reflective Journal Post due. Upload to Moodle Discussion Forum for group discussion. Due dates for Learning Theme Mind Maps will be determined by consultation with Learning Mentors. As a guide, submissions should be uploaded to Moodle one week after completing each Learning Theme.

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Continue exploring your Specialisation's Learning Themes in individual mentoring sessions as per agreed schedule Research Methods - Literature Reviews	Recommended Reading: Doing Your Literature Review (Chapter 6)	Weekly Reflective Journal Post due. Upload to Moodle Discussion Forum for group discussion. Due dates for Learning Theme Mind Maps will be determined by consultation with Learning Mentors. As a guide, submissions should be uploaded to Moodle one week after completing each Learning Theme.

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Continue exploring your Specialisation's Learning Themes in individual mentoring sessions as per agreed schedule Research Methods - Literature Reviews	Recommended Reading: Doing Your Literature Review (Chapter 9)	Weekly Reflective Journal Post due. Upload to Moodle Discussion Forum for group discussion. Due dates for Learning Theme Mind Maps will be determined by consultation with Learning Mentors. As a guide, submissions should be uploaded to Moodle one week after completing each Learning Theme.

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Vacation Week		

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Continue exploring your Specialisation's Learning Themes in individual mentoring sessions as per agreed schedule		Weekly Reflective Journal Post due. Upload to Moodle Discussion Forum for group discussion. Due dates for Learning Theme Mind Maps will be determined by consultation with Learning Mentors. As a guide, submissions should be uploaded to Moodle one week after completing each Learning Theme.

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Continue exploring your Specialisation's Learning Themes in individual mentoring sessions as per agreed schedule		Weekly Reflective Journal Post due. Upload to Moodle Discussion Forum for group discussion. Due dates for Learning Theme Mind Maps will be determined by consultation with Learning Mentors. As a guide, submissions should be uploaded to Moodle one week after completing each Learning Theme.

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Continue exploring your Specialisation's Learning Themes in individual mentoring sessions as per agreed schedule		Literature Review due: Week 8 Friday (13 September 2019) 11:59pm AEST Weekly Reflective Journal Post due. Upload to Moodle Discussion Forum for group discussion. Due dates for Learning Theme Mind Maps will be determined by consultation with Learning Mentors. As a guide, submissions should be uploaded to Moodle one week after completing each Learning Theme.

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Continue exploring your Specialisation's Learning Themes in individual mentoring sessions as per agreed schedule		Weekly Reflective Journal Post due. Upload to Moodle Discussion Forum for group discussion. Due dates for Learning Theme Mind Maps will be determined by consultation with Learning Mentors. As a guide, submissions should be uploaded to Moodle one week after completing each Learning Theme.

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Continue exploring your Specialisation's Learning Themes in individual mentoring sessions as per agreed schedule		Critical Analysis due: Week 10 Friday (27 September 2019) 11:59pm AEST Weekly Reflective Journal Post due. Upload to Moodle Discussion Forum for group discussion. Due dates for Learning Theme Mind Maps will be determined by consultation with Learning Mentors. As a guide, submissions should be uploaded to Moodle one week after completing each Learning Theme.

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Continue exploring your Specialisation's Learning Themes in individual mentoring sessions as per agreed schedule		Weekly Reflective Journal Post due. Upload to Moodle Discussion Forum for group discussion. Due dates for Learning Theme Mind Maps will be determined by consultation with Learning Mentors. As a guide, submissions should be uploaded to Moodle one week after completing each Learning Theme.

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Continue exploring your Specialisation's Learning Themes in individual mentoring sessions as per agreed schedule		Personal Investigation Plan due: Week 12 Friday (11 October 2019) 11:59pm AEST Weekly Reflective Journal Post due. Upload to Moodle Discussion Forum for group discussion. Due dates for Learning Theme Mind Maps will be determined by consultation with Learning Mentors. As a guide, submissions should be uploaded to Moodle one week after completing each Learning Theme.

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Weekly Reflective Journal Post due. Upload to Moodle Discussion Forum for group discussion. Due dates for Learning Theme Mind Maps will be determined by consultation with Learning Mentors. As a guide, submissions should be uploaded to Moodle one week after completing each Learning Theme.

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Recommended Reading:
Jesson, JK, Matheson, L & Lacey, FM 2011, *Doing Your Literature Review - Traditional & Systematic Techniques 1st Edition,* SAGE London, UK ISBN 978-84860

Assessment Tasks

1 Reflective Journal and Group Discussion

Assessment Type
Group Discussion

Task Description
Throughout the 12 weeks of this unit, you will develop and maintain a reflective journal which identifies and captures:

- the major issues and key learning from each Learning Theme
- your thoughts and reflections in relation to each Theme
- any gaps or limitations in contemporary knowledge in relation to each Theme
- any implications and learning which will inform your professional practice and development as an accident investigator.

Upload your reflections weekly (Weeks 3 to 12) to the dedicated Moodle Forum for peer and lecturer review. Engage in meaningful forum discussions with other students regarding their reflections. Both the submissions themselves and the peer review component comprise this assessment.

Assessment Due Date

Reflective Journal Posts and ensuing Group Discussion should be conducted on a weekly basis, from Week 3 through to Week 12.

Return Date to Students

Feedback for the Reflective Journal Posts will be provided on an on-going basis throughout the term. Marks will be allocated at the end of term.

Weighting
20%

Assessment Criteria
10 Reflective Posts uploaded to the appropriate Moodle forum (15 marks; 1.5 marks per post)
10 Constructive Responses to other students' Reflective Posts in the appropriate Moodle forum (5 marks; 0.5 marks per response)

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
Reflective Posts must be created in the dedicated Moodle Forum on a weekly basis, from Week 3 through to Week 12. Respond to other students' Posts in the same Forum to create meaningful discussion.

assessmentOutcome

- Evaluate domain specific laws in relation to accident investigation.
- Examine and interpret the domains' unique principles of operational safety effecting logistics, operations, infrastructure and maintenance in the contexts of accident causation and prevention.
- Assess the significance of hazards in the domain and their contribution to accident causation.

assessmentGradAttribute

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

2 Learning Theme Mind Maps and Personal Investigation Plan

Assessment Type
Portfolio

Task Description
Part A Learning Theme Mind Maps (20%)
Over the course of the term your mentors will assign readings, grouped into Learning Themes, associated with your chosen domain.
For this assessment, you will evaluate and discuss the readings as well as other relevant literature that you have researched. Your submission will comprise an in-depth mind map for each Learning Theme (minimum of 4) which explores the key issues of the subject area/s. In order to effectively demonstrate your understanding of the domain, and your critical interrogation of the literature, it is expected that you investigate 4 to 5 layers of depth in each mind map.

Part B Personal Investigation Plan (PIP) (10%)
Consider how you would incorporate your learnings from this unit into your own professional practice. Using the Learning Theme readings, other literature you have sourced, your mind maps and your reflective journal, develop a personal investigation plan which you can use to enhance preparation for future accident investigations and the forthcoming Accident Domain Project unit.
This plan can be in any format considered appropriate to aid your future response to accidents, by consultation with your Learning Mentor and the Unit Coordinator.

Assessment Due Date

Mind Maps are to be uploaded to the Moodle submission sites one week after completing each relevant Learning Theme, to allow for continuous feedback throughout the term. The Personal Investigation Plan is due in Week 12.

Return Date to Students

Feedback will be given throughout the term by learning mentors and the unit coordinator.

Weighting
30%

Assessment Criteria
Part A - Mind Maps
Four (4) Mind Maps uploaded to Moodle in total. Mind Maps should be uploaded to Moodle one week after completing the relevant Learning Theme. Each Mind Map should:

- Specifically relate to one Learning Theme only, and the relevant Theme is clearly stated (0.5 marks)
- Demonstrate understanding of the relevant domain and the issues associated with the relevant Learning Theme (3 marks)
- Explore the Learning Theme to a sufficient depth, as indicated by number of layers present in the Mind Map (1.5 marks)

(20 marks; 5 marks per Mind Map)

Part B - Personal Investigation Plan (PIP)
The PIP should:

- Demonstrate an understanding of how domain-specific Learning Themes will inform your professional investigative practice (8 marks)
- Link unit materials and your personal reflections (1 mark)
- Be in the format agreed upon by student, Learning Mentor and Unit Coordinator (0.5 marks)
- Be referenced appropriately in line with the current version of Harvard Referencing Style (0.5 marks)

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
Upload your submissions for this assessment to the appropriate submission pages on this unit's Moodle site. PDF submissions are preferred.

assessmentOutcome

- Examine and interpret the domains' unique principles of operational safety effecting logistics, operations, infrastructure and maintenance in the contexts of accident causation and prevention.

- Assess the significance of hazards in the domain and their contribution to accident causation.
- Appraise the unique features of accident scenes in the domain.
- Evaluate the unique investigation methods and their contribution to understanding accidents in the domain.
- Critique contemporary methods of human factors investigation specific to the domain.

assessmentGradAttribute

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

3 Literature Review and Critical Analysis

Assessment Type
Written Assessment

Task Description
Part A Literature Review (30%) - due Week 8
You are required to submit a literature review based on your own literature search, analysis of materials and discussions with your Learning Mentors during this unit. The review should be structured in a manner to incorporate the following:

1. Background to the topic including relevance to specialisation
2. Theoretical base/framework of the topic
3. Important studies/reports in the area
4. Critical analysis of the related topics.

Ensure that your review addresses both the context & methods of your specific accident domain, and that you draw from reliable Australian and international sources.
As a guide, submissions of 2500-3000 words are more likely to be successful.

Part B Critical Analysis (20%) - due Week 10
You must then focus on a specific topic that you have negotiated with your Learning Mentor. Use and extend your literature review to explore, explain and critique the contemporary body of knowledge in relation to your topic.
The paper should also explore the contribution of the chosen subject area to contemporary understanding of accident causation and prevention.
As a guide, submissions of 2000-2500 words are more likely to be successful.

Assessment Due Date

Part A is due in Week 8 of the term. Part B is due in Week 10 of the term.

Return Date to Students

Feedback will be provided two weeks following the due date.

Weighting
50%

Assessment Criteria
Part A – Literature Review

- Literature review is specific to the appropriate accident domain (1 mark)
- Submission explores the topic background including theoretical base/framework (10 marks)
- Important studies/reports in the area are identified and outlined (5 marks)
- Evidence of critical analysis of the topic and related issues specific to the domain (10 marks)
- Review has a logical and coherent structure, and demonstrates appropriate academic writing skills (2 marks)
- A minimum of 15 reputable sources have been utilised, and all sources referenced in accordance with the current version of Harvard Referencing Style (2 marks)

Part B – Critical Analysis

- Critical analysis extends the literature review and focuses on a specific topic or issue within the domain (2 marks)
- Sources utilised are thoroughly interrogated for content, quality and potential bias and methodological limitations (5 marks)
- Implications of the chosen topic on accident causation or prevention within the specific domain are explored (10

marks)
- Submission has a logical and coherent structure, and demonstrates appropriate academic writing skills (2 marks)
- A minimum of 10 reputable sources have been utilised, and all sources referenced in accordance with the current version of Harvard Referencing Style (1 mark)

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
Upload your submission for this assignment as a Word document or PDF to the appropriate assessment page on Moodle.

assessmentOutcome

- Examine and interpret the domains' unique principles of operational safety effecting logistics, operations, infrastructure and maintenance in the contexts of accident causation and prevention.
- Assess the significance of hazards in the domain and their contribution to accident causation.
- Appraise the unique features of accident scenes in the domain.
- Evaluate the unique investigation methods and their contribution to understanding accidents in the domain.
- Critique contemporary methods of human factors investigation specific to the domain.

assessmentGradAttribute

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

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